
Learner Information Pack

Welsh Government Funded
Higher Apprenticeship in
Leadership and Management

ILM Diploma Level 4 and Level 5

**Supporting the development of
confident and ambitious leaders**



Academi Genedlaethol ar gyfer
Arweinyddiaeth Addysgol Cymru
National Academy for
Educational Leadership Wales



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Become a Confident and Ambitious Leader

Education in Wales is changing rapidly. As an education professional, you are part of one of the most ambitious curriculum and whole system changes of the past 30 years.

The ability to embrace change as an ambitious, confident and creative leader is a crucial part of this journey, as is the need to engage in professional development activities. After all, we believe excellent leaders are lifelong learners.

At Portal, we strive to support and empower you along your journey. Our Level 4 & 5 ILM Diploma Programmes have been endorsed by the National Academy for Educational Leadership Wales (NAEL) and are aligned with the Professional Standards for Teaching & Leadership.

This fully-funded programme, is a fantastic opportunity for you as a developing middle, or aspiring senior leader, to gain a nationally recognised, formally accredited qualification in Leadership & Management.

As well as developing your knowledge of underpinning management concepts, you will build your own capacity as a school leader, capable of confidently navigating the rapidly evolving landscape of education in Wales.

Professional Standards for Teaching & Leadership



What is an ILM Diploma in Leadership & Management?

ILM Diplomas in Leadership & Management are Higher Apprenticeship programmes which aim to develop your management and leadership capacity. This is completed through a combination of knowledge and competence-based modules, which can be tailored in line with your role and responsibilities.

Introducing you to a diverse range of organisational decision-making and planning tools. As well as covering a variety of management theories, the programme will enhance your knowledge of management techniques, whilst allowing you to demonstrate your competence as a leader or manager within your current role.

What does a Diploma in Leadership & Management involve?

The programme is made up of five components. The NVQ combines both mandatory and optional elements, allowing the content to be tailored to best suit your role, responsibilities and development needs.



1

Mandatory, **knowledge**-based (VRQ) modules will introduce you to a range of theoretical & practical concepts, and will involve independent reading and research to underpin your practice. You will also demonstrate your knowledge & understanding using a range of assessment methods in-line with your learning style.

2

Mandatory & optional (NVQ) modules will require you to demonstrate your **competence** by:

- reflecting on your practice and knowledge,
- providing a range of evidence produced by you in your day-to-day role.
- tailoring optional units to best suit your role

3-5

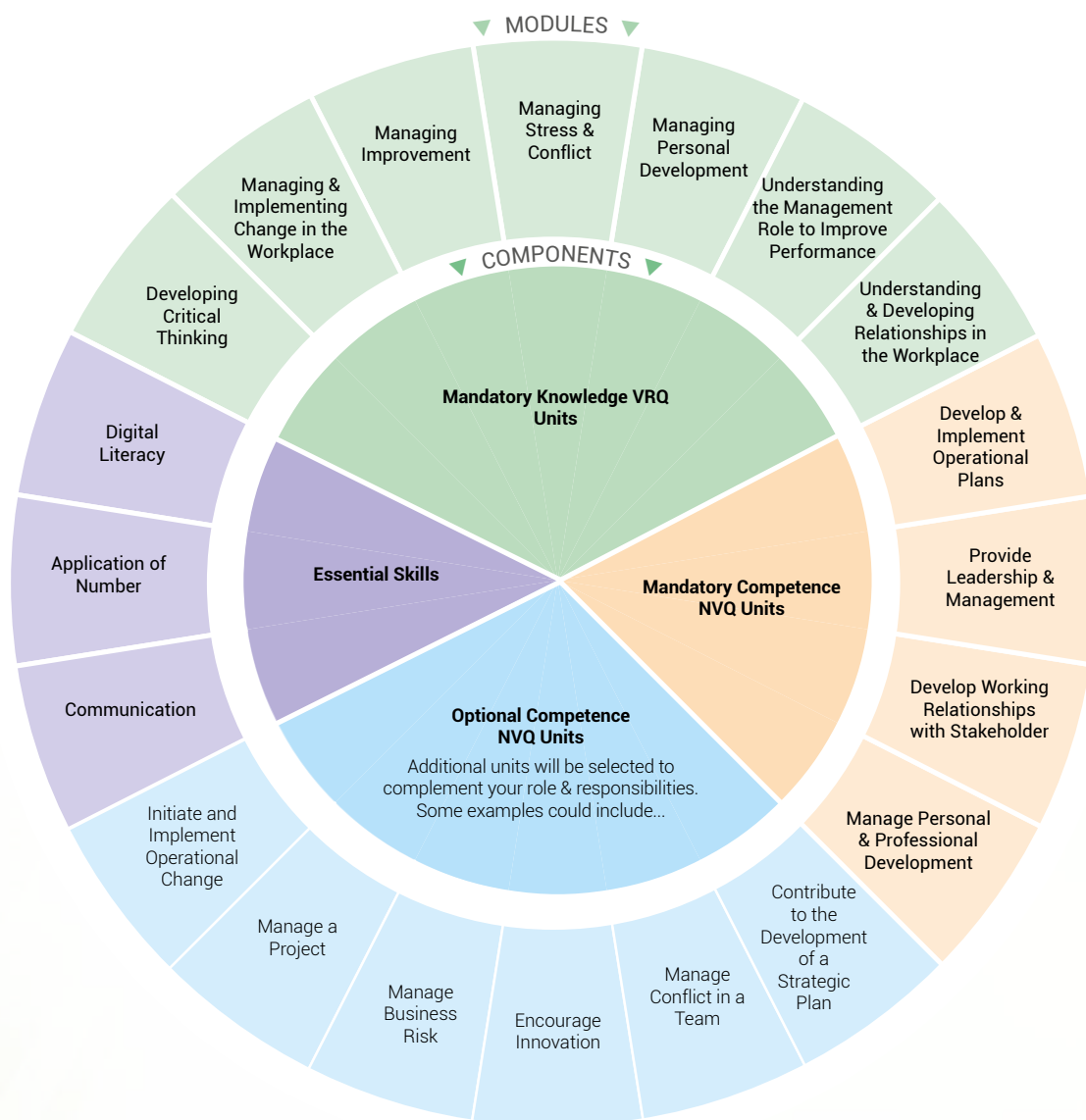
Essential Skills in Communication, Application of Number and Digital Literacy are mandatory components of all funded Diploma Programmes.

Your current skill level will be assessed as part of the enrolment process and you will be expected to complete at least a Level 2 Essential Skill Qualification in each subject area with the opportunity to complete a Level 3. You might already hold a qualification which will provide you with an exemption for the relevant skill. Acceptable qualifications* are:

- ✓ GCSE grade C or above in English/Welsh & Maths
- ✓ A-level grade E or above in English/Welsh & Maths
- ✓ Key or Essential Skills Level 2 or 3 in Communication & Application of Number

* alternative or equivalent qualifications are subject to approval by ACW awarding body. Certificates must be provided for exemptions.

Level 4 Diploma Content Overview



Putting it into Practice

Some examples of impact reported by ILM schools, supported by the programme content:

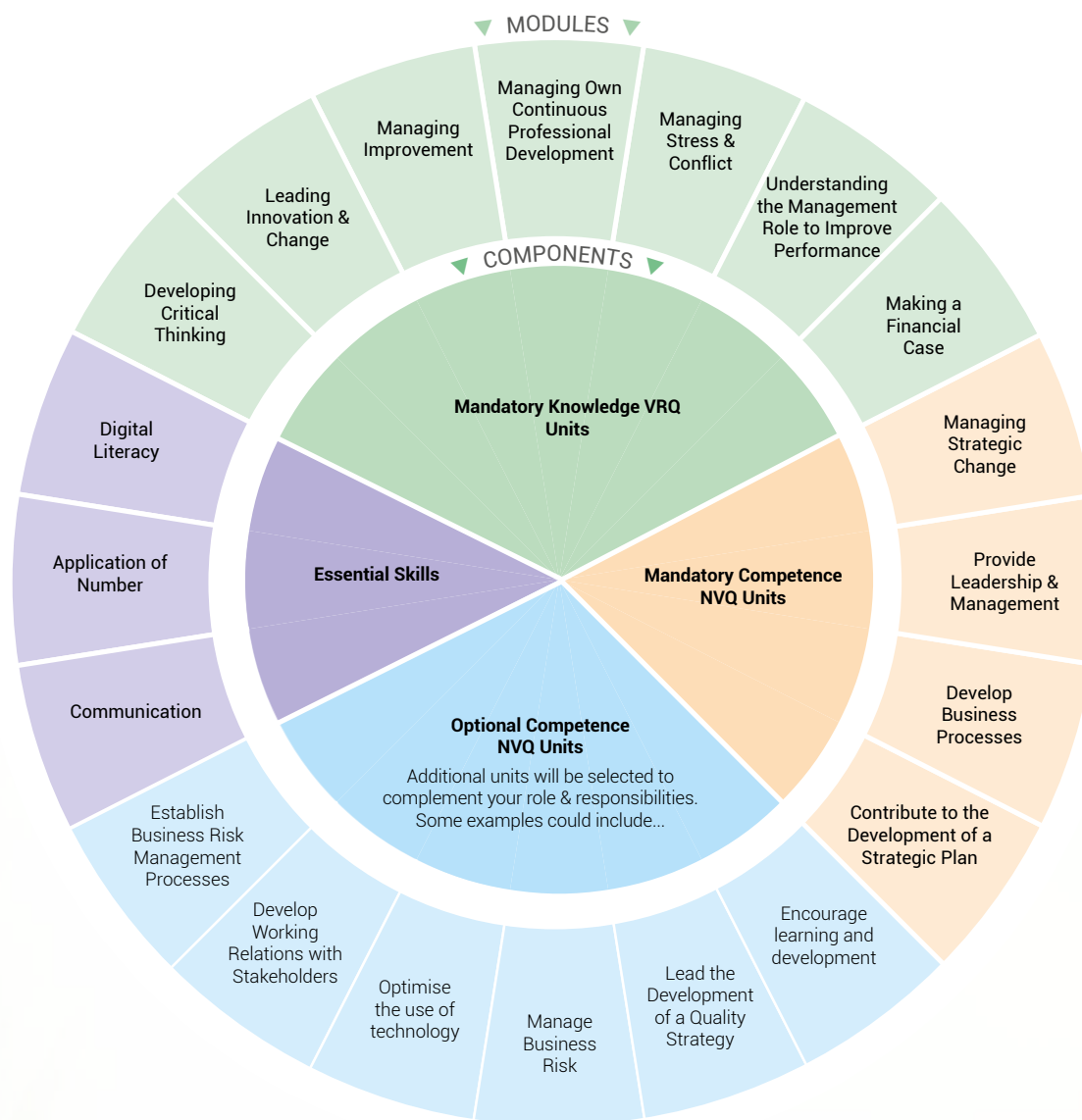
Developed staff to be far more independent and proactive as leaders
Ysgol Cwm Bromptil
ERW

Improved strategies for leading projects
Park C.P. School
GWE

Helped create a culture of professional learning and reflection across the school with 4 staff gaining promotions
St Cyres School
CSC

Confidence to lead whole-school projects impacting on standards
Maesycwmmwr Primary School
EAS

Level 5 Diploma Content Overview



Putting it into Practice

Some examples of impact reported by ILM schools, supported by the programme content:

Learners empowered the staff ensuring continuity
Brynteg C.P. School
CSC

Leading on SIP priorities and temporary secondment to SLT
St Illtyd Primary School
EAS

PSE curriculum development away from traditional model to new in-school model
Blessed Edward Jones High School
GWE

Develop a new approach for Self Evaluation and Improvement Planning Departments
Ysgol Gyfun Gŵyr
ERW

Eligibility and Programme choice

Am I Eligible for a Funded Diploma?

If you answer yes to the following statements, you are likely to be eligible for a fully-funded course*

- ✓ I am employed and work at least 51% of my hours in Wales
- ✓ I am on a permanent or long-term contract for 16 or more hours per week
- ✓ I am in a role where I can demonstrate leading or managing people, projects or processes
- ✓ I am not currently receiving government funding for work or training
- ✓ I do not hold a leadership or management qualification at the same level or higher

Which Level Diploma is Right for Me?

Choosing the right level programme for you is critical to ensure you can adequately evidence the course requirements whilst providing an element of challenge and skill development opportunities.

Level 4 will suit me if...

I am an aspiring or developing middle leader e.g. new Head of Department / Year, Second in Department, Subject Coordinator, Class Teacher with allocated responsibilities, HLTA



I am in an operationally- focused role, responsible for planning & monitoring day-to-day activities within my subject/year group. I may line manage staff



I have the ability to make changes within my area of responsibility such as scheme of work/lesson planning, assessment methods, intervention strategies



I want to develop my ability to lead effectively at this level or support my first step into middle leadership

Level 5 will suit me if...

I am an experienced middle manager preparing for senior roles e.g. Associate Assistant Head, Established Head of Department/Year, Phase Leader, Lead Practitioner, ALNCo



I am in a strategically-focused role and provide day-to-day management of my Faculty/Department/ Subject or Year group. I line manage or lead a team



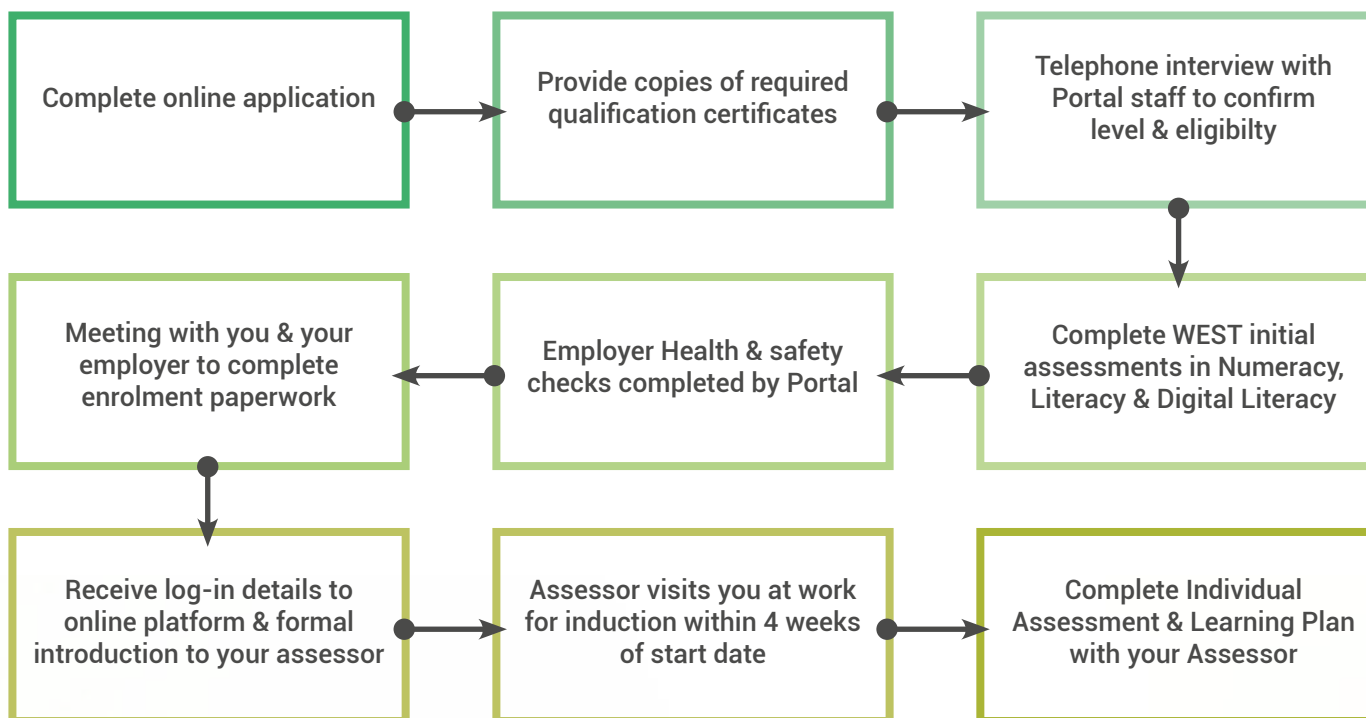
I have the ability to lead changes within my school/ department such as curriculum planning, policy development, responsibility for elements of School Improvement Plan



I want to develop my leadership techniques to demonstrate impact on department or school-wide results needed for SLT roles

Enrolment

What is the Enrolment Process?



What do the Initial Assessments Involve?

In order to receive funding from Welsh Government to undertake a Diploma programme, we need to assess your current level of literacy, numeracy & digital literacy, using an online system called Wales Essential Skills Toolkit (WEST). These online assessments will:

- ✓ provide a diagnostic breakdown of your current skill level in each area
- ✓ identify any skill fade that may have occurred
- ✓ feed into your Individual Learning Plan should any support or development needs be identified
- ✓ even though you may have exemptions for application of number and/or communication skills, initial assessments will need to be completed regardless

Please note: *Initial assessments must be invigilated by a member of Portal staff. Depending upon cohort sizes, these assessments may take place at your place of work, or you will be invited to attend a half-day assessment session at a central location.*

Commitment

What Commitment is Required?

As an education professional, we understand that you have a demanding work schedule, so Portal's delivery model is flexible to support you in the most appropriate manner. You must, however, carefully consider if you have the capacity to commit to a funded, professional level qualification over the next **18 months**.

We will make every effort to minimise impact on your working day, by offering meetings;

- during PPA,
- before or after school,
- during school holidays.

Breakdown	How long will it take?	When will I do this?	How often?
Initial WEST assessments in literacy, numeracy & digital literacy	Up to 4 hours	Pre-enrolment	Once
Induction meeting	Av. 1.5 hours	Post-enrolment	Once
Meet your assessor 1-2-1	Av. 1.5 hours	Ongoing	Monthly
Reading, research, completion of tasks, collation of evidence for VRQ & NVQ	Av. 3 hours	Ongoing	Weekly
Essential Skill Controlled Assessment Digital Literacy	5 hours	Post-enrolment	Once**
Essential Skill Digital Literacy Confirmatory Discussion	15-30 mins	Post-enrolment	Once
<i>The following would also be required if exemptions are not in place:</i>			
Essential Skill Controlled Assessment Communication*	5 hours	Post-enrolment	Once**
Essential Skill Controlled Assessment Communication Confirmatory Test*	45 mins	Post-enrolment	Once**
Essential Skill Controlled Assessment Application of Number*	5 hours	Post-enrolment	Once**
Essential Skill Controlled Assessment Application of Number Confirmatory Test*	45 mins	Post-enrolment	Once**

* If you hold an approved prior learning exemption you will not need to undertake this element.

** Resits would require additional time for essential skills.

Please note: this is **not** a term-time only qualification and you will be expected to make progress and communicate with your assessor each month.

What Commitment is Required from my School?

A fully-funded Leadership & Management Diploma is a fantastic CPD opportunity for schools to be able to support the development of their current and aspiring leaders, at no cost, and with minimal impact on teaching contact time.

There are, however, certain commitments that the school is required to make in order to support you on the programme and also to comply with Welsh Government work-based learning regulations.

Your school must:

- ✓ be in support of your application, including agreeing the level applied for is suitable for your role
- ✓ allow you time to complete your initial assessments – this may require you to be released from school
- ✓ allow Portal to complete a health & safety vetting check of the school
- ✓ sign off on your start-up paperwork
- ✓ allow your Portal Management Assessor to visit you at school on a monthly basis for your 1-2-1
- ✓ provide you with a School Mentor

What does the Role of School Mentor Involve?

The School Mentor role is critical in ensuring a level of school-based support by someone who is familiar with you, your role and the context of your school. Unlike NQT mentoring, the School Mentor is not required to undertake specific numbers of hours of meetings nor keep formal records of meetings, however regular conversations regarding your progress on the qualification would be expected.

A school mentor will:

- ✓ be in a senior role to you – your line manager is a good option, as is the school lead for Staff CPD
- ✓ take an active interest in your professional development and progress on the Diploma
- ✓ be a 'critical friend' with whom you can discuss your plans and application of new knowledge
- ✓ offer advice and guidance when assessing your own areas of competence
- ✓ support with provision of additional opportunities to develop your skills should this be required
- ✓ provide witness testimonies to evidence your competence should this be required
- ✓ meet with your Portal Management Assessor to receive & give feedback on your progress
- ✓ sign and make comments on your monthly review documents
- ✓ be a point of contact for your Portal Management Assessor should there be any concerns with progress

Putting it into context - Case Studies

ILM Diploma in Leadership and Management - Level 4:

A middle leader in a comprehensive school is a new Head of Department. They are brand new to the role and will be managing 3 other staff members within their department. They will use the ILM programme as a vehicle to develop their understanding of their own beliefs, attitudes and values and how they may impact on their leadership and management style and practice.

The course content allows the individual to improve knowledge and understanding of different Leadership and Management theories and models which will support the learner in understanding how to effectively manage and adapt managerial style to suit different situations and staff members.

As a new middle manager at the school, the individual will also be able to use the programme to better understand their role and how it contributes to the school's overall aims and objectives.

Stakeholder engagement is also considered which will support the learner to develop productive working relationships and arm them with the essential skills to effectively influence, manage expectations and resolve conflict with stakeholder groups including parents, colleagues, governors and external agencies.

The above scenario provides evidence that could be used for:

- Developing critical thinking
- Understanding the management role to improve performance
- Develop working relationships with stakeholders
- Understanding and developing relationships in the workplace
- Provide leadership and management

ILM Diploma in Leadership and Management - Level 5:

Following their Estyn inspection, a senior leader in a primary school is tasked with improving literacy provision in the school. They use the ILM programme as a vehicle for ensuring this is done with maximum impact and to provide evidence for their diploma.

The course content ensures the member of staff uses a variety of decision-making tools to determine the 'best' way forward for the school in line with their priorities, as well as introducing planning principles and models to ensure that the change is driven forward through robust, yet achievable, plans.

Risk management and stakeholder engagement are also considered to ensure wider, strategic thinking and to maximise the impact on school standards.

The introduction of strategies for communication, monitoring and evaluation, based on the principles of continuous improvement, ensure their plans are effectively implemented.

The impact for the school is that Estyn recommendations have been addressed and the learner has used tools and techniques that were otherwise unfamiliar to ensure a more strategic and measured approach to leading school-wide change.

The above scenario provides evidence that could be used for:

- Leading innovation and change
- Managing Improvement
- Design Business Processes
- Contribute to the Development of a strategic plan
- Lead on a Continuous Improvement Strategy

Overview

What others have said...

The member of staff on the ILM programme has been delivering highly effective whole school improvement through a variety of areas. She now has the confidence to lead on a number of whole school projects that are having a positive impact on pupils and standards across the school. This member of staff has grown in confidence since undertaking the training, leading staff meetings as well as delivering to parents and governors on a variety of topics. The training has provided her with the belief she can move on in her career to more senior roles in the school such as Deputy Headteacher and even Headteacher.

The course was run extremely well and the support the staff have had has been excellent. I would highly recommend the training to any middle leaders who want to develop their leadership skills.

Maesycwmmmer Primary School, EAS

We have been offering the Portal ILM programme for the past 3 years as the course has helped to create a culture of professional learning and reflection across the school. Completed by both teaching and non-teaching staff, the course has been very well received with four staff members gaining promotion to substantive posts since completing the ILM, including to Assistant Headship.

The knowledge gained, particularly in relation to change management, has been used to support staff in their new roles and has enabled a range of strategic changes within the learning and teaching of the whole school. Staff have gained valuable professional learning experiences and outcomes in their teaching areas have improved. Furthermore, staff-driven initiatives have empowered learners and strengthened collaboration across the school, allowing for continuous professional learning opportunities for staff.

St Cyres School, CSC

The school has seen effective outcomes as a result of changes implemented as part of the work done for the ILM Diploma. The member of staff has focused on Driving initiatives through VLE/web-based learning as a focused change management plan.

There is a clear strategic direction and lots of opportunities to consult with stakeholders.

The resulting outcomes have allowed a blended approach to learning and have also improved communication, as everything can now be located in one area.

Flint High School, GWE

The ILM programme is being completed by several middle managers who have been able to use the knowledge, skills and training they have received to make them more effective in their roles as Heads of Departments, Heads of Year and Heads of whole school initiatives and the course has helped with their personal efficacy.

The candidates involved in the course have volunteered to lead on certain whole school initiatives and are being encouraged to think on a more strategic level about getting the best from their colleagues.

The course has challenged them at times, but they have been well supported by their Portal Assessor and have made good progress as a result.

Dŵr y Felin Comprehensive School, ERW

What impact has the ILM had...

100%

... of ILM learners seek and extend best practice

100%

... of mentors said, learners sustain a collaborative culture

100%

... of mentors felt the course enabled continuous improvement

97%

... of ILM learners now evaluate the impact of change and practice

97%

... of ILM learners now carry out wider reading and research

97%

... of ILM learners are now part of a professional network and community

95%

... of mentors felt the programme supported growth and system-wide leadership as well as supporting growth in others

95%

... of ILM learners developed new leadership and management techniques

93%

... of ILM learners have used the course as a vehicle to drive effective change within the school



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