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| Title: | **Managing programmes** |
| Level: | 6 |
| Credit value: | 14 |
| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
| 1.Understand the key concepts, techniques and models of programme management as they apply to public sector organisations  | 1.11.21.3 | Review the key concepts and techniques of programme management Examine the efficacy of ‘programme management’ in implementing government reforms and achieving social change Reflect on the school’s current use of programme management techniques and governance arrangements for partnership working |
| 2. Be able to prepare, present and assess an outline business case for a complex change initiative in a school setting  | 2.12.22.32.42.52.62.72.8 | Analyse the local/organisational context and locate a business case in its strategic context Select an appropriate programme and policy initiative that involves other schools, agencies and/or partnersJustify the selection of a specific conceptual framework/model for building a business case Implement a systematic approach to the development of the business case for the chosen initiativeApply a range of effective techniques of programme management to build the business case Plan for the engagement of stakeholders in building the business case  Plan for the implementation of the business case, steering the implementation process, and the evaluation and measurement of outcomes Assess the business value, benefits profile and operational costs of the proposed case  |
| **Additional information about the unit** |  |
| Unit purpose and aim(s) | This purpose of this unit is to enable the school business manager to develop programme management skills for a school to manage the multiple initiatives and projects designed to raise standards, improve efficiency and secure value for money.  |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) |  |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) | National College of School Leadership (NCTL) |
| Location of the unit within the subject/sector classification system |  |
| Unit guided learning hours | 30 |