



THE SCHOOL OF  
EDUCATIONAL  
ADMINISTRATION

*Courses in  
School Efficiency  
and School  
Administration*

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## The Courses

All the courses listed below are taught by distance learning and no attendance at tutorials, etc, is required. Those attending the course simply need access to the internet to join in on-line discussions with other students and to submit their work to their tutor.

### **Diploma in School Efficiency**

This one-year, level four course is aimed at senior managers, bursars, administrators, those involved in the organisation of IT, year heads and others concerned at a management level with the way the school is organised. Those on the course are given a wide range of reading materials relating to efficiency projects in schools, including copies of efficiency projects undertaken by others who have taken the course in the recent past.

### **Certificate in Educational Administration**

This level three course lasts for one year and is intended for practising school administrators who are seeking to enhance the effectiveness and efficiency of the management and administration of their school.

### **Certificate in School Efficiency**

Students on the two-month Certificate in School Efficiency receive the same reading material as students taking the Diploma in School Efficiency and engage in all the activities (akin to seminars but conducted on-line), but only participate in the first school efficiency project of the Diploma course.

### **Certificate in Management Practice**

This is a two-month programme made up of the Work Management Administration module of the Certificate in Educational Administration course. It covers the topics of time management, stress management and dealing with visitors.

## Diploma in School Efficiency: Course Themes

The diploma course recognises that students on the course will not have access to other information and material on school efficiency issues at the same level, simply because there are neither publications nor courses that deal with this topic.

Because of this the course deals with a series of themes which consider efficiencies both in other organisations and in schools, so that students on the course can develop their understanding of how other types of organisation (where efficiency has been an issue for much longer) have tackled the problem.

### The themes covered include...

- How did education get into its current state?
- What is efficiency, both inside and beyond the school?
- How did we become inefficient in the first place?
- Meetings and efficiencies
- Efficiency and effectiveness
- Efficient ways of communicating within schools
- How organisations work
- What makes efficiencies happen?
- Inhibitors to efficiency
- Government initiatives on school efficiency
- Precise definitions of efficiency and measuring efficiencies
- The psychology of efficiency
- Life and efficiency
- The process of creating efficiencies
- Specific examples of efficiencies in schools today



## Diploma in School Efficiency: Course Activities

The Diploma course consists of 11 seminars and six projects.

The seminars involve students reading course material presented in the course manual, reflecting on the issues raised, and then contributing their comments and answers in writing before a deadline.

All the comments are then revealed to all students on-line, and students are encouraged to continue the conversation by commenting on each other's thoughts. The course tutor will also join in the debate.

Each seminar activity has a very particular theme. For example, in one activity students are given a list of 18 commonplace school issues (photocopying, insurance, hiring supply teachers, purchasing procedures, etc) and are asked to comment briefly on what improvements might be made in their school in relation to one of these areas – and why.

The discussion is informal and supportive, with fellow students able to offer thoughts on changes they have made.

The six projects require students to produce ideas for changes that could be made in their school in order to increase efficiencies.

In the earlier projects students outline their ideas but don't have to carry them out. By the later projects students are required to develop the projects in their school.

The projects once completed are made available for other students to see, and students also have access to the projects of previous cohorts. This database of projects is beyond doubt the most significant collection of school efficiency data available in relation to the UK.

## Certificate in Educational Administration: Course Themes

At the heart of the course is the view that in many schools administration has developed in something of an ad hoc manner, with procedures often being adopted as an immediate response to local needs. While there is nothing wrong with such an approach, the course argues that it is beneficial from time to time to step back and review procedures in order to ensure that, where more effective and efficient approaches to administration exist, these replace the ad hoc policies adopted at the moment of first need.

However this can be difficult when the administrator has only the existing model of activity to consider, and thus the course deliberately encourages the student to consider alternative approaches to common administrative issues in order to help the development of an understanding of the choices that exist.

Within this overall context the course focuses on three main themes:

- 1 Educational Environment.** This area examines the external environment and the effect that it has on schools.
- 2 Business Theory.** As a result of Government policies since the 1980s, schools have become very much market orientated and, in common with private organisations, they have to compete for “customers.” This section of the course looks at the more practical business initiatives that schools are beginning to use, such as marketing and human resource management.
- 3 Office Management.** This section examines the issues involved in working in an office and looks at practical means of improvement and enhancement.

*“Very relevant to me as administration assistant. I think all admin staff would benefit from taking this course. Found the tutorials very helpful and support from other students was good.”*

Karan Berry, Isle of Wight

## Certificate in Educational Administration: Course Content

The course is made up of six modules of three units each:

### **MODULE 1: WORK-BASED LEARNING**

- School Efficiency
- Reflecting in the Workplace
- Personal and Professional Development

### **MODULE 2: WORK MANAGEMENT**

- Time Management
- Stress Management
- Dealing with Visitors

### **MODULE 3: GOVERNMENT POLICIES**

- Current Policies and Practice
- Leadership
- Change Management

### **MODULE 4: EDUCATION AND THE LAW**

- Employment Law
- Health and Safety
- Educational Rights

### **MODULE 5: OFFICE ADMINISTRATION**

- Facilities Management
- ICT
- Budgeting

### **MODULE 6: BUSINESS ADMINISTRATION**

- Organisational Behaviour
- Educational Marketing
- Human Resource Management

## Certificate in School Efficiency

Students on the Certificate in School Efficiency course undertake all 11 seminar activities that students from the Diploma course undertake, but only one of the projects.

The seminars involve students reading course material presented in the course manual, reflecting on the issues raised, and then contributing their comments before a deadline.

All the comments are then revealed to all students on-line, and students are encouraged to continue the conversation by commenting on each other's thoughts. The course tutor will also join in the debate.

Each seminar activity has a very particular theme. For example, in one activity students are given a list of 18 commonplace school issues (photocopying, insurance, hiring supply teachers, purchasing procedures, etc) and are asked to comment briefly on what improvements might be made in their school in relation to this area – and why.

The discussion is informal and supportive, with fellow students able to offer thoughts on changes they have made.

The project involves students putting forward an idea for improving the efficiency of their own school and outlining how they would put the project into effect (although some students choose to do this as well).

The projects once completed are made available for other students to see, and students also have access to the projects of previous cohorts.

## Certificate in Management Practice: Educational Work Management and Administration

This is a two-month, stand-alone programme made up of the Work Management and Administration module of the National Certificate in Educational Administration course along with an introductory unit unique to this course. It is taught by distance learning, and covers the key topics of Time Management, Stress Management and Dealing with Visitors.

Students participate in on-line tutorials on each of the three units of the course. These are not assessed in terms of marks, but participation is compulsory as they represent an opportunity for students to discuss the course content with colleagues from around the country. Students have repeatedly reported that the on-line tutorials via the virtual learning environment are particularly useful as they allow them an insight into school administration in other schools and also allow them to discuss the course and the assignments with other students.

Students must also write one essay from a choice of topics at the end of the course.

Once you have passed this course you will be able (if you wish) to join the full Certificate in Educational Administration course, obtaining an exemption from Module 2 (Work Management) and a reduction in the overall fees.

Applicants who have not had recent employment within a school may also take this course. As an introduction they will also take the additional module: Introduction to School Administration.

The course is run three times a year, starting about half way through each school term. Details of the next starting date for the course are given on [www.admin.org.uk](http://www.admin.org.uk) or can be obtained by emailing [Prospectus@admin.org.uk](mailto:Prospectus@admin.org.uk) or phoning 01536 399 007.

*“ It gave an in-depth insight into the educational world and was very useful and relevant.”*

Angela Bond, Romford

## Course levels and course fees

The Diploma in School Efficiency and the Certificate in School Efficiency courses are both level four courses, equivalent to the work one might undertake in one's first year as an undergraduate at university.

The Certificate in Educational Administration and the Certificate in Management Practice are both level 3 courses – roughly equivalent to the level of study undertaken within an A level course.

The School Efficiency certificate and diploma courses are designed to be undertaken by students who are working in schools at the time of undertaking a course. However, students who are planning to work in school administration in the near future are able to join the Certificate in Educational Administration or the Certificate in Management Practice courses.

Applicants who are not already employed by a school should note that although they may apply to take the Certificate in Educational Administration course or the Certificate in Management Practice course, the successful completion of either course does not bring a guarantee of the student being able to get a position as a school administrator.

### Course fees

Around 95% of students who are working within a school and who take an SEA course have their fees paid by the school or by the local authority. For more details of the fees and methods of payment please see our website [www.admin.org.uk](http://www.admin.org.uk) or phone 01536 399 007.

*“ Course was relevant as it has given me a different view and alternative methods of doing some tasks. I have enjoyed communicating with all the other students.”*

Sheree Dadley, Coventry

## The benefits of taking the SEA courses

### ■ The benefits for school managers

All our courses focus on the need to make schools more effective and more efficient. Because efficiency has only become an issue within schools during the last few years many school managers find it difficult to know where to begin the drive towards enhanced effectiveness. For such schools, having a member of staff who has undertaken a course which focuses on these topics can allow the notion of efficiency savings to develop within the school for the first time.

Indeed the aim of the SEA is to ensure that schools that pay for a member of staff to take the course recover their expenditure within one year in terms of efficiency savings.

### ■ The benefits for administrators

A survey undertaken by the SEA in 2007 revealed that the largest single benefit reported by administrators who had taken the course was an increased recognition by the school managers of their importance within the school. Administrators have told us that they found themselves consulted more often, brought into policy meetings much earlier, and generally involved to a greater degree in the running of the administration and management of the school.

*As one administrator put it, “Rather than being told of a change after it had happened, I find I’m now asked how a proposed change might affect the school’s administration, and whether it would make us more or less efficient in our day-to-day working.”*



## Recognition and validation of the SEA courses

### Initial funding

The Dept of Trade and Industry (now the Department for Productivity, Energy and Industry) helped pay for the initial development of the Certificate in Educational Administration through the Knowledge Transfer Partnership programme during 2003/4. Through this generous funding the SEA team was able to join with senior academics from the University of Northampton to produce the Certificate course which was first offered to 20 pilot students in 2005.

### Awarding Body

IFA Institute of Business Management is the body which validates all the SEA courses. It regularly monitors the work our students do in order to ensure that the standards of the courses are maintained. The IFA Institute of Business Management is part of the IFA Group: the Institute of Financial Accountants was founded in 1916.

*“ Very, very relevant and has helped me understand the job better and not feel so alone in the role. Excellent course, helpful and knowledgeable staff. Thanks so much!!”*

Joanna Hare, Arberdeenshire

## Distance learning

All the courses run by the School of Educational Administration are distance learning qualifications which allow all students to undertake their studies at home and/or at work. There is no need to attend any classes.

The advantages of distance learning mean that you can study for the course regardless of where you live in the country – and indeed we have been pleased to welcome some students who have been working in schools outside the UK.

Your contact with your tutor will be via email, the virtual learning environment and telephone. Students are also encouraged to contact each other in order to exchange information on their own experiences as well as aspects of the course, and experience shows that this becomes a major part of the course for many students.

Our students find that the distance learning method offers many benefits. Among those most cited are:

- It allows maximum flexibility, allowing the student the opportunity to balance work, home life and study.
- The flexibility extends to the location of the studying. Students can undertake their studies from home, from work and even when on holiday. While access to the internet is vital, it is not central to the course at every turn, and some students have found it helpful to take their printed materials on holiday, to read in a more relaxing environment.
- Because students can access the virtual learning environment from both work and home, there is further choice as to where the student conducts the studies.
- Communication with other administrators from all over the country is a significant benefit, allowing students to consider their own work in the light of the experience of others doing similar jobs but in different ways. Indeed one of the most common exchanges on the virtual learning environment is, *“I’ve never thought of doing it like that before. We’ve been doing it like this...”* The subject under discussion can range from ways of ensuring that registers are completed correctly by teachers, to the most appropriate arrangement of the visitor reception area.
- The pace at which students work is flexible. While there are set dates for the submission of work, these are widely spaced, leaving students free to work at different times during the year. All materials are provided at the start of the course, which again helps students plan their year.



## Improving School Efficiency

The School Efficiency Project started when the school administrators' news group (see page 15) was asked the question, "What is the one thing you would most like to change in your job?"

Some of the suggestions were simple, such as arranging matters so teachers don't have to come into the school office to make phone calls, or seeking a way of dealing with parents who flagrantly ignore the established procedure for handing in dinner money. Other proposed changes were broader in scale, such as ideas on changing the way in which unexplained pupil absences are handled.

Hundreds of such efficiency proposals were made, and yet, when asked if the changes had been implemented in their schools, most administrators found they had not.

Faced with this situation the SEA decided on three courses of action. Firstly, we added The Efficiency Project to the National Certificate in Educational Administration course. Secondly, we've made the project available to all school administrators – whether on the course or not. As a result you can read the details of the project and exchange thoughts and ideas with colleagues on our interactive website at [www.admin.org.uk/EfficiencyProject.pdf](http://www.admin.org.uk/EfficiencyProject.pdf)

Finally we introduced the Diploma in School Efficiency through which managers can explore larger school efficiency projects (see page 4).

*“ Good for the CV for future roles.”*

*Alison Taylor, Blackpool*



## Applying for the Course, and further information

If you have any questions about the courses or about the School of Educational Administration and its work please use the contact points below:

**Postal enquiries:** School of Educational Administration, Hamilton House, Earlstrees Court, Earlstrees Road, Corby, Northants NN17 4HH

**Phone enquiries:** 01536 399 007

**Email enquiries:** [Enquiries@admin.org.uk](mailto:Enquiries@admin.org.uk)

**Fax:** 01536 399 012

To apply for a place on one of the courses you may request an application form via any of the means above, or you may complete an application form on-line at [www.admin.org.uk/SEAform.pdf](http://www.admin.org.uk/SEAform.pdf) for the Certificate in Educational Administration and the Certificate in Management Practice or at <http://www.admin.org.uk/SEAdiplomaForm.pdf> for the Diploma in School Efficiency and the Certificate in School Efficiency.

For details of the final date for application for the next course intake, and related information please see [www.admin.org.uk/date.htm](http://www.admin.org.uk/date.htm) or call 01536 399 007.

Other information points

- Books and reports on educational administration from the S.E.A. [www.admin.org.uk/books.htm](http://www.admin.org.uk/books.htm)
- To join the School Administrators' newsgroup and receive weekly news items from the SEA please go to <http://bit.ly/bcsXCt> and fill in your name and address. There is no charge for this service.

If you have any other queries please do get in touch via any of the means shown above. The School's offices are open Monday to Friday 9am to 5pm, except on bank holidays and during the Christmas recess from Christmas Eve to New Years Day.



## The School of Educational Administration

The School of Educational Administration exists to provide information and support for all school administrators in the UK. Simultaneously we seek to raise the awareness of other educational professionals of the pivotal role played by administrators in education in the 21st century.

The central task set by the S.E.A. at its foundation was the development of the first ever national qualification for educational administrators. Supported by donations both from business and government (via the Department of Trade and Industry), the S.E.A. worked closely with the University of Northampton to develop the Certificate in Educational Administration course, which received its first students in 2005.

In addition to its role in running its courses the School also operates the national website for administrators ([www.admin.org.uk](http://www.admin.org.uk)), and publishes the weekly School Administrators newsletter that is sent free of charge to over 15,000 schools in the UK.

There is also an email based newsgroup that is open to all administrators and a national educational administration information centre. In 2006 the School also launched its own publishing imprint and began the publication of a series of free reports on the ways in which administrators have improved the efficiency and effectiveness of school administration in the UK in the last few years.

The School also works in association with Voice, the union for educational professionals, to provide support for school administrators and to raise the profile of the profession.

The School's chief executive is Tony Attwood, C.Ed., B.A., M.Phil, F.Inst.A.M.

Please address enquiries to:



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