National College for
Teaching & Leadership

School business manager learning programmes evaluation

Technical annex: impact assessment

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Preface

Since this research was completed and the reports finalised, proposals for how school business management (SBM) programmes will run in the future have changed. They will not move to a licensed approach as set out previously.

This new approach brings the SBM programmes into line with the ambition to create a self-improving, school-led system. It represents an exciting opportunity for the profession to take ownership of its leadership development and ensure that the role of school business managers remains as a critical element of effective school leadership and school improvement.

Content from the Certificate of School Business Management (CSBM), Diploma of School Business Management (DSBM) and Advanced Diploma of School Business Management (ADSBM) will be made freely available with the expectation that a number of training providers will run the programmes independently. NCTL will no longer manage the programmes and accreditation will be overseen by the Institute of Leadership and Management.

NCTL used the findings of the evaluation to further develop the school business manager programmes prior to the decision to make the materials freely available. The reports are now being published in order to share the findings with potential training providers.

Structure of reports

This document is one of a set of reports from the school business manager learning programmes evaluation.

This report is an assessment of the impact of the Certificate (CSBM), Diploma (DSBM) and Advanced Diploma for School Business Managers (ADSBM) and the School Business Directors (SBD) Programme on the individuals that had undertaken the learning and on their employing institutions.

We recommend that you read all the reports to understand the research fully. These documents are available from gov.uk. The complete set of reports includes the following:

- **Final summary report**

    Reviews the evidence from all the research in the light of 3 key questions: the impact on participant development; the impact on participants' schools, and the delivery strengths and weaknesses.

- **Case study report - School Business Manager Programme**

  Three case studies focused on the impact of the programmes upon the participants and their role in school or college.

- **Case study report – School Business Director (SBD) Pilot Programme**

  Four case studies aimed at providing a cross-section of early experiences in the pilot SBD programme.

- **Case study report - School Business Directors (SBD) in Schools/ Federations in Receipt of a Primary Partnership Grant**

  Four case studies aimed at supplementing the early case studies by focussing on those undergoing development as SBDs but also within school collaborations awarded primary partnership grants.

- **Technical annexe – Primary Partnership Data**

  High level analysis of the NCTL survey of recipients of primary partnership funding focusing on the understanding the impact of the primary partnership grants.

- **Technical Annexe - Review of SBM/D end of programme satisfaction surveys**

  Overview of the end of programme satisfaction surveys administered by NCTL and training providers, completed by participants of the Diploma of School Business Management (DSBM), the Advanced Diploma of School Business Management (ADSBM) and the School Business Director (SBD) programmes.

- **Technical Annexe – Interim report on the evaluation of the school business management (SBM) programme**

  The first of the interim analyses from the research, originally written in 2011 and published now to provide supporting information to the final report.

- **Technical Annexe – Final evaluation report of the school business directors pilot**

  The final evaluation of the school business directors pilot, written in 2011, focusing on the experience of the two entry cohorts of the SBD pilot programme.

Executive Summary

As part of a three year formative evaluation of the satisfaction with and impact of the range of learning programmes for school business managers (SBMs) for the National College for Teaching and Leadership (NCTL), HOST Policy Research (HOST) was asked to assess the impact of the four programmes on the individuals that had undertaken the learning and on their employing institutions. There were four programmes to be assessed - the Certificate (CSBM), Diploma (DSBM) and Advanced Diplomas for School Business Managers (ADSBM) and the School Business Directors (SBD) Programme. This was to build on the findings of a report by PriceWaterhouseCoopers in March 2010, entitled Cost Benefit Analysis of the School Business Management Programme.

Data has been collected from two main sources - graduates of each of the four programmes and headteachers at schools where a graduate of any of the programmes works. The graduate survey took place in October and November 2012 and the headteacher survey in July 2013.

Among the respondents, 61% had a CSBM as their highest NCTL qualification, 31% had a DSBM, with the remainder having either an ADSBM or SBD qualification. Of those with higher SBM qualifications (DSBM, ADSBM or SBD), most had also taken at least one of the lower level qualifications (87% of DSBM graduates and 67% of ADSBM/SBD graduates had completed CSBM, and 78% of ADSBM/SBD graduates had completed DSBM). Half of respondents held the job role of school business manager, with some variation by highest NCTL qualification held (47% of CSBM graduates, 69% of DSBM graduates and 67% of ADSBM/SBD graduates). Among CSBM graduates, other common roles held included finance manager/officer (16%) and administrator (13%).

Although exact proportions vary by the highest SBM qualification held, the main tasks undertaken by respondents included procurement (78 to 90% of respondents), financial management (68 to 94%) and general management tasks (71- 95%). Half of respondents are members of their school's leadership team, but this proportion varied with the level of highest NCTL qualification held. Of those with either an ADSBM or SBD qualification, 86% are members of the SLT, compared to 44% of those with a CSBM and 72% of those with a DSBM.

Over 80% of respondents to the SBM/D questionnaire said they had achieved cost savings for their school/collaboration of schools. The main areas for cost savings were procurement of educational supplies, office equipment and photocopiers, and the costs of grounds and buildings maintenance.

Two thirds of respondents to the SBM/D questionnaire said they have won additional income for their school/collaboration of schools. The sum of specified income generated by respondents amounts to nearly £32 million, rather more than the £22.5 million estimated in the PriceWaterhouseCoopers report of 2010. Main areas of extra funds were non-standard government grants, non-government and private sector grants, receipts from insurance claims and income generated from additional school activities.

In over 50% of cases, cost savings and income achieved had been able to support buildings and grounds development and maintenance.

Over 80% of respondents said the programmes had been useful in helping them to achieve cost savings and 72% said the programmes had been useful in helping them source additional income.

In 78% of cases, achievement of an SBM/D qualification is seen by the graduate as increasing the perceived value of their role and this perception is matched by headteachers. In 86% of cases, achievement of an SBM/D qualification has helped the graduate in their day to day work and in only 2% of cases has achievement been perceived to hinder the graduate in their work.

While 55% of respondents expected a salary increase on achievement of their SBM/D qualification, only 45% of respondents actually received an increase. Not all those that expected an increase actually received one, with 20% of respondents being disappointed. Where a salary increase was obtained, for 34% the increase was up to 4% but for 19% the increase was 20% or over.

A third (34%) of respondents identified increased knowledge as the most valuable aspect of having undertaken an NCTL programme, 17% cited increased confidence and 14% cited networking.

Nearly one in five respondents identified gaps in the learning programme that they had undertaken and most were prepared to identify those gaps. Review of the descriptions of the gaps identified two main areas - finance and accounting, and gaining funds and bid writing.

The graduate survey conducted by HOST achieved a solid response rate of 37%, allowing NCTL to have confidence in the findings. From the evidence collected, achievement of one or more of the SBM/D qualifications has a measurable positive effect on the finances of the school or collaboration of schools that employ the programme graduates. For the individual, personal financial gain as a result of completing a programme is less clear cut.

Section 1: Introduction

As part of a three year formative evaluation of the satisfaction with and impact of the range of learning programmes for school business managers (SBMs) for the National College for Teaching and Leadership (NCTL), HOST Policy Research (HOST) was asked to assess the impact of the four programmes on the individuals that had undertaken the learning and on their employing institutions. There were four programmes to be assessed - the Certificate (CSBM), Diploma (DSBM) and Advanced Diplomas for School Business Managers (ADSBM) and the School Business Directors (SBD) Programme. This was to build on the findings of a report by PriceWaterhouseCoopers in March 2010, entitled Cost Benefit Analysis of the School Business Management Programme.

The main objective of the work was to understand what impact participation in and achievement of NCTL qualifications had on an individual's ability to do the job and how that had translated into tangible benefits. The benefits were defined as financial benefits to schools or collaborations of schools (costs saved and/or income generated), transfer of tasks from other members of staff to the school business manager/director, and personal benefits to the individual ideally reflected in salary increases. There was also an opportunity to review the scope of the programmes to identify any areas for improvement.

NCTL has been running training programmes for SBMs for a number of years, with first graduates of the Certificate Programme in 2002, the Diploma programme in 2005 and the Advanced Diploma in 2008. The Programme for School Business Directors is the most recent qualification to be added to the collection in 2009.

Section 2: Methodology

Data has been collected from two main sources - graduates of each of the four programmes and headteachers at schools where a graduate of any of the programmes works. The questionnaire used with graduates was closely based on the one developed and administered by PriceWaterhouseCoopers for their work in 2010 on cost and benefit analysis of the School Business Manager Programme.

The graduate data was collected via an e-survey conducted in October and November 2012 by HOST. The sample was drawn was a census sample of graduates of the CSBM, DSBM, ADSBM and SBD programmes that completed in 2010, 2011 and 2012, plus a sample of those who were graduates of the CSBM programme in those years as well. The contact data was cleaned to avoid duplication and remove e-mail addresses with errors, and named e-mail addresses prioritised over generic e-mail addresses (info, office, admin for example). A final sample of 3,083 graduates was sent e-mails containing a link to an e-questionnaire that was returned directly to HOST.

The initial invitation to participate was sent out on 23 October 2012 and 2 reminders were sent to those that had not undertaken the survey. The survey was closed on 25 November 2012 and 1,125 responses (including partial responses) were received, giving a response rate of 37%.

The full data set was then reviewed for top line findings, before being disaggregated into three sets, where CSBM was the only qualification achieved, DSBM was the highest qualification achieved and where either ADSBM or SDB were the highest qualification achieved. The three datasets were then subjected to identical analysis to determine impact and to enable differences between qualification level to be identified, as set out in the Findings sections of this report.

In addition, and to provide some aspect of triangulation to the data and opinion supplied by graduates, a shorter survey was distributed to headteachers of schools with a graduate of any of the programmes - the sample was based on the full sample of schools identified for the graduate survey. This questionnaire was distributed by NCTL itself in June 2013, and following one reminder, the survey was closed in July 2013.

Due to a relatively low response rate to this second survey (67 responses or a rate in the region of 4%), the headteacher data cannot be disaggregated by highest NCTL qualification held by a staff member, but the results can be compared with the full graduate data set where relevant as discussed in the Findings sections below.

Section 3: Findings - respondents

This section looks at the key characteristics of the HOST graduate survey respondents by whether they currently work in a school, and if they do, details about the type of school, the nature of the job, and time in that role. It also explores the qualifications undertaken by respondents including some review of progression through SBM qualifications.

Key points from the graduate survey

Among respondents, 61% had a CSBM as their highest NCTL qualification, 31% had a DSBM, with the remainder having either an ADSBM or SBD qualification.

Of those with higher SBM qualifications (DSBM, ADSBM or SBD), most had also taken at least one of the lower level qualifications (87% of DSBM graduates and 67% of ADSBM/SBD graduates had completed CSBM, and 78% of ADSBM/SBD graduates had completed DSBM).

Half of respondents held the job role of school business manager, with some variation by highest NCTL qualification held (47% of CSBM graduates, 69% of DSBM graduates and 67% of ADSBM/SBD graduates). Among CSBM graduates, other common roles held included finance manager/officer (16%) and administrator (13%).

Those with higher level SBM/D qualifications were more likely to work full time and also more likely to work the full year rather than just term time.

Although exact proportions vary by the highest SBM qualification held, the main tasks undertaken by respondents included procurement (78 to 90% of respondents), financial management (68 to 94%) and general management tasks (71-95%).

Half of respondents are members of their school's leadership team, but this proportion varied with the level of highest NCTL qualification held. Of those with either an ADSBM or SBD qualification, 86% are members of the SLT, compared to 44% of those with a CSBM and 72% of those with a DSBM.

Of the 1,189 respondents, 97% currently work in schools.

By age, 14% of respondents were aged between 31 and 40, 56% were aged between 41 and 50, and 27% aged between 51 and 59 with no significant variation by highest SBM/D qualification held.

Figure 1 shows the mix of highest NCTL qualification by respondent. Nearly two thirds of respondents had CSBM as their highest qualification and this reflects extensive numbers undertaking this qualification each year. Nearly a third have achieved a DSBM and 7.4% have achieved either an ADSBM or an SBD qualification (or both). These courses are much newer to the portfolio of SBM programmes run by NCTL.

Figure 1 Highest SBM/D qualification
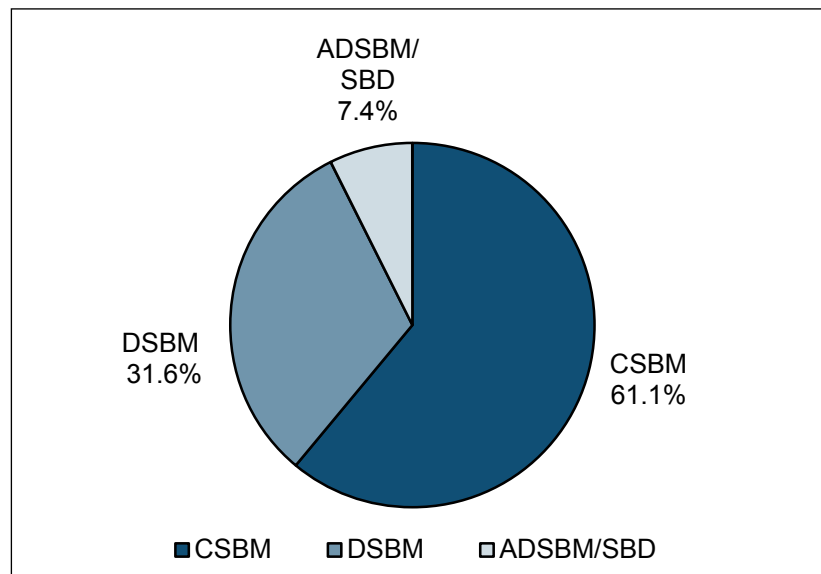
Furthermore respondents had clearly progressed through NCTL programmes as:

- 87% of those who had a DSBM as their highest qualification had also completed the CSBM.

- 67% of those with ADSBM or SBD as their highest qualification had completed the CSBM.

- 78% of those with ADSBM or SBD as their highest qualification had also completed DSBM.

Table 1 shows the highest level of non-SBM/D qualification held by respondents. It can be seen that:

- For a third of respondents, and for those whose highest NCTL qualification was a CSBM or DSBM, the highest level of qualification was level 3 or A-level equivalent.

- For those with ADSBM or SBD as the highest qualification, 30% had a Bachelors degree as their highest qualification.

- Only a very small proportion of respondents had no formal qualifications and this percentage does not vary significantly by highest level of SBM/D qualification.

Table 1 Highest non-NCTL qualification

Q11 With the exception of any [NCTL] qualifications, what is your highest level of qualification?	All	CSBM	DSBM	ADSBM/ SBD	All
Level 2 equivalent	16.8%	19.2%	13.8%	7.7%	181
Level 3 equivalent	32.6%	33.6%	32.4%	21.8%	351
Foundation degree or Level 4	21.7%	19.7%	25.5%	25.6%	234
Bachelors degree	17.4%	15.6%	18.6%	29.5%	187
Masters Degree or higher	4.6%	4.2%	4.8%	9.0%	50
No formal qualifications	6.8%	7.7%	4.8%	6.4%	73
Total (base size)	100	640	333	78	1,076

Source: SBM course impact survey, October/November 2012

Over half (56%) of respondents regarded their job title as school susiness sanager. Figure 2 below shows the main categories of job title and how that varies by the highest level of SBM/D qualification achieved. Among the other job titles that were given were variants on school secretary, headteacher's PA, data manager and finance assistant.

Figure 2 Job title by highest SBM/D qualification achieved
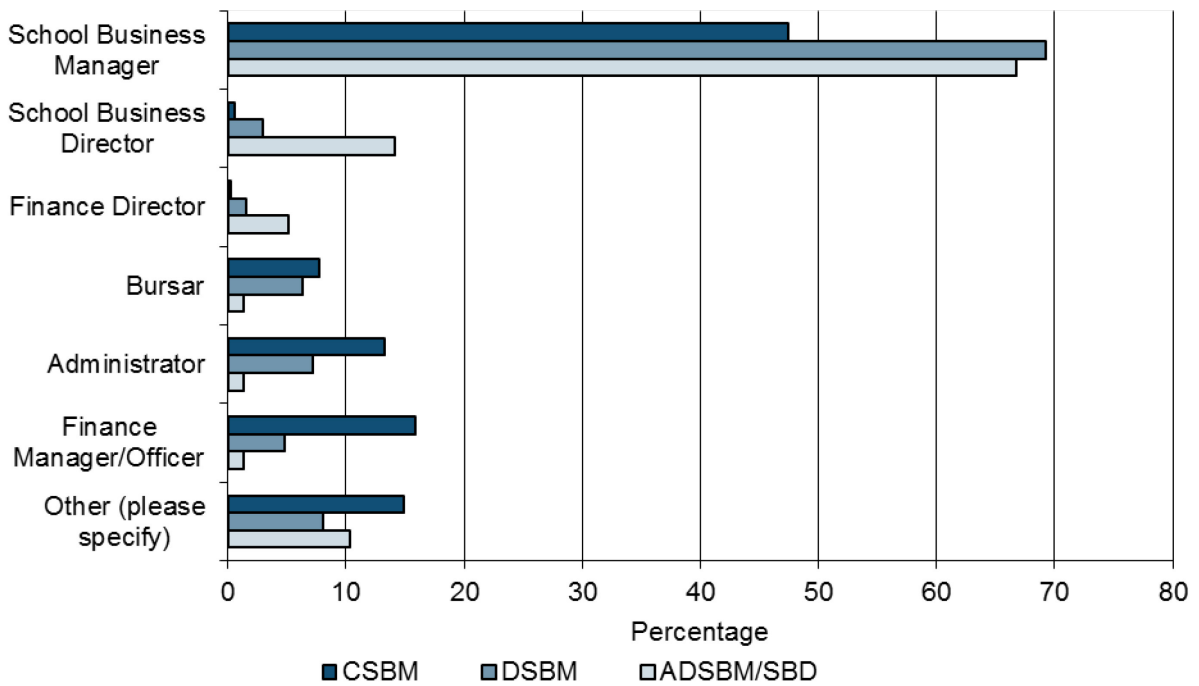
Nearly a third (32%) of respondents had held their job role/title for 5 years or more but as can be seen from Figure 3, those that had achieved the higher level SBM/D qualifications had held their role longer in general.

Figure 3 Length of time in current job/role by highest SBM/D qualification achieved
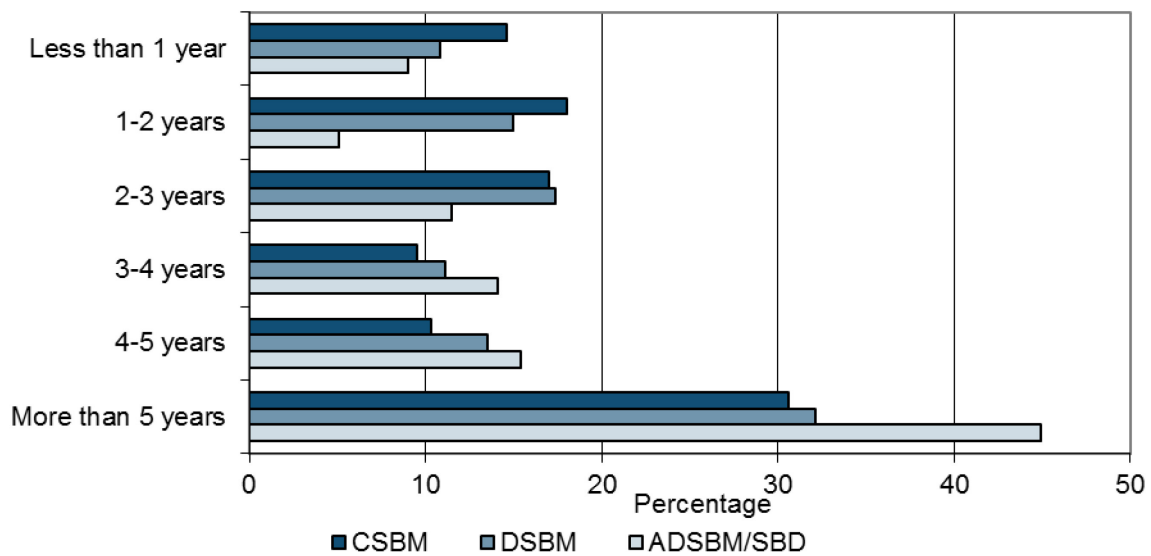
Table 2 shows whether the job role is full or part time. It can be seen that holders of the higher level qualifications are more likely to be full time, and to work during school holidays.

Table 2 Job role hours (percentage of respondents) by highest SBM/D qualification achieved

Q4 Do you undertake this job role - full or part-time?	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
Full-time (52 weeks per year)	43.9	33.9	55.6	78.2
Full-time (during term time)	40.4	46.3	32.4	20.5
Part-time	15.7	19.8	12.0	1.3
Total	100.0	100.0	100.0	100.0

Source: SBM course impact survey, October/November 2012

Table 3 shows the broad range of tasks that could be assumed to be part of the SBM role and shows the proportion of respondents that say they undertake such tasks. Procurement, general staff management and financial management are the most commonly indicated work areas, with those who have undertaken the ADSBM/SBD programmes particularly likely to be involved in these tasks. Over two thirds of respondents (68%) have contact with governors, with some variation by level of qualification. While over half (60%) of all respondents said they were involved with school policy development, graduates of ADSBM/SBD programmes are most likely to be involved with school policy development, with 85% saying they are involved in this.

Table 3 Tasks undertaken by SBM/D programme graduates by highest SBM/D qualification achieved (pre-coded)

Q25 Which of the following tasks do you undertake in your role?	All	CSBM	DSBM	ADSBM/ SBD
Procurement or purchasing	80.3%	77.7%	83.5%	89.7%
General staff management	77.9%	70.7%	88.0%	94.9%
Financial management and planning	75.0%	68.3%	85.3%	93.6%
Other management related activities	69.6%	63.5%	81.4%	80.8%
Contact with Governors	68.2%	63.5%	76.3%	76.9%
Contact with other education providers	64.7%	60.7%	69.8%	73.1%
Individual training/personal development	61.5%	56.8%	67.4%	79.5%
School policy development (including planning, implementation)	59.5%	50.6%	71.3%	84.6%
Publicity/marketing activities	54.1%	48.8%	64.1%	61.5%
Sustainable development or environmental issues	50.5%	44.3%	60.2%	61.5%
Contact with education bodies	50.3%	45.7%	57.2%	61.5%
Contact with the community	47.4%	44.3%	54.5%	46.2%
Non-teaching pupil/parent contact	40.0%	41.8%	38.0%	35.9%
Arranging teaching duties, timetables, pupil allocation or supply	30.2%	29.3%	33.5%	28.2%
Other activities	26.8%	27.1%	24.9%	35.9%
Total respondents	1,089	646	334	78

Source: SBM course impact survey, October/November 2012

Table 4 shows the range of tasks but this time disaggregated by school phase. There are significant differences here in the tasks undertaken, particularly between those respondents working in primary schools and those working in secondary schools. Respondents working in primary schools are more likely to be involved in a wider range of tasks including financial management and planning, publicity and marketing activities, contact with the community, contact with governors and arranging teaching duties and related tasks.

Table 4 Tasks undertaken by SBM/D programme graduates by school phase (pre-coded)

	Q15 do you work in a single school or across a collaboration or partnership of schools					Total
	Single primary school	Single school with all ages 3 to 19	Middle school	Single secondary school	Collaboration /partnerships	
Procurement or purchasing	86%	75%	83%	72%	80%	81%
General staff management	78%	78%	89%	80%	78%	79%
Financial management and planning	83%	78%	78%	58%	81%	76%
Other management related activities	71%	67%	83%	64%	79%	70%
Contact with Governors	75%	67%	83%	56%	65%	69%
Contact with other education providers	70%	53%	56%	57%	69%	65%
Individual training/personal development	60%	63%	78%	64%	64%	62%
School policy development (including planning, implementation)	58%	63%	50%	61%	70%	60%
Publicity/marketing activities	63%	43%	61%	40%	56%	55%
Sustainable development or environmental issues	56%	41%	33%	40%	59%	51%

	Q15 do you work in a single school or across a collaboration or partnership of schools					Total
	Single primary school	Single school with all ages 3 to 19	Middle school	Single secondary school	Collaboration /partnerships	
Contact with education bodies	51%	47%	56%	51%	49%	51%
Contact with the community	55%	45%	50%	34%	49%	48%
Non-teaching pupil/parent contact	46%	31%	33%	34%	36%	41%
Arranging teaching duties, timetables, pupil allocation or supply	37%	18%	28%	19%	27%	30%
Other activities	25%	14%	28%	32%	31%	27%
Total	605	51	18	288	116	1,078

Source: SBM course impact survey, October/November 2012

Figure 4 shows whether respondents are members of their school's leadership team (SLT). Overall, just over half (56%) are members of the SLT, but this varies with the highest level of SBM/D qualification held, with less than half of CSBM holders (44%) on their SLT, rising to 86% of ADSBM/SBD holders.

Figure 4 Membership of School Leadership Team membership by highest SBM/D qualification achieved
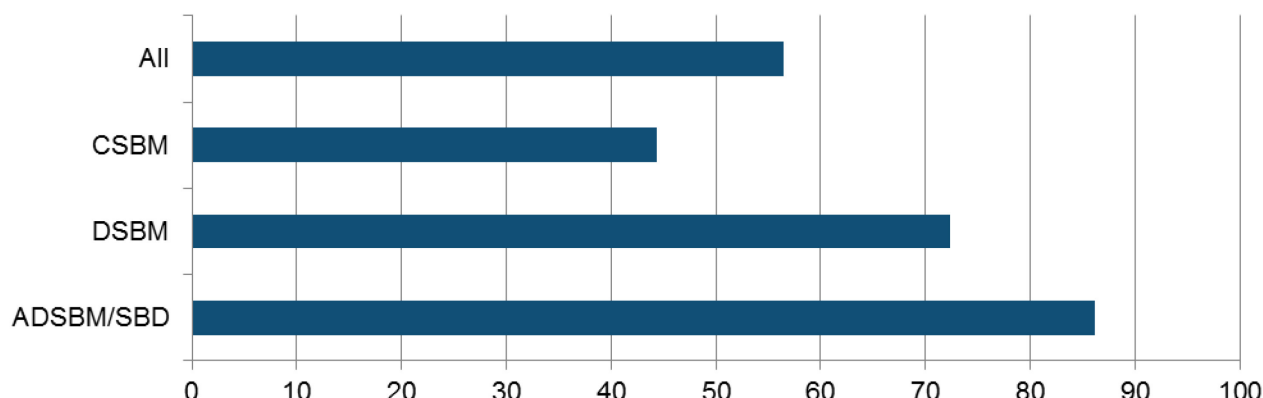
Source: SBM course impact survey, October/November 2012

Table 5 shows the mix of respondents by the type of school they work in or whether they work for a collaboration of schools. Overall, just over half (56%) of respondents worked in primary schools and just over a quarter (27%) worked in single secondary schools, while 11% work for collaborations of schools. This mix varies considerably with the level of highest SBM/D qualification however:

- Nearly two thirds of those with a CSBM (62%) work in primary schools and nearly a quarter (24%) work in a single secondary school

- Of those with a DSBM as their highest qualification, just over half (52%) work in primary schools, nearly a third (29%) work in a single secondary school and 13% work in a collaboration of schools

- Of those with either an ADSBM or SBD qualification, only 22% working a primary school, 37% work in a single secondary school and 36% work in a collaboration of schools

Table 5 Type of school by highest SBM/D qualification achieved

Q15 Do you work in a single school or across a collaboration or partnership of schools?	Frequency	All	CSBM	DSBM	ADSBM/ SBD
Single primary school	603	56.3%	62.3%	52.3%	21.8%
Single school with all ages 3 to 19	51	4.8%	4.6%	5.4%	2.6%
Middle school	18	1.7%	2.0%	0.6%	2.6%
Single secondary school	285	26.6%	24.0%	29.1%	37.2%
Collaboration/ partnership	115	10.7%	7.1%	12.6%	35.9%
Total responses	1,072	100	637	333	78

Source: SBM course impact survey, October/November 2012

Table 6 shows the size of school by numbers of pupils where respondents work. Overall half of respondents work in schools with between 100 and 500 pupils, but this changes with the highest level of SBM/D qualification, with those holding an ADSBM or SBD qualification working in schools with a larger number of pupils, and 40% of these working in schools or groups of schools with 1,000 or more pupils. This links to the type of school that the respondent works in, as there is a strong correlation between the type of school and the size of school. From the responses received, primary schools are likely to have up to 500 pupils whereas single secondary schools are in the 600 to 1,500 pupil band, and a quarter of school collaborations have more than 2,000 pupils.

Table 6 Size of school (by pupil numbers) by highest SBM/D qualification achieved

Q19 What is the total number of pupils in your school/collaboration	Frequency	All	CSBM	DSBM	ADSBM/ SBD
Up to 100	144	14%	15%	14%	6%
100 - 500	526	50%	54%	49%	25%
500 - 1,000	194	18%	17%	20%	29%
1,000 - 1,500	129	12%	11%	13%	22%
1,500 - 2,000	28	3%	3%	2%	6%
2,001 and over	28	3%	2%	2%	12%
Total	1,049	100	637	333	78

Source: SBM course impact survey, October/November 2012

The next section of the report looks at how the achievement of an SBM/D qualification has impacted on the school or collaboration of schools in which the respondent works.

Section 4: Findings - impact in schools

In this section, using the results from the HOST survey supplemented where possible with the results from the NCTL survey of headteachers, we look at the stated impact that participation in the SBM/D courses has had on host schools and in particular on the costs that have been saved and the new income and revenues that have been generated. We also look at how those savings and extra funds have been utilised and the extent to which participation in the SBM/D programmes has contributed to those impacts.

Key points

Over 80% of respondents to the SBM/D questionnaire said they had achieved cost savings for their school/collaboration of schools.

Two thirds of respondents to the SBM/D questionnaire said they have won additional income for their school/collaboration of schools.

The sum of specified income generated by respondents amounts to nearly £32 million, rather more than the £22.5 million estimated in the PriceWaterhouseCoopers report of 2010.

In over 50% of cases, cost savings and income achieved had been able to support buildings and grounds development and maintenance.

Over 80% of respondents said the programmes had been useful in helping them to achieve cost savings and 72% said the programmes had been useful in helping them source additional income.

Headteacher assessments of the achievements of the programmes were broadly in line with those of graduates[1] (85% said cost savings had been achieved, and 81% said the qualifications had helped this, 60% said extra income had been generated and 62% said the qualifications had helped this).

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[1] Note that these headline statistics come from a very small base.

For those respondents that indicated that cost savings had been achieved, Table 7 shows the areas where cost savings were achieved and the proportion of the respondents that reported savings. Just over half of all respondents said they had achieved cost savings in purchasing educational supplies. There is some variance between headteachers and participant respondents in terms of those saying cost savings were achieved, but given the small numbers of respondents to the headteacher survey, the differences are not significant in general.

Table 7 Areas where cost savings were achieved by highest SBM/D qualification achieved (pre-coded)

Q27[2] Area of expenditure	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)	Headteachers (%)
Educational supplies	52.6	50.1	56.1	61.4	61
Office equipment/ photocopiers	45.8	41.1	54.4	47.1	54
Grounds maintenance	37.6	31.7	45.6	50.0	34
Building maintenance	34.0	28.5	41.8	44.3	49
ICT hardware	33.6	29.3	40.1	41.4	34
Staff development	28.2	22.9	35.4	40.0	21
Waste collection and recycling	26.4	21.6	35.0	28.6	31
Utilities	26.4	22.7	32.0	31.4	31
Cleaning	25.4	21.0	31.0	34.3	30
Staffing (cover, recruitment, replacement)	24.4	21.8	27.2	37.1	34
ICT software	22.0	19.3	25.2	31.4	15
Insurance	21.0	16.7	28.2	22.9	31
Catering services provision	19.7	14.1	26.5	37.1	24
Other things	7.7	7.5	7.5	12.9	36[3]

[2] Since completing your first SBM qualification, please indicate for which of the following goods/services, if any, you have been able to reduce the costs of your school's/collaboration of schools' purchases?

[3] Other includes telephony, ICT support services, payroll services and transport.

Q27[2] Area of expenditure	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)	Headteachers (%)
Warranties	6.0	5.1	6.8	10.0	9
No reduction in costs on the stated services	4.2	4.9	3.4	4.3	15
Total (number)	921	533	294	70	67

Source: SBM course impact survey, October/November 2012

Table 8 shows the average percentage cost saving estimated by respondents per area of expenditure and by highest SBM/D qualification achieved. The largest percentage cost savings are quoted in the areas of warranties (although with small numbers) and grounds maintenance. The lower areas of savings are utilities and catering services provision. Overall the mode[4] average percentage cost saving is 15%, but this varies by highest SBM/D qualification held (18% for CSBM, 15% for DSBM and 11% for ADSBM). The variation in costs savings achieved also differs by qualification - overall the variation is 12 percentage points, and for CSBM, with the largest number of respondents, it is 8, however the range is 22 for DSBM and 20 for ADSBM/SBD reflecting the smaller numbers of respondents from these programmes.

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[4] Mode = most commonly occuring

Table 8 Average percentage cost saving by area of expenditure by highest SBM/D qualification achieved

Q27 Area of expenditure	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
ICT hardware	15	16	15	17
ICT software	15	14	20	11
Catering services provision	14	14	14	15
Grounds maintenance	20	22	19	20
Insurance	17	18	18	11
Warranties	25	17	34	31
Cleaning	16	17	15	12
Educational supplies	15	15	13	16
Office equipment/photocopiers	17	16	18	22
Waste collection and recycling	18	18	12	19
Staff development	15	18	14	19
Staffing (cover, recruitment, replacement)	16	18	15	22
Utilities	13	15	12	11
Building maintenance	17	16	17	23

Source: SBM course impact survey, October/November 2012

Of the 1,089 respondents working in schools, 168 (15%) said that no cost savings had been achieved. This proportion varied by highest SBM/D qualification achieved, with 18% of those with a CSBM reporting no savings, against 10% of those with an ADSBM/SBD qualification.

Two thirds of respondents (67%) identified nearly £32 million of grants and income, which compares favourably with the £22.5 million of extra grants and income identified in the PriceWaterhouseCoopers report of March 2010. Table 9 shows how the income and grants achieved were sourced and the value for each source in total and by highest SBM/D qualification achieved. Among the income from other sources there are 12 capital grants cited, which explains the extent of the funds generated through this route. Headteachers were most likely to cite income generated from additional school activities (39%) and receipts from insurance claims (28%) - the respective percentages for respondents to the graduate survey were 42% and 33%,

which are not significantly different. Headteachers were not asked for the scale of the funding achieved.

Table 9 Total income generated by source by highest SBM/D qualification achieved

Q28[5] Income sources	Total extra income[6]	CSBM	DSBM	ADSBM/ SBD
Non-standard Government grants	£11,470,242	£2,784,727	£6,440,315	£2,155,200
Non-government and private sector grants	£5,633,396	£1,565,157	£2,903,489	£1,063,750
Income generated from additional school activities	£3,828,893	£1,018,617	£1,982,376	£677,900
Sponsorship and advertising	£258,009	£44,309	£136,950	£76,350
Interest payments received	£436,616	£195,554	£147,025	£79,008
Income from sales of items to pupils	£449,057	£129,265	£191,880	£100,700
Receipts from insurance claims	£4,048,905	£1,447,914	£1,630,091	£768,000
Income from other sources	£5,866,693	£1,534,043	£2,437,350	£1,857,300
Total	£31,991,811	£8,719,586	£15,869,476	£6,778,208

Source: SBM course impact survey, October/November 2012

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[5] Question 28 read as follows; In addition to any standard Government funding, how much in additional grants/funding have you been able to generate for your school (or your collaboration of schools) since completing your first School Business Manager/School Business Director qualification in each of the following categories?

[6] 731 respondents identified income volume and sources, of which 412 had CSBM as their highest qualification, 252 had DSBM as their highest qualification and 67 had either ADSBM or SBD as their highest qualification.

Table 10 shows average income generated per respondent that said they had generated income. While overall the average income generated per respondent was nearly £44,000, that varied by highest SBM/D qualification held, so that average income generated per CSBM respondent was just over £20,000 but the average per ADSBM/SBD respondent was over £100,000. This table is slightly skewed due to the scale of capital funds won by this group of individuals as mentioned above. The median[7] funds generated per individual were £5,000.

A third (33%) of respondents said that they had not generated any new income or grants for their school or collaboration of schools. This compares with 43% of respondents to the headteacher survey, a difference which is not statistically significant given the number of responses to the headteacher survey.

Table 10 Average income per respondent by highest SBM/D qualification achieved

Q28 Income sources	All	CSBM	DSBM	ADSBM/SBD
Non-standard Government grants	£50,308	£32,761	£61,336	£63,388
Non-government and private sector grants	£20,864	£12,935	£27,135	£29,549
Income generated from additional school activities	£12,391	£7,435	£15,487	£17,382
Sponsorship and advertising	£3,351	£1,528	£4,418	£4,772
Interest payments received	£3,550	£4,074	£2,827	£3,950
Income from sales of items to pupils	£2,509	£1,616	£2,665	£4,378
Receipts from insurance claims	£16,731	£13,532	£16,140	£33,391
Income from other sources	£96,175	£54,787	£121,868	£154,775
Total	£43,764	£20,469	£62,974	£101,167

Source: SBM course impact survey, October/November 2012

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[7] Middle point of the data.

Table 11 shows how the savings and the new funds generated have been deployed in schools. In just over half of cases, funds have been spend on building and grounds improvements and maintenance, but other popular uses include teaching staff costs and non-ICT educational supplies. Of the 13% that cited other things, 39% said that funds had been absorbed into the general school budget, 30% said that they had been used to fund extra-curricular or enrichment activities, and 18% specific small capital items including playground equipment, cycle shelters and furniture.

Table 11 Deployment of savings and new income by highest SBM/D qualification achieved

Q29 Have the savings and extra funding been spent on...?	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
Teaching staff costs?	46.1	39.8	51.0	60.0
Development and training?	27.4	25.8	28.9	34.3
Educational supplies (not ICT)?	44.8	42.4	45.1	52.9
ICT learning resources?	37.9	33.6	42.3	44.3
Building and grounds maintenance and improvement?	53.2	50.4	56.5	54.3
Administrative costs?	23.0	24.8	21.3	17.1
Other things?	13.4	11.1	17.8	11.4

Source: SBM course impact survey, October/November 2012

Table 12 shows the perceived utility of the SBM/D qualifications in achieving cost savings, both from programme graduates and from the headteacher survey. Nearly half of respondents (47%) found the qualification very useful in helping them to achieve cost savings, and for all qualifications over 80% of respondents found the programmes either very or quite useful in this regard. There are very similar findings for headteachers. Graduates of the higher level programmes were more likely to say the programme had been very useful.

Table 12 Perceived utility of qualifications in achieving cost savings by highest SBM/D qualification achieved

Q30a How useful has the SBM/D qualification been in enabling you to realise the procurement savings you have identified?	Very useful	Quite useful	Not very useful	Not at all
All respondents	47%	37%	11%	5%
CSBM	44%	39%	11%	6%
DSBM	48%	37%	10%	5%
ADSBM/SBD	58%	26%	13%	3%
Headteachers	54%	27%	15%	3%

Source: SBM course impact survey, October/November 2012, Headteacher survey July 2013

Table 13 shows the perceived utility of the SBM/D qualifications in achieving additional income, both from programme graduates and from the headteacher survey. The programmes were perceived as less useful in supporting finding additional income for the school or collaboration, with only 29% saying it had been very useful. Only three quarters (72%) found the programmes either very or quite useful in this regard as well. This is reflected in the findings in Section 6 which looks at gaps in the programme, where participants cited applying for grants and seeking income as a perceived gap in the programme.

Table 13 Perceived utility of qualifications in achieving additional income by highest SBM/D qualification achieved

Q30b How useful has the SBM/D qualification been in enabling you to generate the additional income identified?	Very useful	Quite useful	Not very useful	Not at all
All respondents	29%	43%	21%	7%
CSBM	26%	45%	22%	7%
DSBM	31%	40%	23%	7%
ADSBM/SBD	37%	44%	11%	8%
Headteachers	33%	30%	15%	9%

Source: SBM course impact survey, October/November 2012, Headteacher survey July 2013

Within the headteachers' survey, respondents were asked to qualify their view of the value of the school business manager learning programmes and the coded responses are summarised in Table 14 below. While nearly half (45%) of respondents did not add any comment, nearly one in five (18%) said that the SBM/D qualification had helped the school finances and 12% said that it had helped the individual's personal effectiveness in some other way. This is further supported by 70% of respondents to the headteacher survey also saying that getting best value for the school was a key skill developed by their colleague as part of the SBM/D qualification programme.

Table 14 Headteacher comments on the value of learning programmes

Q12 Headteacher survey - Why do you say that?	Count	%
Has helped the school finances	12	18%
Has helped the school in other ways	4	6%
Has improved the individual's personal effectiveness	8	12%
Other aspects of school have been the priority	3	4%
The programme did not help	8	12%
The staff member left	2	3%
Blank	30	45%
Total	67	100%

Source: Headteacher survey July 2013

The next section looks at the impact on the individual of achieving an SBM/D qualification, particularly in financial terms.

Section 5: Findings - impact on individuals

In this section we look at the stated impact that participation in the SBM/D courses has had on the individuals with a particular focus on salary levels. We also look at how individuals perceive their value to their school has changed. Where possible these responses are set against responses from a small number of headteachers at schools where staff have undertaken SBM/D programmes.

Key points

In 78% of cases, achievement of an SBM/D qualification is seen by the graduate as increasing the perceived value of their role and this perception is matched by headteachers.

In 86% of cases, achievement of an SBM/D qualification has helped the graduate in their day to day work and in only 2% of cases has achievement been perceived to hinder the graduate in their work.

While 55% of respondents expected a salary increase on achievement of their SBM/D qualification, only 45% of respondents actually received an increase. Not all those that expected an increase actually received one, with 20% of respondents being disappointed.

Where a salary increase was obtained, for 34% the increase was up to 4% but for 19% the increase was 20% or over.

Of the respondents working in schools, 78% said that achievement of an NCTL qualification had significantly or moderately increased the perceived value of their role. Table 15 shows that 20% did feel there had been no impact on perceived value. Those respondents who had achieved higher level qualifications were more likely to say that it had significantly increased the perceived value of their role.

From the survey undertaken by NCTL, headteacher opinions were very much in line with participant responses, with no significant difference in how the qualification had changed the perceived value of the role. Of the respondents to the headteacher survey, 69% said that achievement of the qualification had significantly or moderately increased the perceived value of the role, and 28% said it had had no impact on the perceived value.

Table 15 Perceived value of role following completion of an SBM/D qualification by highest SBM/D qualification achieved

Q31 How has achievement of an NCSL qualification impacted the perceived value of your role?[8]	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)	Headteacher (%)
Significantly or moderately increased the perceived value	78	75	85	81	69
Has had no impact on the perceived value	21	24	14	19	28
Moderately or significantly decreased the perceived value	1	1	0	0	3
Total (number of responses)	992	587	306	75	67

Source: SBM course impact survey, October/November 2012, Headteacher Survey July 2013

Table 16 shows how achievement of the SBM/D qualification is perceived to have helped the respondent in their day to day work. The minor variations between highest level of qualification are only significant for respondents with a DSBM as their highest qualification, for whom achievement was perceived to have a slightly more positive impact.

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[8] Question 14 of Headteacher survey was 'How has achievement of the School Business Manager qualification impacted on your perception of your colleague's role in the school?

Table 16 Value of SBM/D qualification in day-to-day work

Q42 How has the achievement of the qualification impacted on you in your day-to-day work?	All	All	CSBM	DSBM	ADSBM/ SBD
Positive impact	871	86%	84%	90%	87%
Negative impact	17	2%	2%	1%	1%
No impact	120	12%	14%	8%	12%
Total	1008	100	599	310	76

Respondents were asked about their salary level in their current role, and the data is shown in Figure 5. Respondents who had taken higher level qualifications have higher salaries, with over 40% of respondents who had achieved an ADSBM or SBD qualification earning £40,000 or over. *Salary level is not determined by SBM/D qualifications achieved however but by job role and salary scale.*

Figure 5 Current annual salary levels (NB bottom axis label is percentage of respondents)
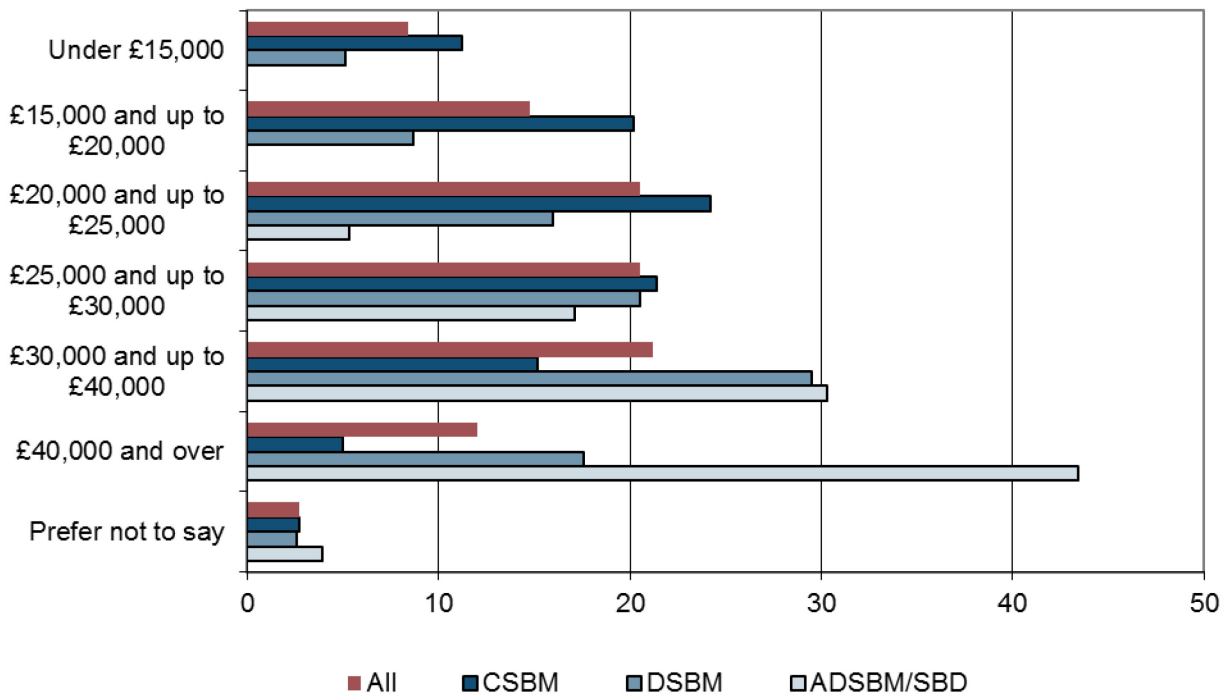
Table 17 shows individuals' expectations of salary change on completion of their SBM/D qualification, with just over half (55%) expecting some increase and the rest expecting no change. There is no significant variation in expectation by qualification level.

Table 17 Expectations of salary change on completion of qualification

Q33 What expectations did you have about changes to your salary as a result of completing your National College qualification	All	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
Expected increase	555	55.3	55.6	52.8	55.3
Expected decrease	3	0.3	0.3	0.3	0.0
Expected no change	446	44.4	44.0	46.9	44.7
Total	1,004	100.0	595.0	309.0	76.0

Source: SBM course impact survey, October/November 2012

Table 18 shows whether these expectations were actually met, with respondents saying whether or not they had received a salary increase on completion. It can be seen in fact that 45% of respondents had a salary increase, with no significant variation by qualification level. In terms of impact on the individual however, with only 45% of respondents achieving a salary increase following achievement of their SBM/D qualification, caution needs to be used in selling the benefits of the programme to individuals, so as not to raise expectations unduly.

Table 18 Actual salary change on completion of qualification

Q34 How did your salary actually change as a result of taking a National College qualification	All	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
Increased	455	45	43	47	51
Decreased	9	1	1	1	0
No change	544	54	56	52	49
Total	1,008	100	597	312	76

Source: SBM course impact survey, October/November 2012

Table 19 shows how expectations and actual salary change compared. Nearly 70% of respondents had their expectations matched by events, and 10% received an unexpected increase in salary, however 20% of respondents were disappointed in their expectations. There are no significant differences in expectations versus actual salary change by highest qualification achieved.

Table 19 Expectations and actual salary change

	Expected increase	Expected no change	Expected decrease
Got increase	35%	10%	0%
No change in salary	20%	34%	0%
Got decrease	0%	0%	0%

Source: SBM course impact survey, October/November 2012

Table 20 shows the scale of salary increases for those that received them. In a third of cases (34%), the increase was relatively small - up to 4%, however in 19% of cases the increase was 20% or more. The differences by highest qualification are not statistically significant.

Table 20 Percentage salary increase on completing SBM/D qualification

Q35 By what proportion did your salary increase	All	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
Up to 4%	150	34	39	28	21
5 - 9%	108	24	26	23	26
10 - 14%	68	15	16	14	18
15 - 19%	34	8	6	12	3
20% or more	83	19	14	23	32
Total	443	100	249	143	38

Source: SBM course impact survey, October/November 2012

Respondents were asked how likely they were to stay in their current role following achievement of the SBM/D qualification. Table 21 shows the results for this question. Over half of respondents (58%) said they were more likely to stay in their role, and this was significantly higher for those that had a DSBM as their highest NCTL qualification. Only 10% were less likely to stay in their current role. This should be a benefit to the school where the graduates work as they are able to take advantage of the learning they funded. However it should be noted that there may be some non-response bias here, as those that have since changed school will not have been invited to participate in the research unless they supplied NCTL with a personal contact e-mail address.

Table 21 Most valuable element of the course (open question, coded for analysis)

Q38 Has achievement of an [NCTL] qualification changed your likelihood to stay in this role	All	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
More likely to stay	582	58	53	66	59
No change	325	32	35	27	35
Less likely to stay	102	10	12	7	7
Total	1,009	100	600	311	75

Source: SBM course impact survey, October/November 2012

The final set of findings looks at respondents' views of gaps in the learning programmes they have completed most recently with NCTL.

Section 6: Findings - course gaps

NCTL conducts regular surveys with programme participants seeking feedback on the quality of its programmes, at least at the start and at the end of an individual's participation in that programme. Therefore, for the HOST graduate survey, there was no need to revisit this. However given that the HOST graduate survey was reviewing the impact of the programmes, it was considered a good vehicle for determining whether on reflection there were any gaps in the learning provision. This final section of findings looks at whether gaps were identified and what they were.

Key points

A third (34%) of respondents identified increased knowledge as the most valuable aspect of having undertaken an NCTL programme, 17% cited increased confidence and 14% cited networking.

Nearly one in five respondents identified gaps in the learning programme that they had undertaken and most were prepared to identify those gaps.

Review of the descriptions of the gaps identified two main areas - finance and accounting, and gaining funds and bid writing.

Most of the other comments were related to programme delivery.

In an open question, respondents were asked to identify the most valuable element of their most recent National College SBM/D programme. These have been coded to group responses and Table 22 shows the resulting breakdown. As this was an open question, 16% chose not to respond at all. A large number of comments fully endorsed the value of the qualification to gaining a role in the sector, for example:

"*I could not have secured my first role in education without it.*"

However some were more barbed about the sector or the role within their school, for example:

"*Meeting other SBM and realising that the poor working environment, lack of recognition and abuse of goodwill is universal so I may as well get out now*"

This type of comment was very much in the minority. More were along these lines:

"*Gave me the confidence and knowledge to be more successful in my job*"

Table 22 Most valuable element of the course (open question, coded for analysis)

Q39 What was the most valuable element for you of your most recent National College SBM course?	Number	Percentage
Increased knowledge	354	34%
Increased confidence	182	17%
Sharing experience and networking	153	14%
Recognition of skills/accreditation	87	8%
Strategic thinking	73	7%
Managing change	13	1%
Project work	11	1%
Other	11	1%
Nothing/not answered	172	16%
Total	1,056	100%

Source: SBM course impact survey, October/November 2012

Table 23 shows whether respondents felt there were any gaps in the SBM/D programme they had undertaken most recently. Overall 19% of respondents felt there had been gaps in the programme, with those that had a CSBM as their highest SBM/D qualification the least likely to identify gaps and those with a DSBM as their highest qualification far more likely to identify gaps.

Table 23 Gaps in programme

Q40 Were there any gaps in the programme in your opinions?	All	All (%)	CSBM (%)	DSBM (%)	ADSBM/ SBD (%)
Yes	187	19	15	27	24
No	772	81	85	73	76
Total	959	100	567	297	72

Source: SBM course impact survey, October/November 2012

Respondents were then asked about the nature of the gaps in the programmes, and the open answers were coded to create the analysis shown inTable 24. The full list of verbatim comments will be supplied to NCTL in a separate document, split by highest qualification.

Table 24 Identified gaps in programmes (number of responses)

Programme gap	All	CSBM	DSBM	ADSBM/ SBD
Finance and accounting	39	14	19	6
Tutor support	23	10	11	2
Gaining funds and bid writing	22	9	12	1
Course materials not up to date	18	12	6	0
Face-to-face work and opportunities to share	12	8	3	1
Teaching quality	12	7	3	2
Not quite right for my school type	9	3	5	1
Support from school	8	4	2	2
Time	5	4	0	1
Health & Safety and risk management	4	1	3	0
HR	1	0	1	0
Working in/with SLT	1	0	1	0
Other	24	12	11	1
Not relevant	1	0	1	0

Source: SBM course impact survey, October/November 2012

As can be seen fromTable 24, the two most frequently identified gaps in content were around finance and accounting (which is part of the regular tasks of 75% of the respondents) and gaining funds and bid writing. Both of these were particularly identified by those with a DSBM as a highest SBM/D qualification and reflect the likelihood of this group identifying gaps in their programme. Many of the other gaps identified were more to do with the way the course was delivered, including variability in the support provided by tutors, the quality of teaching and the limited opportunities to work in groups, interact with other learners and share experiences. Many of these

comments have been repeated in the recent evaluation of the CSBM modular programme[9].

A number of graduates pointed out that course materials were not up to date - some qualified these statements by commenting that they had undertaken their course shortly after the change in government in 2010, which had they felt radically changed the environment for schools. A number also commented that they felt the course was aimed at a different type of school to that they worked in, with respondents saying the content was variously targeted at primary or secondary schools, academies, large schools and small schools, and maintained schools. The disparity of these views could well indicate that the programmes are actually well balanced.

A number of respondents raised issues to do with the support received from their school, and wanting their headteacher more involved in the programme so that they felt better supported when working on assignments and course work. They would also like some formal recognition when receiving their certificate of achievement of the programme.

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[9] Evaluation of the School Business Manager (SBM) Programme: Review of Learner Satisfaction with the Certificate of School Business Management (CSBM) Modular Programme, June 2013, HOST Policy Research.

Section 7: Conclusions and areas for consideration

The graduate survey conducted by HOST achieved a solid response rate of 37%, allowing NCTL to have confidence in the findings. The only observed area of potential respondent bias is in the likelihood of staying in the existing role, where those who have already moved on are unlikely to have completed the survey.

From the evidence collected, achievement of one or more of the SBM/D qualifications has a measurable positive effect on the finances of the school or collaboration of schools that employ the programme graduates. For the individual, personal financial gain as a result of completing a programme is less clear cut.

In terms of financial impact on schools, the results show that 85% of respondents had realised some form of financial saving for their school or collaboration of schools, with the average estimated level of saving at around 15%. Particularly for larger establishments, this level of saving is significant, but in most instances should have covered the cost to the school of the fees for the individual to take NCTL qualification. Key areas of savings included procurement of educational supplies, costs of office equipment and photocopiers, and costs of ground and buildings maintenance.

Also in terms of financial impact on schools, 67% of respondents identified additional income or grants won since completing their qualification, with a total estimated extra income of nearly £32 million, and an average per capita figure of £43,800. It should be noted that this average figure is skewed by some large capital grants.

In terms of validating the claims of graduates of the programmes, while there was a low response rate for the headteachers' survey, comparative responses were not statistically significant. In terms of cost savings achieved, headteachers do appear to validate the nature and frequency of the cost savings estimated by graduates, which is positive. Headteachers were not asked to estimate the scale of the savings achieved. Statistically there is no significant difference in the proportions of programme graduates and headteachers identifying extra grants and income attracted.

Given that the fact of cost savings and extra income generated are agreed by programme graduates and headteachers, this can be used as a way of marketing the value of the programme. There are naturally other benefits to the programmes, including increased confidence and knowledge in the graduates but these are harder to quantify in money terms, particularly in times of constrained budget. It is the financial benefits that will provide a better view of the value of the programme.

In terms of impact on the individual graduates themselves, the questionnaire focused on financial impact and salary levels. While 55% of respondents expected a salary increase as a result of completing their qualification, in the event only 45% actually received an increase, and not all of those that received an increase expected one. For 20% of respondents who were disappointed in their expectations, there is the danger that they will be to some extent disaffected by their experience, and this means that it will be important to market the benefits of the qualifications carefully, so as not to raise expectations of personal financial gain.

Comments indicated that pay increases were often dependent on the school budget rather than recognition of achievement, or that they were related to pay scales that might not truly reflect the work undertaken by the individual. Several commented that schools or headteachers did not value the school business manager role sufficiently, which may have contributed to the lack of salary increase. This shows that expectations need to be managed as part of the marketing and early phases of the programmes to manage expectations of personal financial gain, focussing more for the individual on the benefits to their day to day working.

Aside from NCTL qualifications, there is considerable variation in the level of academic achievement before undertaking an SBM programme. This provides considerable challenge for programme developers in how to pitch particularly the CSBM programme (60% of graduates had qualifications at level 3 or below). This also needs to be discussed with programme providers to see how they are able to support learners with little experience of further or higher education.

Several areas of the results show that there are differences by highest level of SBM/D qualification, including areas of work undertaken in their role, the typical nature of the school worked in, the likelihood of being part of the SLT, and the nature of the costs and income that can be generated. These differences should be reflected both in the programme content and in the marketing of the programme to individuals and headteachers.

Some graduates highlighted content gaps in the programmes, with a particular emphasis on finance and accounting and on sourcing funds. The finance and accounting question needs to be considered carefully – while finance activity accounts for part of most participants' jobs, the school business manager programme team at NCTL need to be clear on how far the programmes are supposed to provide skills in this area, and what is more properly covered in a recognised accountancy course. Some of the detailed gaps and suggestions for filling them were more relevant to an accountancy course (for example, how to construct annual accounts for a school). Once the scope of the programme with regard to finance is defined, this needs to be made to clear to potential candidates to manage expectations on what they will be able to do on achievement.

The other gap cited was how to bid for grants and funding, and this may be a more relevant area for the SBM/D programmes to cover, in terms of expectations of bids, where to source relevant information and the nature of language and financial models expected.

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