Qualification specification

NCFE Level 5 Diploma in Management Skills and Knowledge
QN: 603/2999/3
This qualification is now withdrawn

Contents

Summary of changes

This section summarises the changes to this qualification specification. Please check the qualification page on our website for the most recent version.

- Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 14)
- Information to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal added to the entry guidance section (page 11)
- Information about how to access the support handbook added to support for centres section (page 13)
- Further information to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English added to the how the qualification is assessed section (page 52)

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 5 Diploma in Management Skills and Knowledge.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 5 Diploma in Management Skills and Knowledge.

Things you need to know

Qualification number (QN)	**603/2999/3**
Aim reference	60329993
Total Qualification Time (TQT)	370
Guided Learning Hours (GLH)	230
Credit value	37
Level	5
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/2999/3.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification purpose

The purpose of the NCFE Level 5 Diploma in Management Skills and Knowledge is to provide the knowledge, understanding and skills required to work as an operations/departmental manager. The qualification has been aligned to the Operations/Departmental Manager apprenticeship standard.

Qualification objectives

The objectives of this qualification are to allow learners to:

- focus on the study of management within different occupational areas
- demonstrate the skills, knowledge and behaviours they will need to operate as a successful operations/departmental manager
- develop higher level skills and knowledge in a range of areas relevant to managerial roles, such as leading, influencing and managing people, building relationships and communication, operational and project management, finance and personal effectiveness.

Achieving this qualification

To be awarded the NCFE Level 5 Diploma in Management Skills and Knowledge, learners are required to successfully complete 8 mandatory units.

Mandatory units

Unit No	Unit title
Unit 01	Operational management
Unit 02	Project management
Unit 03	Managing finance
Unit 04	Leading and managing people
Unit 05	Building relationships
Unit 06	Communication
Unit 07	Self-awareness and continuous development
Unit 08	Decision making

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 5 Diploma in Management Skills and Knowledge, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

Behaviours mapping

The behaviour requirements within the Operations/Departmental Manager apprenticeship standard are not assessed as part of this qualification, however learners may have the opportunity to develop and evidence the behaviours throughout the units.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Direct Claim Status

Direct Claim Status will not be transferred for this qualification.

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

This qualification is designed for those working as an operations/departmental manager with responsibility for planning, delivering and achieving departmental goals and objectives.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 4 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.. However, learners should be aged 18 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Departmental/Operations Manager apprenticeship
- Level 6 qualifications in Management and Leadership
- Level 7 qualifications in Strategic Management and Leadership.

This qualification could be taken to support the Departmental/Operations Manager apprenticeship. On completion of the apprenticeship, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management.

Progression to Higher Level Studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 5 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 5 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk..

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Mapping to apprenticeship standards

The units in this qualification have been aligned and mapped to the Operations/Departmental Manager apprenticeship standard. Mapping is provided against each unit in the unit overviews in Section 2.

Further information on the apprenticeship standard can be found on the Institute for Apprenticeship Standards website https://www.instituteforapprenticeships.org/apprenticeship-standards/.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional
- apprenticeship standards mapping.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- assessment criteria
- assessment guidance.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Operational management (L/616/9046)

Unit summary	In this unit learners will gain an understanding of the principles of operational management. They will be able to develop, implement and evaluate an operational plan. Learners will also be able to understand, plan, implement and manage operational change. In this unit learners will also understand the principles of data security and management.
Credit	6
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory
Apprenticeship standards mapping	Organisational performance – delivering results
	Operational management – knowledge
	Operational management – skills

The learner will:

1   understand the principles of operational management

The learner can:

1.1   evaluate a range of management approaches and models
1.2   explain the components of an operational plan
1.3   explain the components of sales and marketing plans
1.4   analyse the relationship between strategic and operational plans
1.5   evaluate the use of operational business planning techniques in the operational planning process
1.6   explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
1.7   analyse a range of business development tools and approaches to continuous improvement
1.8   evaluate the use of contingency planning
1.9   evaluate the effective use of technology in operational planning

Unit 01 Operational management (L/616/9046) (cont'd)

The learner will:

2   be able to develop, implement and evaluate operational plans

The learner can:

2.1   identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key
        performance indicators (KPIs)
2.2   develop plans that are consistent with organisational strategy, objectives, values, policies and
        procedures
2.3   develop plans that complement sales and marketing plans
2.4   implement plans within agreed budgets and timescales
2.5   clarify the requirements of the plans to those who will be affected
2.6   review plans in light of changing circumstances in accordance with strategic objectives and
        identified risks
2.7   review periodically the progress and effectiveness of the plans, using information from a range
        of sources
2.8   report on the effectiveness of operational plans

The learner will:

3   understand the implementation and management of operational change

The learner can:

3.1   explain how to initiate and manage operational change
3.2   analyse the advantages and limitations of different change management tools and
        techniques

The learner will:

4   be able to plan, implement and manage operational change

The learner can:

4.1   assess the reasons for a required change, demonstrating commercial awareness and the ability
        to identify and shape new opportunities
4.2   develop a plan in line with organisational objectives that specifies specific, measurable,
        achievable, realistic and time-bound (SMART) objectives and resources
4.3   support colleagues to implement operational change
4.4   identify and address barriers that effect the achievement of change
4.5   implement the plan within the agreed timescale using available resources
4.6   monitor the plan against agreed objectives
4.7   evaluate the effectiveness of the operational change

Unit 01 Operational management (L/616/9046) (cont'd)

The learner will:

5   understand the principles of data security and management

The learner can:

5.1   explain best practice principles and techniques for effective data security and management

Unit 01 Operational management (L/616/9046) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should evaluate 3 or more management approaches and models. Approaches should include creating plans to deliver objectives and setting KPIs. Management models could include, but are not limited to, McKinsey 7-S Framework and Adair.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain the components of an operational plan which could include objectives, KPIs, Quality Standards and resources including human, physical and financial.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should explain the components of sales and marketing plans which could include forecasts, marketing strategy, campaign timings, sales targets, competitor analysis and budget. Learners could consider the components that impact the operational plan.	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should analyse the relationship between strategic and operational plans. Learners could refer to the differences between a strategic and an operational plan and the links between strategy and the operational plan.	Assignment Discussion Oral/written Q&A Work product
1.5	Learners should evaluate the use of operational business planning techniques in the operational planning process. Learners should refer to how to manage resources, development of sales and marketing plans, setting targets and monitoring of performance.	Assignment Discussion Oral/written Q&A
1.6	Learners should explain how to set SMART objectives and KPIs. Learners could refer to the links between strategic and operational objectives.	Assignment Discussion Oral/written Q&A
1.7	Learners should analyse a range of business development tools and approaches to continuous improvement. Business development tools could include, but are not limited to, PESTLE and SWOT analysis. Approaches to continuous improvement could include, but are not limited to, Lean, Six Sigma and Total Quality Management (TQM).	Assignment Discussion Oral/written Q&A

Unit 01 Operational management (L/616/9046) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.8	Learners should evaluate the use of contingency planning. Learners could consider the benefits of planning for contingency the potential impacts if planning did not take place. Learners could refer to risk management and disaster recovery.	Assignment Discussion Oral/written Q&A Work product
1.9	Learners should evaluate the use of technology in operational planning. Learners could consider relevant legislation such as Data Protection, the types of technology available and how this adds value.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should identify SMART objectives and key performance indicators (KPIs) for use within the operational plan.	Discussion Observation Witness testimony Work product
2.2	Learners should develop operational plans that are consistent with organisational strategy, objectives, values, policies and procedures. Operational plans could include objectives, KPIs, Quality Standards and resources including human, physical and financial.	Discussion Observation Witness testimony Work product
2.3	Learners should demonstrate how the operational plans complement existing sales and marketing plans ie how the operational plans support achievement of sales and marketing targets.	Discussion Observation Witness testimony Work product
2.4	Learners should implement the plans ensuring budgets and timescales are adhered to.	Discussion Observation Witness testimony Work product
2.5	Learners should communicate the plans ensuring they are clearly understood by those affected.	Discussion Observation Witness testimony Work product
2.6	Learners should review the plans in light of changing circumstances in accordance with strategic objectives and identified risks.	Discussion Observation Witness testimony Work product

Unit 01 Operational management (L/616/9046) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
2.7	Learners should periodically review the progress and effectiveness of the plans using information from a range of sources. Learners should compare actual performance against planned objectives and consider reasons for variance.	Discussion Observation Witness testimony Work product
2.8	Learners should report on the effectiveness of operational plans. Reports must be based on the collation, analysis and interpretation of data.	Discussion Work product
3.1	Learners should explain how to initiate and manage operational change. Learners should refer to identifying the need for change, identifying any barriers and how to overcome them. Learners could refer to tools to support understanding change such as The Change Curve and Lewin's Change Management Model.	Assignment Discussion Oral/written Q&A Work product
3.2	Learners should analyse the advantages and limitations of different change management tools and techniques. Learners could refer to the different aspects of managing change such as planning change, implementing change, communication and the associated tools and techniques. Tools and techniques could include, but are not limited to, impact analysis, Leavitt's Diamond, Kotter's 8 Step Change Model and Stakeholder Analysis.	Assignment Discussion Oral/written Q&A Work product
4.1	Learners should assess the reasons for a required change, demonstrating commercial awareness and the ability to identify and shape new opportunities. Learners could use tools of analysis such as SWOT and PESTLE.	Discussion Observation Witness testimony Work product
4.2	Learners should develop a plan in line with organisational objectives that specifies SMART objectives and resources.	Discussion Observation Witness testimony Work product

Unit 01 Operational management (L/616/9046) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
4.3	Learners should support colleagues to implement operational change. Learners could consider communication, empathy and the change curve.	Discussion Observation Witness testimony Work product
4.4	Learners should identify and address barriers that effect the achievement of change. Learners could use tools such as impact analysis and Leavitt's Diamond.	Discussion Observation Witness testimony Work product
4.5	Learners should implement the plan within the agreed timescale using available resources.	Discussion Observation Witness testimony Work product
4.6	Learners should monitor the plan against agreed objectives. Monitoring could include measurement of performance and employee satisfaction before, during and after change.	Discussion Observation Witness testimony Work product
4.7	Learners should evaluate the effectiveness of the operational change. Reports must include management information and be based on the collation, analysis and interpretation of data.	Discussion Observation Witness testimony Work product
5.1	Learners should explain best practice principles and techniques for effective data security and management. Learners could refer to relevant legislation such as the Data Protection Act, Freedom of Information Act, Data Policy, Data Lifecycle, Data Ownership and Data Collection.	Assignment Discussion Oral/written Q&A Work product

Unit 02 Project management (R/616/9047)

Unit summary	In this unit learners will understand the key principles of project management and be able to plan and manage a project. Learners will also evaluate the effectiveness of a project.
Credit	4
Guided learning hours	30
Level	5
Mandatory/optional	Mandatory
Apprenticeship standards mapping	Organisational performance – delivering results Project management – knowledge Project management – skills

The learner will:

1   understand the key principles of project management

The learner can:

1.1   evaluate project planning and management tools and techniques
1.2   explain how to carry out a cost-benefit analysis
1.3   evaluate the use of risk management techniques
1.4   analyse the requirements of project governance arrangements

The learner will:

2   be able to plan a project

The learner can:

2.1   analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work
2.2   set objectives and scope of proposed projects with stakeholders
2.3   assess the interdependencies and potential risks within a project
2.4   develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluation mechanisms appropriate to the plan
2.5   develop a proportionate and targeted plan to manage identified risks and contingencies
2.6   apply project lifecycle approaches to the project plan

Unit 02 Project management (R/616/9047) (cont'd)

The learner will:

3   be able to manage a project

The learner can:

3.1   establish resources in accordance with the project plan
3.2   clarify the roles and responsibilities to project team members
3.3   clarify the requirements of the plans to those who will be affected
3.4   implement plans within agreed budgets and timescales
3.5   revise plans in light of changing circumstances in accordance with project objectives and identified
        risks
3.6   establish communication channels to keep stakeholders up to date with developments and
        problems
3.7   apply processes to complete actions in accordance with project plans
3.8   adhere to organisational policies and procedures, legal and ethical requirements when managing
        a project

The learner will:

4   be able to evaluate the effectiveness of a project

The learner can:

4.1   review periodically the progress and effectiveness of a project
4.2   evaluate the effectiveness of the project

Unit 02 Project management (R/616/9047) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should evaluate project planning and management tools and techniques. Learners could refer to the different stages of a project and the tools and techniques used within each stage. Tools and techniques could include, but are not limited to, project initiation document, Gantt Charts, risk and action logs and RAG reports.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain how to carry out a cost-benefit analysis. Learners should refer to the process, how to establish costs and benefits associated with a project and their monetary value.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should evaluate the use of risk management techniques which could include, but are not limited to, risks logs and RAG reports.	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should analyse the requirements of project governance arrangements. Learners should refer to the policies, regulations, processes and procedures. Learners could consider the purpose and benefits of project governance arrangements.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work. Learners could use a business case document to support analysis and consider how the project supports achievement of the organisation's overall vision, objectives, plans and programmes of work.	Discussion Observation Witness testimony Work product
2.2	Learners should set objectives and scope of proposed projects with stakeholders. Learners may make use of tools such as project scoping documents.	Discussion Observation Witness testimony Work product
2.3	Learners should assess the interdependencies and potential risks within a project. Learners could consider the need for collaboration and use risk analysis tools such as risk/impact probability charts.	Discussion Observation Witness testimony Work product

Unit 02 Project management (R/616/9047) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
2.4	Learners should develop a project plan with SMART objectives, key performance indicators (KPIs) and evaluation mechanisms appropriate to the plan. The project plan should be developed using an appropriate project management tool such as a Gantt Chart, Critical Path Analysis or Work Breakdown Structure.	Discussion Observation Witness testimony Work product
2.5	Learners should develop a proportionate and targeted plan to manage identified risks and contingencies such as a risk management plan which could include a risk log or RAG status.	Discussion Observation Witness testimony Work product
2.6	Learners should apply project lifecycle approaches to the project plan. Project lifecycle includes initiation, planning, execution and closure.	Discussion Observation Witness testimony Work product
3.1	Learners should establish resources in accordance with the project plan. Resources could include, but are not limited to, human, financial and physical.	Discussion Observation Witness testimony Work product
3.2	Learners should clarify the roles and responsibilities to project team members.	Discussion Observation Witness testimony Work product
3.3	Learners should clarify the requirements of the plans to those who will be affected ie key stakeholders.	Discussion Observation Witness testimony Work product
3.4	Learners should implement plans within agreed budgets and timescales. Learners should monitor progress against project plans.	Discussion Observation Witness testimony Work product
3.5	Learners should revise plans in light of changing circumstances in accordance with project objectives and identified risks.	Discussion Observation Witness testimony Work product

Unit 02 Project management (R/616/9047) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
3.6	Learners should establish communication channels to keep stakeholders up to date with developments and problems.	Discussion Observation Witness testimony Work product
3.7	Learners should apply processes to complete actions in accordance with project plans. Learners could use tools such as action logs.	Discussion Observation Witness testimony Work product
3.8	Learners should adhere to organisational policies and procedures, legal and ethical requirements when managing a project.	Discussion Observation Witness testimony Work product
4.1	Learners should review periodically the progress and effectiveness of a project using project management tools to monitor delivery against the plan which could include pulse meetings or variance reports.	Discussion Observation Witness testimony Work product
4.2	Learners should evaluate the effectiveness of the project comparing the plan against actual project performance.	Discussion Observation Witness testimony Work product

Unit 03 Managing finance (Y/616/9048)

Unit summary	In this unit learners will understand business finance and how to set budgets. Learners will also be able to manage and evaluate the use of a budget.
Credit	6
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory
Apprenticeships Standards mapping	Organisational Performance – Delivering results Finance – Knowledge Finance – Skills

The learner will:

1   understand business finance

The learner can:

1.1   describe the business planning and financial forecasting cycle
1.2   explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives

The learner will:

2   understand how to set budgets

The learner can:

2.1   explain the purposes of budget setting
2.2   analyse the information needed to enable realistic budgets to be set
2.3   explain how to address contingencies
2.4   explain organisational policies and procedures on budget setting

Unit 03 Managing finance (Y/616/9048) (cont'd)

The learner will:

3   be able to manage a budget

The learner can:

3.1   apply a budget to control performance and expenditure
3.2   identify the cause of variations from budget
3.3   explain the actions to be taken to address variations from budget
3.4   develop realistic revisions to budget, supporting recommendations with evidence
3.5   analyse relevant information to produce budget-related reports within agreed timescales
3.6   explain the actions to be taken in the event of suspected instances of fraud or malpractice

The learner will:

4   be able to evaluate the use of a budget

The learner can:

4.1   identify successes and areas for improvement in budget management
4.2   recommend improvements to future budget-setting and management

Unit 03 Managing finance (Y/616/9048) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should describe the business planning and financial forecasting cycle within their own organisation.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should explain the purposes of budget-setting eg to ensure costs do not overrun.	Assignment Discussion Oral/written Q&A Work product
2.2	Learners should analyse the information needed to enable realistic budgets to be set. Information could include but is not limited to previous budgets, planned activity and associated costs.	Assignment Discussion Oral/written Q&A Work product
2.3	Learners should explain how to address contingencies eg unexpected costs which could be addressed through contingency budgets.	Assignment Discussion Oral/written Q&A Work product
2.4	Learners should explain their own organisational policies and procedures on budget setting.	Assignment Discussion Oral/written Q&A Work product
3.1	Learners should apply a budget to control performance and expenditure in line with own organisational and compliance requirements.	Discussion Observation Witness testimony Work product
3.2	Learners should identify the cause of variations from budget.	Discussion Observation Witness testimony Work product

Unit 03 Managing finance (Y/616/9048) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
3.3	Learners should explain the actions to be taken to address variations from budget. Learners could consider how to minimise variance and how amendments to budgets are agreed.	Discussion Observation Witness testimony Work product
3.4	Learners should develop realistic revisions to budget, supporting recommendations with evidence.	Discussion Observation Witness testimony Work product
3.5	Learners should analyse relevant information to produce budget-related reports within agreed timescales.	Discussion Observation Witness testimony Work product
3.6	Learners should explain the actions to be taken in the event of suspected instances of fraud or malpractice. Learners should refer to own organisational procedures relating to governance and compliance.	Discussion Observation Witness testimony Work product
4.1	Learners should identify successes and areas for improvement in budget management.	Discussion Observation Witness testimony Work product
4.2	Learners should recommend improvements to inform future budget-setting and management.	Discussion Observation Witness testimony Work product

Unit 04 Leading and managing people (D/616/9049)

Unit summary	Learners will understand the principles of leadership and management, covering how to motivate others and improve performance, recruitment and performance management. They will demonstrate leadership and management skills.
Credit	6
Guided learning hours	40
Level	5
Mandatory/optional	Mandatory
Apprenticeship standards mapping	Interpersonal excellence – managing people and developing relationships Leading people – knowledge Leading people – skills Managing people – knowledge Managing people – skills

The learner will:

1   understand the principles of leadership and management

The learner can:

1.1   analyse how leadership and management theories may be applied in their organisation
1.2   assess the influence of an organisation's culture and diversity on its leadership styles
1.3   assess the suitability of a range of leadership styles for use in different situations

The learner will:

2   understand how to motivate, manage and improve performance

The learner can:

2.1   analyse how theories of motivation may be applied in the practice of leadership to improve performance
2.2   analyse a range of performance management techniques
2.3   analyse how team building theories help to develop high performance teams
2.4   analyse the benefits of coaching and mentoring techniques to support staff and improve performance
2.5   explain how to use delegation effectively to support staff development

Unit 04 Leading and managing people (D/616/9049) (cont'd)

The learner will:

3   understand recruitment and performance management

The learner can:

3.1   describe the information needed to identify recruitment requirements
3.2   evaluate the suitability of different recruitment and selection methods for different roles
3.3   explain the use of talent management models when recruiting and managing staff

The learner will:

4   demonstrate leadership and management skills

The learner can:

4.1   clarify the organisation's vision and goals in relation to organisational objectives
4.2   ascertain that colleagues and other stakeholders understand their role in the achievement of organisational objectives
4.3   support the management of change within the organisation
4.4   develop individuals and teams through coaching and mentoring to support high performance working
4.5   apply delegation techniques whilst delivering targets
4.6   empower individuals to take responsibility for their decisions and actions within agreed parameters
4.7   support individuals in identifying their current and likely future learning and development needs to enable development in the workplace
4.8   summarise agreed learning objectives, learning activities, review mechanisms and success criteria in an individual's personal development plan
4.9   provide opportunities for others to apply their developing competence in the workplace

Unit 04 Leading and managing people (D/616/9049) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should analyse how leadership theories may be applied in their organisation. Leadership and Management theories could include but are not limited to Trait theories, Behavioural theories, Contingency theories and Power and influence theories.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should assess the influence of an organisation's culture and diversity on its leadership styles. Learners should consider internal and external factors that influence the culture of an organisation. Internal factors could include structure, values and beliefs. External factors could include political, economic, sociological, technological, legal and environmental. Learners could refer to theory such as Handy's Four types of organisational culture.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should assess the suitability of a range of leadership styles for use in different situations which should include management of multiple and remote teams, management of team leaders and managing change. Learners could refer to situational leadership theory.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should analyse how theories of motivation may be applied in the practice of leadership to improve performance. Theories of motivation could include, but are not limited to, Maslow, Herzberg and McClellan.	Assignment Discussion Oral/written Q&A Work product
2.2	Learners should analyse a range of performance management techniques. Performance management techniques should include setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, recognising achievement and good behaviour.	Assignment Discussion Oral/written Q&A Work product

Unit 04 Leading and managing people (D/616/9049) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
2.3	Learners should analyse how team building theories help to develop high performance teams. Team building theories could include, but are not limited to, Belbin's Team Roles and Myers Briggs.	Assignment Discussion Oral/written Q&A Work product
2.4	Learners should analyse the benefits of coaching and mentoring techniques to support staff and improve performance. Coaching and mentoring techniques could include, but are not limited to, GROW and OSCAR.	Assignment Discussion Oral/written Q&A Work product
2.5	Learners should explain how to use delegation effectively to support staff development. Learners should refer to the process of delegation.	Assignment Discussion Oral/written Q&A Work product
3.1	Learners should describe the information needed to identify recruitment requirements. Information could include, but is not limited to, staffing forecasts and skills gap analysis.	Assignment Discussion Oral/written Q&A Work product
3.2	Learners should evaluate the suitability of different recruitment and selection methods for different roles. Recruitment could be both internal and external methods. This could include, but are not limited to, job centres, recruitment agencies and recruitment fairs. Selection methods could include, but are not limited to, application forms, interviews, psychometric testing, assessment centres and presentations.	Assignment Discussion Oral/written Q&A Work product
3.3	Learners should explain the use of talent management models when recruiting and managing staff. This could include recruitment and retention of talent, career development, reward and recognition and succession planning.	Assignment Discussion Oral/written Q&A Work product

Unit 04 Leading and managing people (D/616/9049) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
4.1	Learners should clarify the organisation's vision and goals in relation to organisational objectives. Learners should ensure the link between organisational strategy and operational plans is understood.	Discussion Observation Witness testimony Work product
4.2	Learners should ascertain that colleagues and other stakeholders understand their role in the achievement of organisational objectives.	Discussion Observation Witness testimony Work product
4.3	Learners should support the management of change within the organisation. Learners should demonstrate use of change management techniques which could include, but are not limited to, understanding and managing resistance to change, involving and communicating with others and planning for change.	Discussion Observation Witness testimony Work product
4.4	Learners should develop individuals and teams through coaching and mentoring to support high performance working. Learners could demonstrate use of coaching and mentoring techniques such as GROW and OSCAR.	Discussion Observation Witness testimony Work product
4.5	Learners should apply delegation techniques such as defining tasks, assessment of ability and training needs, setting SMART objectives, supporting and communicating.	Discussion Observation Witness testimony Work product
4.6	Learners should empower individuals to take responsibility for their decisions and actions within agreed parameters. This could be through the process of delegation.	Discussion Observation Witness testimony Work product
4.7	Learners should support individuals in identifying their current and likely future learning and development needs to enable development in the workplace. This could be through one to ones or appraisals.	Discussion Observation Witness testimony Work product
4.8	Learners should support others to produce personal development plans summarising agreed learning objectives, learning activities, review mechanisms and success criteria.	Discussion Observation Witness testimony Work product
4.9	Learners should provide opportunities for individuals to apply their developing competence in the workplace. This could be through increased responsibilities, secondments or acting up.	Discussion Observation Witness testimony Work product

Unit 05 Building relationships (R/616/9050)

Unit summary	Learners will understand approaches to partner, stakeholder and supplier relationship management. They will understand how to collaborate with partners, stakeholders and suppliers and be able to develop productive working relationships.
Credit	5
Guided learning hours	30
Level	5
Mandatory/optional	Mandatory
Apprenticeship standards mapping	Interpersonal excellence – managing people and developing relationships Building relationships – knowledge Building relationships – skills

The learner will:

1　understand approaches to partner, stakeholder and supplier relationship management

The learner can:

1.1　explain how negotiating and influencing skills and techniques can be used to enhance partner, stakeholder and supplier relationships
1.2　explain how expectation management and conflict resolution techniques are applied to partner, stakeholder and supplier relationship management
1.3　analyse the advantages of different types of partner, stakeholder and supplier consultation
1.4　evaluate the risks and potential consequences of inadequate partner, stakeholder and supplier consultation
1.5　explain the principles of effective networking when building partner, stakeholder and supplier relationships

The learner will:

2　understand how to collaborate with partners, stakeholders and suppliers

The learner can:

2.1　identify the partners, stakeholders and suppliers with whom relationships should be developed
2.2　explain the roles, responsibilities, interests and concerns of partners, stakeholders and suppliers
2.3　evaluate business areas that would benefit from collaboration with partners, stakeholders and suppliers
2.4　assess the benefits and limitations of collaborative working techniques to enable delivery through others
2.5　explain how to share best practice with partners and stakeholders

Unit 05 Building relationships (R/616/9050) (cont'd)

The learner will:

3   be able to develop productive working relationships with partners, stakeholders and suppliers

The learner can:

3.1   develop a climate of mutual trust and respect by behaving openly and honestly
3.2   reflect on the specialist advice provided by partners, stakeholders and suppliers to deliver against plans
3.3   apply effective negotiation and influencing skills whilst working with partners, stakeholders and suppliers
3.4   apply effective conflict management techniques when working with partners, stakeholders and suppliers
3.5   identify and share best practice and work collaboratively with others both inside and outside of the organisation

Unit 05 Building relationships (R/616/9050) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Explain how negotiating and influencing skills and techniques can be used to enhance the relationship with partners, stakeholders and suppliers. Learners could consider negotiating styles such as competing, collaborating, compromising, avoiding and accommodating.	Assignment Discussion Oral/written Q&A
1.2	Learners should explain how expectation management and conflict resolution techniques are applied to partner, stakeholder and supplier relationship management. Learners could refer to conflict management approaches such as Thomas and Kilmann.	Assignment Discussion Oral/written Q&A
1.3	Learners should analyse the advantages of different types of partner, stakeholder and supplier consultation. Advantages could include, but are not limited to, building trust, gaining insight into potential issues, securing resources and understanding expectations.	Assignment Discussion Oral/written Q&A
1.4	Learners should evaluate the risks and potential consequences of inadequate partner, stakeholder and supplier consultation. Potential consequences could include, but are not limited to, lack of satisfaction, lack of informed decision making and breakdowns in relations.	Assignment Discussion Oral/written Q&A
1.5	Learners should explain the principles of effective networking when building relationships with partners, stakeholders and suppliers. Principles of effective networking could include, but are not limited to, expectation management, shared interests, confidentiality, creating rapport and building trust.	Assignment Discussion Oral/written Q&A
2.1	Learners should identify the partners, stakeholders and suppliers with whom relationships should be developed. Relationships could be both internal and external to the organisation. Learners could apply stakeholder analysis techniques to support this process.	Assignment Discussion Oral/written Q&A

Unit 05 Building relationships (R/616/9050) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
2.2	Learners should explain the roles, responsibilities, interests and concerns of identified partners, stakeholders and suppliers.	Assignment Discussion Oral/written Q&A
2.3	Learners should evaluate business areas that would benefit from collaboration with partners, stakeholders and suppliers. Learners could apply cost-benefit analysis to determine if collaboration is beneficial.	Assignment Discussion Oral/written Q&A
2.4	Learners should assess the benefits and limitations of collaborative working techniques to enable delivery through others. Collaborative working techniques could include, but are not limited to, establishing shared goals, building trust, defining responsibilities and establishing channels of communication.	Assignment Discussion Oral/written Q&A
2.5	Learners should explain how to share best practice with partners and stakeholders.	Assignment Discussion Oral/written Q&A
3.1	Learners should develop a climate of mutual trust and respect by behaving openly and honestly.	Discussion Observation Witness testimony Work product
3.2	Learners should reflect on the specialist advice provided by partners, stakeholders and suppliers to deliver against plans. Learners could consider how specialist advice has contributed to delivery against plans.	Discussion Observation Witness testimony Work product
3.3	Learners should apply effective negotiation and influencing skills whilst working with partners, stakeholders and suppliers. Learners could apply negotiating styles such as competing, collaborating, compromising, avoiding and accommodating.	Discussion Observation Witness testimony Work product

Unit 05 Building relationships (R/616/9050) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
3.4	Learners should apply effective conflict management techniques when working with partners, stakeholders and suppliers. Learners could apply conflict management approaches such as Thomas and Kilmann.	Discussion Observation Witness testimony Work product
3.5	Learners should identify and share best practice and work collaboratively with others both inside and outside of the organisation.	Discussion Observation Witness testimony Work product

Unit 06 Communication (Y/616/9051)

Unit summary	In this unit learners will be able to communicate effectively. They will understand and apply interpersonal skills and different communication forms and techniques.
Credit	4
Guided learning hours	20
Level	5
Mandatory/optional	Mandatory
Apprenticeship standards mapping	Interpersonal excellence – managing people and developing relationships Communication – knowledge Communication – skills

The learner will:

1   understand different communication forms and techniques

The learner can:

1.1   analyse different communication **techniques** and how to apply them appropriately
1.2   analyse **different forms of communication**
1.3   explain how to give constructive feedback
1.4   explain how to prepare for and how to chair different types of meetings
1.5   analyse the impact of interpersonal skills on effective communication

The learner will:

2   be able to communicate effectively

The learner can:

2.1   use different communication forms and **techniques** that are appropriate to the audience and information to be communicated
2.2   adapt the style and content of communication, appropriate to different situations
2.3   adhere to organisational procedures to chair meetings effectively and present using a range of media
2.4   give constructive feedback and challenge the views of others

Key word(s)

Different forms of communication - verbal, written, non-verbal, digital

Techniques - must include use of active listening and provision of constructive feedback

Unit 06 Communication (Y/616/9051) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should analyse different communication techniques and how to apply them appropriately. Techniques should include use of active listening and provision of constructive feedback.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should analyse the different forms of communication. Forms of communication could include verbal, written and digital.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should explain how to provide constructive feedback. Learners could refer to models of feedback such as CORBS or Situation, Behaviour and Impact (SBI).	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should explain how to prepare for and how to chair different types of meetings. Preparation could include identifying objectives for the meeting, agenda, inviting attendees and arranging the venue. Chairing the meeting could include ensuring the meeting keeps to time, ensuring the agenda is covered, that attendees have the opportunity to contribute, conflict management and agreeing any actions.	Assignment Discussion Oral/written Q&A Work product
1.5	Learners should analyse the impact of interpersonal skills on effective communication. Learners could consider how interpersonal skills can impact working relationships with others. Interpersonal skills could include, but are not limited to, listening skills, building rapport and empathy.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should use different forms of communication and communication techniques that are appropriate to the audience and information to be communicated. Techniques should include use of active listening and provision of constructive feedback.	Discussion Observation Witness testimony Work product
2.2	Learners should adapt the style and content of communication, appropriate to different situations. Different situations could include, but are not limited to, team scenarios, individual scenarios and addressing poor performance.	Discussion Observation Witness testimony Work product

Unit 06 Communication (Y/616/9051) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
2.3	Learners should adhere to organisational procedures to chair meetings effectively and present using a range of media. Organisational procedures could include preparation for the meeting, conduct during the meeting and any follow up. Media types could include, but are not limited, to teleconferencing, Skype and visual aids.	Discussion Observation Witness testimony Work product
2.4	Learners should give constructive feedback and challenge the views of others. Learners could demonstrate use of models of feedback such as CORBS or Situation, Behaviour and Impact (SBI).	Discussion Observation Witness testimony Work product

Unit 07 Self-awareness and continuous development (D/616/9052)

Unit summary	In this unit learners will understand personal and professional development and management techniques and tools. Learners will also be able to identify personal development requirements.
Credit	3
Guided learning hours	15
Level	5
Mandatory/optional	Mandatory
Apprenticeship standards mapping	Personal effectiveness – managing self Self-awareness – knowledge Self-awareness – skills Management of self – knowledge Management of self – skills

The learner will:

1   understand personal and professional development

The learner can:

1.1   explain the concepts of self-awareness and emotional intelligence
1.2   explain the value of Continuous Professional Development (CPD)
1.3   analyse a range of learning and behavioural styles
1.4   evaluate a range of feedback mechanisms

The learner will:

2   understand time management techniques and tools

The learner can:

2.1   analyse a range of time management techniques and tools used to plan and prioritise activities

The learner will:

3   be able to identify personal development requirements

The learner can:

3.1   evaluate own current and future personal development needs to create a personal development plan
3.2   evaluate feedback on performance from a range of valid sources
3.3   reflect on own performance and working style, and the impact these can have on others
3.4   implement time management techniques and tools to manage work load pressures

Unit 07 Self-awareness and continuous development (D/616/9052) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should explain the concept of self-awareness and emotional intelligence. Learners could also refer to appropriate theory such as Johari Window and Daniel Goleman.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain the value of Continuous Professional Development.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should analyse a range of learning and behavioural styles which could include but are not limited to VARK, Honey and Mumford and Social Style theory. Learners could consider the impact of own behaviour on own performance and the performance of others.	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should evaluate a range of feedback mechanisms. Feedback mechanisms could include, but are not limited to, 360 degree feedback, performance reports and psychometric testing such as Myers Briggs.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should analyse a range of time management techniques and tools used to plan and prioritise activities which must include managing multiple tasks. Time management techniques and tools could include but are not limited to, to do lists, activity log, planners, prioritising, scheduling and delegating. Learners could refer to relevant theory such as Eisenhower's Urgent/Important Principle.	Assignment Discussion Oral/written Q&A Work product
3.1	Learners should evaluate own current and future personal and professional development needs to create a personal development plan. Learners should evaluate knowledge, skills and competencies against personal and professional objectives using appropriate methods such as SWOT analysis, learning styles analysis, 360 degree feedback, appraisal feedback and psychometric testing. Learners should create a development plan which should include development needs identified, CPD needs, SMART objectives, resources needed and planned reviews of progress.	Discussion Observation Witness testimony Work product

Unit 07 Self-awareness and continuous development (D/616/9052) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
3.2	Learners should evaluate feedback on performance from a range of valid sources. Sources could include own team, manager, customers and colleagues.	Discussion Observation Witness testimony Work product
3.3	Learners should reflect on own performance, working style and its impact on others. Learners could consider both positive and negative impacts.	Discussion Observation Witness testimony Work product
3.4	Learners should implement time management techniques and tools to manage work load pressures. Workload pressures could include multiple tasks.	Discussion Observation Witness testimony Work product

Unit 08 Decision making (H/616/9053)

Unit summary	In this unit learners will understand problem solving and decision making techniques. They will also undertake critical analysis and evaluation and use problem solving techniques to support decision making.
Credit	3
Guided learning hours	15
Level	5
Mandatory/optional	Mandatory
Apprenticeship Standards mapping	Personal effectiveness – managing self Decision making – skills Decision making – knowledge

The learner will:

1   understand problem solving and decision making techniques

The learner can:

1.1   analyse a range of **problem solving and decision making techniques**
1.2   analyse the possible courses of action that can be taken in response to a problem and when to escalate
1.3   explain the impact of organisational values and ethics on the decision making process

The learner will:

2   undertake effective problem solving techniques and critical analysis to support decision making

The learner can:

2.1   apply effective problem solving techniques to identify potential solutions
2.2   critically analyse the potential solutions justifying their decisions
2.3   implement the most appropriate solution
2.4   evaluate the effectiveness of the decisions

Key word(s)

Problem solving and decision making techniques - to include data analysis.

Unit 08 Decision making (H/616/9053) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should analyse a range of problem solving and decision making techniques including data analysis. Problem solving techniques could include, but are not limited to, Eight Disciplines (8D) problem solving process and Deming Cycle. Decision making techniques could include, but are not limited to, Pareto Analysis, Decision Tree Analysis and Paired Comparison Analysis.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should analyse the possible courses of action that can be taken in response to a problem and when to escalate. Learners should consider the limits of own authority and possible channels of escalation.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should explain the impact of organisational values and ethics on the decision making process ie how organisational culture can influence the decision making process.	Assignment Discussion Oral/written Q&A
2.1	Learners should apply effective problem solving techniques to identify potential solutions. Problem solving techniques could include, but are not limited to, 8D problem solving process and Deming Cycle.	Discussion Observation Witness testimony Work product
2.2	Learners should critically analyse the potential solutions justifying their decisions. Learners should apply decision making techniques which could include, but are not limited to, Pareto Analysis, Decision Tree Analysis and Paired Comparison Analysis and consider the potential impacts of the decision.	Discussion Observation Witness testimony Work product
2.3	Learners should implement the most appropriate solution.	Discussion Observation Witness testimony Work product
2.4	Learners should evaluate the effectiveness of the decisions. Learners could consider positive and negative impacts and where any improvement could be made.	Discussion Observation Witness testimony Work product

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 5 Diploma in Management Skills and Knowledge is internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

Internal assessment tasks must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the internal assessment writing and delivery: Guide for centres on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.
Venue: School hall
Audience: Assessors, parents and friends

Band 1:
Lead singer – Joe Bloggs (brown hair, front of stage)
Drummer – Tom Smith
Guitar 1 – Dan Brown (blonde hair, blue jumper)
Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:
Lead male – John Smith
Lead female – Ann Jones
Choir:
Kay Bell (brown hair, back row 3rd from left)
Jane Pattison (blonde hair, back row 5th from left)
Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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** **To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**