



Level 3 Diploma in
MANAGEMENT

Qualification Specification

Qualification recognition number: 601/3874/9

Qualification Reference: L3DM

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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 3 Diploma in Management**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this Level 3 Diploma in Management is to provide the learner with the skills, knowledge and understanding required to work in a managerial role.

This qualification provides the learner with the opportunity to:

- Understand the principles of workforce management
- Understand leadership styles and models
- Understand the role, functions and processes of management

The Total Qualification Time (TQT) for this qualification is: 550

Guided Learning (GL) for this qualification is: 286 hours

Minimum credits required to achieve the qualification: 55

Suitable for age ranges: 18+ 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk> and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000 and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<http://www.delni.gov.uk> or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner’s final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The Level 3 Diploma in Management has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 4 NVQ Diploma in Management and the FAQ Level 5 Diploma in Management and Leadership.

2.4 Assessment Principles

The The Level 3 Diploma in Management must be assessed according to the Instructus Assessment Principles and Strategies.

2.5 Qualification Structure

To achieve the Level 3 Diploma in Management learners must complete a minimum of 55 credits: 31 credits from Mandatory Group M and a minimum of 17 credits from Optional Group 1. A maximum of 7 credits can come from Optional Group 2.

At least 48 of the credits must be achieved at Level 3 or above.

| Group M - Mandatory | | | | |
|---------------------|------------|----------------------------------------------|--------------|-------|
| Component Number | URN | Component Name | Credit Value | Level |
| 1 | A/506/1821 | Manage team performance | 4 | 3 |
| 2 | R/506/1937 | Principles of people management | 6 | 3 |
| 3 | D/506/1942 | Principles of business | 10 | 3 |
| 4 | F/506/2596 | Principles of leadership and management | 8 | 3 |
| 5 | T/506/2952 | Manage personal and professional development | 3 | 3 |

| Group O1 – Optional Components | | | |
|--------------------------------|------------------------------------------------------------|--------------|-------|
| URN | Component Name | Credit Value | Level |
| T/506/1820 | Promote equality, diversity and inclusion in the workplace | 3 | 3 |
| J/506/1921 | Manage individuals' performance | 4 | 3 |
| L/506/1922 | Manage individuals' development in the workplace | 3 | 3 |
| Y/506/1924 | Chair and lead meetings | 3 | 3 |
| K/506/1927 | Manage conflict within a team | 5 | 3 |
| M/506/1928 | Procure products and/or services | 5 | 3 |
| T/506/1929 | Implement change | 5 | 3 |

| URN | Component Name | Credit Value | Level |
|------------|----------------------------------------------------------------|--------------|-------|
| K/506/1930 | Implement and maintain business continuity plans and processes | 4 | 3 |
| M/506/1931 | Collaborate with other departments | 3 | 3 |
| A/506/1933 | Support remote or virtual teams | 4 | 3 |
| F/506/1934 | Participate in a project | 3 | 3 |
| J/506/1949 | Develop and maintain professional networks | 3 | 4 |
| Y/506/1955 | Develop and implement an operational plan | 5 | 4 |
| M/506/1962 | Encourage learning and development | 3 | 4 |
| A/506/1981 | Discipline and grievance management | 3 | 4 |
| F/506/1982 | Develop working relationships with stakeholders | 4 | 4 |
| K/506/1989 | Manage physical resources | 4 | 4 |
| K/506/1992 | Prepare for and support quality audits | 3 | 4 |
| T/506/1994 | Conduct quality audits | 3 | 4 |
| A/506/1995 | Manage a budget | 4 | 4 |
| R/506/1999 | Manage a project | 7 | 4 |
| L/506/2004 | Manage business risk | 6 | 4 |
| A/506/2032 | Manage knowledge in an organisation | 5 | 4 |
| M/506/2044 | Manage redundancy and redeployment | 6 | 4 |
| J/506/2292 | Encourage innovation | 4 | 3 |
| J/506/2907 | Manage the impact of work activities on the environment | 4 | 4 |
| R/506/2909 | Recruitment, selection and induction practice | 6 | 4 |

| Group O2 – Optional Components | | | |
|--------------------------------|---------------------------------------------------------------------------|--------------|-------|
| URN | Component Name | Credit Value | Level |
| M/506/1895 | Buddy a colleague to develop their skills | 3 | 2 |
| D/506/1911 | Contribute to the improvement of business performance | 6 | 3 |
| H/506/1912 | Negotiate in a business environment | 4 | 3 |
| K/506/1913 | Develop a presentation | 3 | 3 |
| M/506/1914 | Deliver a presentation | 3 | 3 |
| A/506/1916 | Contribute to the development and implementation of an information system | 6 | 3 |
| K/506/2169 | Resolve customers' problems | 4 | 3 |
| R/506/2151 | Resolve customers' complaints | 4 | 3 |
| D/506/2170 | Gather, analyse and interpret customer feedback | 5 | 3 |
| L/506/1905 | Employee rights and responsibilities | 2 | 2 |
| T/505/4673 | Health and Safety Procedures in the Workplace | 2 | 2 |
| M/506/1959 | Manage events | 6 | 4 |
| F/506/2176 | Review the quality of customer service | 4 | 4 |

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

1.1 The Management & Leadership Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Management & Team Leading NVQs / SVQs and competence-based qualifications.

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Management & Team Leading NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations will regularly carry out standard risk assessments in each Management & Team Leading NVQ / SVQ and competence-based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Management & Team Leading NVQ / SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations will supply the Skills CFA with quarterly reports on:

- Registration and achievement data at qualification level, and component level where available

3.1 Assessment of all components at any level of Management & Team Leading NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Components which have been imported by Skills CFA in their Management & Team Leading NVQs / SVQs and competence-based qualifications will be assessed in compliance with the imported assessment strategies.

4.1 Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur. Agreement must be gained from the awarding organisation for the use of any simulation. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

¹ **Occupational expertise to assess performance, and moderate and verify assessments**

- a. **Assessors, moderators or verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification;

OR

- b. A **trainer, supervisor or manager**, elected by an employer, who must either:
- Have achieved, or be working towards achieving, appropriate regulatory body approved component qualifications for assessment, moderation or verification; **OR**
 - Seek guidance and approval from their awarding organisation to demonstrate that the;
 - 1) Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;
 - 2) Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland.

5.1 **Assessors** must be occupationally competent to make Management & Team Leading assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.2 **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Management & Team Leading moderation and verification judgements about the quality of assessment and the assessment process.

5.3 Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Management & Team Leading assessment centres.

5.4 Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Management & Team Leading competence to deliver these functions. Skills CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management & Team Leading



3.2 Component Specifications

Component 1: Manage team performance

Component Reference Number: A/506/1821

Level: 3

Credit: 4

GL: 21

Component Summary

This component aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this component, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

- CFAM&LDB2 Allocate work to team members
- CFAM&LDB3 Quality assure work in your team

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1 Understand the management of team performance | 1.1 Explain the use of benchmarks in managing performance |
| | 1.2 Explain a range of quality management techniques to manage team performance |
| | 1.3 Describe constraints on the ability to amend priorities and plans |
| 2 Be able to allocate and assure the quality of work | 2.1 Identify the strengths, competences and expertise of team members |
| | 2.2 Allocate work on the basis of the strengths, competences and expertise of team members |
| | 2.3 Identify areas for improvement in team members' performance outputs and standards |
| | 2.4 Amend priorities and plans to take account of changing circumstances |
| | 2.5 Recommend changes to systems and processes to improve the quality of work |
| 3 Be able to manage communications within a team | 3.1 Explain to team members the lines of communication and authority levels |
| | 3.2 Communicate individual and team objectives, responsibilities and priorities |
| | 3.3 Use communication methods that are appropriate to the topics, audience and timescales |
| | 3.4 Provide support to team members when they need it |
| | 3.5 Agree with team members a process for providing feedback on work progress and any issues arising |
| | 3.6 Review the effectiveness of team communications and make improvements |

Component 2: Principles of people management

Component Reference Number: R/506/1937

Level: 3
Credit: 6
GL: 34

Component Summary

This component aims to develop knowledge and understanding regarding people management and introduces learners to the principles underpinning the management of people. Upon completion of this component, learners will have developed an understanding of workforce management, team building and dynamics, and equality of opportunity, diversity and inclusion. Learners will also have developed an understanding of performance management, training and development and reward and recognition.

Relationship to Occupational Standards

- CFAM&LBA7 Promote equality of opportunity, diversity and inclusion
- CFAM&LDB1 Build teams
- CFAM&LDB4 Manage people's performance at work
- CFAM&LDB8 Manage conflict in teams
- CFAM&LDC2 Support individuals' learning and development
- CFAM&LDC5 Help individuals address problems affecting their performance

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Understand the principles of workforce management | 1.1 Explain the relationship between Human Resources (HR) functions and other business functions |
| | 1.2 Explain the purpose and process of workforce planning |
| | 1.3 Explain how employment law affects an organisation's HR and business policies and practices |
| | 1.4 Evaluate the implications for an organisation of utilising different types of employment contracts |
| | 1.5 Evaluate the implications for an individual of different types of employment contracts |
| 2 Understand equality of opportunity, diversity and inclusion | 2.1 Explain an organisation's responsibilities and liabilities under equality legislation |
| | 2.2 Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations |
| | 2.3 Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion |
| | 2.4 Explain how to measure diversity within an organisation |

| | |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 3 Understand team building and dynamics | 3.1 Explain the difference between a group and a team |
| | 3.2 Outline the characteristics of an effective team |
| | 3.3 Explain the techniques of building a team |
| | 3.4 Explain techniques to motivate team members |
| | 3.5 Explain the importance of communicating targets and objectives to a team |
| | 3.6 Examine theories of team development |
| | 3.7 Explain common causes of conflict within a team |
| | 3.8 Explain techniques to manage conflict within a team |
| 4 Understand performance management | 4.1 Identify the characteristics of an effective performance management system |
| | 4.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities |
| | 4.3 Describe best practice in conducting appraisals |
| | 4.4 Explain the factors to be taken into account when managing people's wellbeing and performance |
| | 4.5 Explain the importance of following disciplinary and grievance processes |
| 5 Understand training and development | 5.1 Explain the benefits of employee development |
| | 5.2 Explain the advantages and limitations of different types of training and development methods |
| | 5.3 Explain the role of targets, objectives and feedback in employee development |
| | 5.4 Explain how personal development plans support the training and development of individuals |
| | 5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles |
| | 5.6 Explain how to support individuals' learning and development |
| | 6 Understand reward and recognition |
| 6.2 Analyse the relationship between motivation and reward | |
| 6.3 Explain different types of pay structures | |
| 6.4 Explain the risks involved in the management of reward schemes | |

Component 3: Principles of business

Component Reference Number: D/506/1942

Level: 3

Credit: 10

GL: 74

Component Summary

This component aims to develop knowledge and understanding regarding business and introduces learners to the key principles of business. Upon completion of this component, learners will develop an understanding of a variety of business principles, including business markets, business innovation and growth, and sales and marketing. Learners will also present knowledge of financial management and business budgeting.

Relationship to Occupational Standards

- CFABAA112 Contribute to innovation in a business environment

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---------------------------------------------|------------------------------------------------------------------------------------------|
| 1 Understand business markets | 1.1 Explain the characteristics of different business markets |
| | 1.2 Explain the nature of interactions between businesses within a market |
| | 1.3 Explain how an organisation's goals may be shaped by the market in which it operates |
| | 1.4 Describe the legal obligations of a business |
| 2 Understand business innovation and growth | 2.1 Define business innovation |
| | 2.2 Explain the uses of models of business innovation |
| | 2.3 Identify sources of support and guidance for business innovation |
| | 2.4 Explain the process of product or service development |
| | 2.5 Explain the benefits, risks and implications associated with innovation |
| 3 Understand financial management | 3.1 Explain the importance of financial viability for an organisation |
| | 3.2 Explain the consequences of poor financial management |
| | 3.3 Explain different financial terminology |
| 4 Understand business budgeting | 4.1 Explain the uses of a budget |
| | 4.2 Explain how to manage a budget |
| 5 Understand sales and marketing | 5.1 Explain the principles of marketing |
| | 5.2 Explain a sales process |
| | 5.3 Explain the features and uses of market research |
| | 5.4 Explain the value of a brand to an organisation |

| | |
|--|----------------------------------------------------------|
| | 5.5 Explain the relationship between sales and marketing |
|--|----------------------------------------------------------|

Component 4: Principles of leadership and management

Component Reference Number: F/506/2596

Level: 3

Credit: 8

GL: 50

Component Summary

This component aims to develop knowledge and understanding regarding leadership and management and introduces learners to the associated key principles. Upon completion of this component, learners will have an understanding of the principles of effective decision making, leadership styles and models and performance management. Learners will also have an understanding of the role, functions and processes of management.

Relationship to Occupational Standards

- CFAM&LBA2 Provide leadership in your area of responsibility
- CFAM&LDB4 Manage people's performance at work

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1 Understand the principles of effective decision making | 1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken |
| | 1.2 Assess the importance of analysing the potential impact of decision making |
| | 1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making |
| | 1.4 Explain the importance of aligning decisions with business objectives, values and policies |
| | 1.5 Explain how to validate information used in the decision making process |
| | 1.6 Explain how to address issues that hamper the achievement of targets and quality standards |
| 2 Understand leadership styles and models | 2.1 Explain the difference in the influence of managers and leaders on their teams |
| | 2.2 Evaluate the suitability and impact of different leadership styles in different contexts |
| | 2.3 Analyse theories and models of motivation and their application in the workplace |
| 3 Understand the role, functions and processes of management | 3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work |
| | 3.2 Explain how managers ensure that team objectives are met |
| | 3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives |

| | |
|--------------------------------------|---------------------------------------------------------------------------------------------------------|
| | 3.4 Analyse theories and models of management |
| | 3.5 Explain how the application of management theories guide a manager's actions |
| | 3.6 Explain the operational constraints imposed by budgets |
| 4 Understand performance measurement | 4.1 Explain the relationship between business objectives and performance measures |
| | 4.2 Explain the features of a performance measurement system |
| | 4.3 Explain how to set key performance indicators (KPIs) |
| | 4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance |
| | 4.5 Explain the use of management accounts and management information systems in performance management |
| | 4.6 Explain the distinction between outcomes and outputs |

Component 5: Manage personal and professional development

Component Reference Number: T/506/2952

Level: 3
Credit: 3
GL: 12

Component Summary

This component aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this component, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

- CFAM&LAA1 Manage yourself
- CFAM&LAA2 Develop your knowledge, skills and competence
- CFAM&LAA3 Develop and maintain your professional networks

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Be able to identify personal and professional development requirements | 1.1 Compare sources of information on professional development trends and their validity |
| | 1.2 Identify trends and developments that influence the need for professional development |
| | 1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation |
| 2 Be able to fulfil a personal and professional development plan | 2.1 Evaluate the benefits of personal and professional development |
| | 2.2 Explain the basis on which types of development actions are selected |
| | 2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis |
| | 2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives |
| | 2.5 Execute the plan within the agreed budget and timescale |
| | 2.6 Take advantage of development opportunities made available by professional networks or professional bodies |

| | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 3 Be able to maintain the relevance of a personal and professional development plan | 3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives |
| | 3.2 Obtain feedback on performance from a range of valid sources |
| | 3.3 Review progress toward personal and professional objectives |
| | 3.4 Amend the personal and professional development plan in the light of feedback received from others |

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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