FutureQuals™
INSPIRING LEARNING AND SKILLS

Level 4 NVQ Diploma in
MANAGEMENT

Qualification Specification

Qualification recognition number: 601/3875/0
Qualification Reference: L4NVQDM

www.futurequals.com

Contents

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 4 NVQ 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 4 NVQ Diploma in Management is to provide the learner with the skills, knowledge and understanding required for a career in Management and Leadership.

It gives learners the opportunity to demonstrate competence in a central management role in an organisation and develop knowledge and skills related to the specified job roles in management and leadership.

The Total Qualification Time (TQT) for this qualification is:530
Guided Learning (GL) for this qualification is: 229 hours
Minimum credits required to achieve the qualification: 53

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.

Grading: There is no specific grading criteria for this qualification.

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 Northen 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 4 NVQ Diploma in Management has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 5 Diploma in Management and Leadership and the FAQ Level 7 NVQ Diploma in Strategic Management and Leadership.

2.4 Assessment Principles

The Level 4 NVQ Diploma in Management must be assessed according to theInstructus Assessment Principles and Strategies.

2.5 Qualification Structure

To achieve the Level 4 NVQ Diploma in Management learners must complete a minimum of 53 credits: 17 credits from Mandatory Group M and a minimum of 20 credits from Optional Group 1. A maximum of 16 credits can come from Optional Group 2.

At least 40 of the credits must be achieved at Level 4 or above.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	L/506/1953	Provide leadership and management	5	4
2	Y/506/1955	Develop and implement an operational plan	5	4
3	F/506/1982	Develop working relationships with stakeholders	4	4
4	T/506/2952	Manage personal and professional development	3	3

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
J/506/1949	Develop and maintain professional networks	3	4
M/506/1962	Encourage learning and development	3	4
T/506/1980	Initiate and implement operational change	4	4
A/506/1981	Discipline and grievance management	3	4
L/506/1984	Manage a tendering process	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
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	3
A/506/1821	Manage team performance	4	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
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
A/506/2046	Contribute to the development of a strategic plan	5	5
D/506/2055	Design business processes	5	5
T/506/2059	Develop and manage collaborative relationships with other organisations	5	5
F/506/2064	Optimise the use of technology	6	5

Y/506/2068	Manage product and/or service development	5	5
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
D/504/4056	Manage Health and Safety in own area of responsibility	5	4
A/506/1950	Contribute to the design and development of an information system	5	4

F/506/1951	Manage information systems	6	4
M/506/1959	Manage events	6	4
F/506/2176	Review the quality of customer service	4	4
D/506/1911	Contribute to the improvement of business performance	6	3
H/506/1912	Negotiate in a business environment	4	3
K/506/2169	Resolve customers' problems	4	3
R/506/2151	Resolve customers' complaints	4	3
Y/502/9927	Analyse competitor activity	3	3
A/502/8656	Developing sales proposals	5	4
D/502/8651	Prioritising information for sales planning	3	4
M/506/2898	Manage customer service operations	7	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.

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.

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[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: Provide leadership and management

Level: 4
Credit: 5
GL: 28

Component Summary

This component aims to develop the knowledge and skills required for leadership and management and introduce learners to the key principles supporting leadership and management. Upon completion of this component, learners will be able to engage and inspire stakeholders and colleagues and deliver results.

Assessment Guidance

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

Relationship to Occupational Standards

- CFAM&LBA2 Provide leadership in your area of responsibility

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles supporting leadership and management	1.1 Analyse how leadership and management theories may be applied
	1.2 Assess the influence of an organisation's culture on its leadership styles and management practices
	1.3 Assess the influence of an organisation's structure on its leadership styles and management practices
	1.4 Analyse how theories of motivation may be applied in the practice of leadership
	1.5 Evaluate the role of stakeholder engagement in leadership and management
	1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation
2 Be able to engage and inspire stakeholders and colleagues	2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals
	2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
	2.3 Identify who stakeholders are and the nature of their interest
	2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives

	2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour
	2.6 Take action to maintain morale through difficult times
	2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders
3 Be able to deliver results	3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
	3.2 Use delegation techniques whilst delivering targets
	3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
	3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities

Component 2: Develop and implement an operational plan

Level: 4
Credit: 5
GL: 24

Component Summary

This component aims to develop the knowledge and skills required to develop and implement an operational plan and introduce learners to the key principles underpinning operational planning. Upon completion of this component, learners will be able to develop, implement, and evaluate an operational plan.

Assessment Guidance

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

Relationship to Occupational Standards

- CFAM&LBA9 Develop operational plans

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles of operational planning	1.1 Evaluate the use of risk analysis techniques in operational planning
	1.2 Explain the components of an operational plan
	1.3 Analyse the relationship between strategic and operational plans
	1.4 Evaluate the use of planning tools and techniques in the operational planning process
	1.5 Explain how to carry out a cost-benefit analysis
2 Be able to develop an operational plan	2.1 Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
	2.2 Identify evaluation mechanisms appropriate to the plan
	2.3 Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures
	2.4 Develop proportionate and targeted plans to manage identified risks
	2.5 Take action to ensure that plans complement and maximise synergy with other business areas
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements
3 Be able to implement an operational plan	3.1 Implement plans within agreed budgets and timescales
	3.2 Communicate the requirements of the plans to those who will be affected

	3.3 Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks
4 Be able to evaluate the effectiveness of an operational plan	4.1 Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources
	4.2 Report on the effectiveness of operational plans in the appropriate format

Component 3: Develop working relationships with stakeholders

Level: 4
Credit: 4
GL: 20

Component Summary

This component aims to develop the knowledge and skills required to develop working relationships with stakeholders. Upon completion of this component, learners will have developed an understanding of working relationships with stakeholders and will be able to determine the scope for collaboration with stakeholders. Learners will also be able to develop productive working relationships with stakeholders and consequently evaluate stakeholder relationships

Assessment Guidance

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

Relationship to Occupational Standards

CFAM&LDD2 Develop and sustain productive working relationships with stakeholders

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand working relationships with stakeholders	1.1 Analyse stakeholder mapping techniques
	1.2 Explain how influencing skills and techniques can be used to enhance the relationship with stakeholders
	1.3 Explain how expectation management and conflict resolution techniques are applied to stakeholder management
	1.4 Analyse the advantages and limitations of different types of stakeholder consultation
	1.5 Evaluate the risks and potential consequences of inadequate stakeholder consultation
2 Be able to determine the scope for collaboration with stakeholders	2.1 Identify the stakeholders with whom relationships should be developed
	2.2 Explain the roles, responsibilities, interests and concerns of stakeholders
	2.3 Evaluate business areas that would benefit from collaboration with stakeholders
	2.4 Evaluate the scope for and limitations of collaborating with different types of stakeholder
3 Be able to develop productive working relationships with stakeholders	3.1 Create a climate of mutual trust and respect by behaving openly and honestly
	3.2 Take account of the advice provided by stakeholders
	3.3 Minimise the potential for friction and conflict amongst stakeholders

4 Be able to evaluate relationships with stakeholders	4.1 Monitor relationships and developments with stakeholders
	4.2 Address changes that may have an effect on stakeholder relationships
	4.3 Recommend improvements based on analyses of the effectiveness of stakeholder relationships

Component 4: Manage personal and professional development

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 adjustements 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 intial 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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