FAQ **LEVEL 5** DIPLOMA IN

MANAGEMENT AND LEADERSHIP

FULL SPECIFICATION

Qualification Numbers: **601/5873/6**

Qualification Reference: **L5DML**

Version Control Information

Document details	
Document name	FAQ Level 5 Diploma in Management and Leadership 601/5873/6
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L5DML_V3_02/11/2017
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New version number after amendment	**Date amended**	**Section**	**Details of change/s**
L5DML_V4_02/07/2019	July 2019	Throughout	Administration updates, correcting typos, web links and Assessment Principles.

Contents

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 https://www.futurequals.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 **FAQ Level 5 Diploma in Management and Leadership**. 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

E-mail: qualifications@futurequals.com
Website: https://www.futurequals.com/

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of the **FAQ Level 5 Diploma in Management and Leadership** is to expand the knowledge and understanding of middle managers. The qualification is suitable for aspiring senior managers, heads of department and directors. It is the knowledge element of the Higher Apprenticeship in Management and Leadership.

The Total Qualification Time (TQT) for this qualification is: 390
Guided Learning (GL) for this qualification is: 194 hours
Minimum credits required to achieve the qualification: 39

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 gading 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 for the Economy 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
https://www.economy-ni.gov.uk/
alternatively, 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 FAQ Level 5 Diploma in Management and Leadership has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 7 NVQ Diploma in Strategic Management and Leadership.

2.4 Assessment Principles

The FAQ Level 5 Diploma in Management and Leadership must be assessed according to the Instructus Assessment Principles and Strategies.

2.5 Qualification Structure

To achieve the FAQ Level 5 Diploma in Management and Leadership learners must achieve a minimum of 39 credits, including 20 credits from the mandatory components in Group A, 10 credits from optional components in Group B and the remaining 9 credits from either Group B or Group C.

Group A - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	K/506/3662	Strategic Decision-making	6	5
2	K/506/3659	Strategic Business Management and Planning	7	5
3	R/506/2070	Principles of management and leadership	7	5

Group B – Optional Components			
URN	Component Name	Credit Value	Level
Y/506/2054	Principles of business finance	5	5
J/506/3880	Product and/or Service Portfolio Management	4	5
Y/602/1479	Quality Management in an Organisation		5	6
A/506/3682	Principles of Innovation and Change Management	5	5
R/506/3686	Customer Relationship Management	4	5
D/506/3691	Business Risk Management	5	5
R/506/3865	Staff Recruitment and Selection	5	5

URN	Component Name	Credit Value	Level
L/506/3878	Business Process Management	6	5
J/506/3877	Corporate Social Responsibility and Sustainability	6	5
F/506/3876	Marketing Management	6	5
A/506/3875	Corporate Communications'	4	5
K/506/3869	Strategic Project Management	6	5
Y/506/3866	Budget Management	5	5

Group C – Further Optional Components			
URN	Component Name	Credit Value	Level
F/506/3926	Successful Business Team Development	3	4
F/506/4140	Business Administration Systems	6	4
A/506/4217	Principles of Customer Service Management	8	4
M/506/4182	Principles of Operational Planning	15	4
F/506/4218	Managing Information and Knowledge	15	4
L/506/4206	Human Resource Management	5	4
F/506/4221	Principles of Business Skills Needed for Proposals and Pitches	12	4
Y/506/4452	Managing personal and professional development	6	4
T/506/4457	Understanding organisational structure, culture, and values	6	4
T/506/4460	Stakeholder engagement and management	4	4
A/506/4220	Understand How to Manage Work Activities to Improve Business Performance	11	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

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles. You can view the principles here: https://www.futurequals.com/assets/AssessmentPrinciples.pdf.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

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.

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: Principles of management and leadership

Level: 5
Credit: 7
GL: 24

Component Summary
This component provides the learner with an understanding of leadership theories and management principles.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand leadership and management theories and principles	1.1 Characterise the concepts and nature of management and the function of leadership
	1.2 Evaluate concepts and definitions of leadership and their influence on management
	1.3 Evaluate the influence of effective and ineffective leadership and management on team behaviour and business performance
2 Understand leadership styles	2.1 Analyse the characteristics of different leadership styles
	2.2 Evaluate the suitability of different leadership styles for different purposes and situations
	2.3 Evaluate the factors that affect the suitability of different management styles
	2.4 Evaluate the ethical dimensions of leadership styles
3 Understand motivation and empowerment	3.1 Analyse the relationship between job satisfaction, commitment, motivation, empowerment and business performance
	3.2 Evaluate the implications of motivation and empowerment for an organisation's structure and culture
	3.3 Analyse the implications for employee relations policy of a strategy that empowers a workforce
	3.4 Analyse the principles underpinning a reward strategy
4 Understand the management of performance	4.1 Assess approaches to performance management and appraisal
	4.2 Assess the factors involved in managing a work-life balance and their implications for individuals
	4.3 Evaluate the use of tools and techniques to measure human resource interventions
	4.4 Identify areas for improvement through reflection on their own practice

Component 2: Strategic Business Management and Planning

Level: 5
Credit: 7
GL: 40

Component Summary
This component provides the leaner with an understanding of strategic planning and the factors that may affect strategic business management.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the role of strategic planning in organisations	1.1 Evaluate processes by which organisations identify their goals and values
	1.2 Discuss the purpose and role of strategic business management and planning, in an organisation
	1.3 Evaluate the classic and contemporary models used in developing business strategies and plans
2 Understand the impact of internal and external factors on organisations	2.1 Analyse ways in which the internal and external environment can influence organisational management and planning strategies
	2.2 Discuss the influence of organisational governance requirements on management and planning strategies
	2.3 Explore the impact of internal and external risk factors on strategic business management activities
3 Understand the strategies that organisations use to achieve competitive advantage	3.1 Analyse ways in which an organisation positions itself to outperform its competitors
	3.2 Evaluate appropriate competitor advantage strategies for emerging, maturing and declining positions
4 Understand the environmental factors that affect strategic business management and planning	4.1 Discuss how emerging global issues can impact upon on the strategic management and planning activities in an organisations
	4.2 Evaluate the impact of stakeholder interests in shaping strategic management and planning activities in an organisations
	4.3 Analyse ways in which organisations respond to environmental factors, when making strategic plans

Component 3: Strategic Decision-making

Level: 5
Credit: 6
GL: 32

Component Summary
This component provides the learner with an understanding of the different approaches to strategic decision-making.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the role of information in strategic decision-making	1.1 Discuss the link between strategic decision-making and business goals
	1.2 Evaluate the role of information in strategic decision-making
	1.3 Evaluate the requirement for integrated information systems to support strategic decision-making
	1.4 Discuss the need to align information systems with business strategy
	1.5 Assess the need for a corporate information systems strategy
2 Understand how information systems support business activity	2.1 Evaluate the contribution of information systems to business planning
	2.2 Assess the value of information systems to business decision-making
	2.3 Assess the role of information systems in supporting business operations
3 Understand quantitative approaches to strategic decision-making	3.1 Analyse ways in which quantitative approaches are used to support strategic decision-making
	3.2 Evaluate the reliability of quantitative techniques used in strategic decision-making
	3.3 Evaluate the limitations of quantitative techniques in strategic decision-making
4 Understand systems approaches to strategic decision-making	4.1 Evaluate the contribution of systems approaches to strategic decision-making
	4.2 Discuss how decision making theories can inform strategic decision-making
	4.3 Analyse the limitations of decision making theories in strategic decision-making

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 may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can 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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