



# Qualification Specification

## Highfield Level 5 Diploma in Leadership and Management (RQF)

Qualification Number: 603/1599/4

Version 1.0 June 2017

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## Highfield Level 5 Diploma in Leadership and Management (RQF)

### Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

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### Qualification regulation and support

The Highfield Level 5 Diploma in Leadership and Management has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. It is also regulated by Qualifications Wales.

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### Key facts

<b>Qualification Number:</b>	603/1599/4
<b>Learning Aim Reference:</b>	60315994
<b>Credit Value:</b>	37
<b>Assessment Method:</b>	Portfolio of evidence
<b>Guided Learning Hours (GLH):</b>	150
<b>Total Qualification Time (TQT):</b>	370

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### Qualification overview and objective

The objective of this qualification is to support a management role in the workplace. The qualification has been written to support delivery of the Operations/Departmental Manager apprenticeship and covers the knowledge and skills contained within this standard. The qualification will also support any learner currently employed in, or aspiring to, a middle-management position.

The qualification covers the knowledge and skills learners need to manage the operations of their department including the interpersonal, leadership and management skills required to succeed in a management position. Learners will be expected to understand how to manage the performance of their team members and how to enhance team performance while managing their own work effectively to meet team and organisation objectives.

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### Entry requirements

The qualification is approved for delivery to learners aged 19+.

There are no other specific entry requirements associated with this qualification however centres must ensure learners are capable to complete the learning and assessment.

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### Centre requirements

To effectively deliver and assess this qualification, centres must have the following resources in place:

- High quality learning and assessment resources
  - If employing delivery by distance learning, suitable access to support from tutors or assessors
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## Guidance on delivery

The total qualification time for this qualification is 370 and of this 150 is recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming Guided Learning Hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Centres may deliver this qualification by distance learning, work-based learning or a combination of these methods. It is recommended that learners are given the opportunity to discuss subjects with their peers, as taking account of different perspectives is key to developing a well-rounded knowledge and ability in leading and managing people.

Further guidance on delivery is provided within the Tutor, Assessor and IQA (TAI) Support Pack available to download from the members' area of the website.

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## Guidance on assessment

This qualification is assessed by internally set and assessed portfolio of evidence. This portfolio of evidence must meet each assessment criteria within the units and may be made up of learner assignments, emails, project plans, witness testimonies from line managers, presentations, practical observations or other relevant evidence. For comprehensive guidance on how to set and assess these pieces of work, please refer to the Tutor, Assessor and IQA (TAI) Support Pack available to download from the members' area of the website.

Highfield has provided centres with Learner Assessment Packs which contain sample documentation to record learners' progress in gathering their evidence. Centres may use their own documentation once approved by the Highfield Quality Support team.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance) being undertaken by any person who has a personal interest in the result of the assessment.

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## Guidance on quality assurance

HABC requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Further guidance on the IQA strategy is provided within the Tutor, Assessor and IQA (TAI) Support Pack available to download from the members' area of the website.

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## Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the HABC website. This policy should be read in conjunction with this specification and all other relevant HABC documentation.

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### Assessor requirements

Highfield strongly recommends nominated assessors for this qualification meet the following:

- Have relevant experience at a management level or hold a relevant subject area qualification, which could include any of the following:
  - Level 5 Extended Diploma in Management and Leadership
  - Level 6 qualifications in leadership and management, or above
  - Level 7 qualifications in coaching and mentoring
  - Degree in business management, or other relevant subject
- Hold or be working towards a recognised assessing qualification, which could include any of the following:
  - A1 Assessor Award
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Award in Assessing Vocationally Related Achievement
  - Level 3 Certificate in Assessing Vocationally Related Achievement
- Maintain appropriate continued professional development for the subject area

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### Internal quality assurance (IQA) requirements

Highfield strongly recommends internal quality assurers for this qualification meet the following:

- Have relevant experience at a management level or hold a relevant subject area qualification, which could include any of the following:
  - Level 5 Extended Diploma in Management and Leadership
  - Level 6 qualifications in leadership and management, or above
  - Level 7 qualifications in coaching and mentoring
  - Degree in business management, or other relevant subject
- Hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Maintain appropriate continued professional development for the subject area

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### Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel that are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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### Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to the Highfield Qualifications Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure

that each learner's identification is checked before they undertake the assessment. Highfield recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to the Highfield Qualifications Core Manual.**

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### Progression opportunities

Upon successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Level 6 qualifications in Leadership and Management
- Operations/Departmental Manager apprenticeship
- Qualifications in project management or finance
- Qualifications in coaching or mentoring

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### Sources and References

Learners should be signposted to useful sources of information in order to undertake their own independent research. These could include:

- Pedler, Burgoyne and Boydell (2007): A Managers Guide to Self-Development
  - Drucker, P. F. (2008) Managing Oneself
  - Mullins, L. J. (1985) Management and Organisational Behaviour
  - Honey, P and Mumford, A (1986) Learning Styles
  - Dr. K Ishikawa (1968) Ishikawa Diagrams
  - Gantt, H. J. (1917) Gantt Charts
  - Vroom, V. H., Yetton, P. W. and Jago, A. G. (1973) Leadership and Decision Making (see also the Vroom, Yetton and Jago Models)
  - Kepner, C. H and Tregoe, B. B. (1997) The New Rational Manager
  - Kouzes, J. and Posner, B. Z. (1987) The Leadership Challenge
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## Appendix 1: Qualification structure

To complete the **Highfield Level 5 Diploma in Leadership and Management** learners must complete the following:

- **All units** contained within the mandatory group

### Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
H/605/7484	Deliver results through operational performance	5	55	14
M/615/7486	Manage people and developing relationships	5	55	13
T/615/7487	Manage self to achieve personal effectiveness	5	40	10

## Appendix 2: Qualification content

### Unit 1: Deliver results through operational performance

Unit number: H/615/7484

Credit: 140

GLH: 55

Level: 5

#### Unit Introduction

This unit aims to cover the knowledge and skills learners will need to manage the operations of their department, initiate change and manage a project by utilising appropriate resources. The unit also covers financial management and risk management.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to use management systems and information within an organisation	1.1 Explain how to use technology effectively within the organisation 1.2 Explain how to ensure data security within the business 1.3 Analyse and compare management systems and processes within the business 1.4 Produce reports and provide management information based on the collation, analysis and interpretation of data
2. Be able to develop and deliver operational plans	2.1 Analyse operational business <b>planning techniques</b> 2.2 Explain effective contingency planning 2.3 Evaluate operational management <b>approaches and models</b> 2.4 Explain <b>process management</b> 2.5 Identify and shape new business opportunities 2.6 Create operational plan/s to deliver objectives 2.7 Monitor performance against operational plan/s 2.8 Evaluate the importance of an <b>agile</b> approach
3. Be able to implement change within an organisation .	3.1 Explain <b>business development tools and approaches to continuous improvement</b> 3.2 Evaluate work activities in order to identify areas for improvement

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.3 Critically analyse organisational <b>cultures</b> and diversity and the impact this has on leading and managing change 3.4 Create strategic plans in line with <b>organisational objectives</b> 3.5 Evaluate how to support, manage and communicate change including identifying <b>barriers</b> and overcoming them
<b>4. Be able to manage a project</b>	4.1 Evaluate project management tools and techniques 4.2 Explain approaches to <b>risk management</b> 4.3 Demonstrate use of relevant <b>project management tools and techniques</b> 4.4 Plan, organise and manage <b>resources</b> to deliver required outcomes of a <b>project</b> 4.5 Monitor progress, including identifying risk and their mitigation
<b>5. Be able to manage financial information within own area of responsibility</b>	5.1 Explain how to set and manage budgets 5.2 Explain methods for <b>financial forecasting</b> 5.3 Evaluate how to monitor and manage departmental budgets effectively 5.4 Produce accurate <b>financial reports</b> 5.5 Identify financial implications of decisions and adjust approach or recommendations in response

### Amplification

This section of the specification provides further amplification on key terms within the assessment criteria. This information should assist in standardising centres' approach when devising and assessing the tasks learners are set.

#### Approaches and Models:

- Forecasting
- Capacity planning
- Facilities and layout
- Managing inventories
- Quality Assurance
- Training and Development
- System design
- Physical Models
- Schematic Models
- Mathematical Models

**Process management:** Process management is one or more action that transforms inputs into outputs. For example, purchasing, production, service, marketing, sales. Planning, monitoring and optimising the performance of a business process.

**Planning techniques:** For example, how to manage resources, development of sales and marketing plans, setting targets and monitoring performance

**Agile:** flexible to needs of the organisation, creative, innovative, enterprising, positive and adaptable, responds well to feedback and need for change, open to new ways of working

**Business development tools:** For example, SWOT analysis, PESTEL analysis, environmental scanning, Customer Relationship Management (CRM) systems and platforms, Social Media Platforms, Networking

**Approaches to continuous improvement:** For example, total quality management, six sigma, Kaizen and lean production methods

**Change:** Significant alterations to the structure and/or operation of the business designed to improve overall performance.

**Organisational cultures:** For example, different ways to categorise types of culture, influences on organisational culture and the relationship between culture and organisational values.

**Organisational objectives:** Short and medium term goals for the business to fulfil the mission/vision statement.

**Barriers:** For example, political restrictions, regulatory restrictions, organisation structure, internal capacity or facilities, staff resistance

**Risk management:** For example, risk assessment processes and matrices, e.g. quantitative and qualitative, risk registers, identification and implementation of control measures to mitigate the risk, and contingency plans.

**Project:** This could relate to an operational change, a substantial piece of work requiring team input, a new product line or service offer, input to organisational change, dependent on the learner's role.

**Project management tools:** For example, Gantt charts, PERT charts, process flow charts, product breakdown structure, work breakdown structure, the ideas behind PRINCE2

**Project management techniques:** to consider the project lifecycle steps, identifying aims/scope of a project, undertake research to define course of action, impact analysis, how to measure project success

**Resources:** For example, human resources, machinery/equipment, facilities, time, finances

**Financial forecasting:** Two of the important aspects of forecasting are the expected level of demand and the degree of accuracy that can be assigned to a forecast (the potential size of the error of a forecast).

From an operational point of view financial forecasting would include:

- Cost / profit
- MIS (Management Information Systems)
- Scheduling
- Workloads
- MRP (Material Requirements Planning)
- New systems / customer service

Forecasts need to be:

- Timely
- Reliable
- Accurate
- Meaningful
- Documented

Two of the main methods used are:

#### **Qualitative**

Methods which consist mainly of subjective inputs. This often involves the projection of historical data and the development of explanatory variables.

#### **Quantitative**

Methods which consist of analysing hard data.

The following may also be acceptable models:

- **Judgemental** - uses subjective inputs
- **Time Series** - uses historical data and assumes the future will be like the past
- **Associative models** - uses explanatory variables
- **Trend** - long-term movement in data
- **Seasonality** - short-term, regular variations
- **Cycle** - wavelike variation of more than one year
- **Irregular Variation** - caused by unusual circumstances
- **Random Variations** - caused by chance
- **Moving Average** - a technique that averages a number of recent actual values
- **Weighted Moving Average** - recent values in a series, are given more weight in computing the forecast

**Financial reports:** For example, regional sales, profit and loss, forecasting reports or other reports appropriate to the learner's role.

**Unit 2: Manage people and developing relationships**

Unit number: M/615/7486

Credit: 13

GLH: 55

Level: 5

**Unit Introduction**

This unit aims to provide learners with the interpersonal, leadership and management skills they need to succeed in a management position. It includes managing performance of their team members and how to enhance and build on team performance.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to develop own leadership style	1.1 Compare different <b>leadership styles</b> . 1.2 Explain the importance of <b>acting inclusively</b> in a management position 1.3 Discuss the differences between mentoring and coaching 1.4 Explain <b>coaching and mentoring approaches</b> 1.5 Support development through coaching and mentoring to enable and support high performance working 1.6 Communicate to team members organisational vision and goals and how these apply to the team
2. Be able to develop high performing teams	2.1 Explain how to select and recruit people to support the performance of the team 2.2 Discuss effective ways to manage multiple teams 2.3 Discuss effective ways to manage remote teams or team members 2.4 Explain how to maintain staff welfare whilst at work and the impact this has on team performance 2.5 Evaluate <b>performance management techniques</b> and <b>talent management models</b> 2.6 <b>Manage talent and the performance</b> of team members, including poor performance 2.7 Develop, build and <b>motivate teams</b> 2.8 Identify and share good practice with the team 2.9 Delegate work by allocating tasks to team members effectively

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
3. Be able to build relationships	3.1 Evaluate approaches to partner, stakeholder and supplier <b>relationship management</b> 3.2 Describe collaborative working techniques to enable delivery through others and how to share best practice 3.3 Explain how to manage conflict at <b>all hierarchical levels</b> , including how to minimise and prevent conflict 3.4 Use effective negotiation and influencing skills 3.5 Work collaboratively with others both inside and outside of the organisation
4. Be able to communicate effectively	4.1 Describe how to apply interpersonal skills and different forms of communication and techniques appropriately 4.2 Communicate effectively in response to the <b>situation</b> and be flexible in communication style 4.3 Chair meetings and present using a range of <b>media</b> 4.4 Use active listening, and be able to challenge and give constructive feedback

### Amplification

This section of the specification provides further amplification on key terms within the assessment criteria. This information should assist in standardising centres' approach when devising and assessing the tasks learners are set.

**Leadership styles:** For example, authoritarian, democratic, Laissez-faire, paternalistic, autocratic, transformational, facilitative, strategic

**Coaching and mentoring approaches:** For example, shadowing, one-to-one training, setting and agreeing goals, personal development plans, directive, non-directive, formal and informal contexts, developmental, transformational

**Performance management techniques:** For example, appraisals, one-to-one meetings with line managers, setting career plans and personal development plans with clear objectives and monitoring performance. Setting clear expectations, training leaders and managers, SMART Goals, prioritise employee development, focus on morale.

**Talent management models:** For example, ways to improve staff retention and make the organisation attractive to work in but create succession plans of high performers. Organisational definition of

talent management, Focus on which jobs, which departments? Processes, action, career development.

**Manage talent and performance:** To include, assessing capabilities of team members in meeting team objectives and maintain records of performance assessment. Should also consider disciplinary process, dealing with poor performance and grievance issues.

**Motivate teams:** For example, identifying individual motivators, the strengths of team members and enabling development within the workplace.

**Relationship management:** For example, negotiation, influencing, effective networking

**All hierarchical levels:** Across the hierarchy, to include higher management, peers, team members and other departments.

**Acting inclusively:** open, approachable, authentic, able to build trust with others, seeks the views of others and values diversity

**Situation:** for example, introduction of change, a decision, performance feedback, new direction/reinforcement of direction of the team

**Media:** For example, electronic presentations, paper-based hand-outs and verbal presentations.

**Unit 3: Manage self to achieve personal effectiveness**

Unit number: T/615/7487

Credit: 10

GLH: 40

Level: 5

**Unit Introduction**

This unit aims to give learners the skills and knowledge they need to manage their own performance effectively to support their team and meet the team and organisation objectives. This includes time management, problem solving and decision making skills.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to reflect upon and enhance own performance	1.1 Analyse different <b>learning and behaviour styles</b> to establish own style 1.2 Evaluate own <b>emotional intelligence</b> and its impact on others 1.3 Evaluate own <b>working style</b> and its impact on others 1.4 Evaluate the <b>professional behaviours</b> required in a management position 1.5 Reflect on own performance against the requirements of the role and the organisation's objectives 1.6 Create a personal development plan and establish the resources required to complete it
2. Be able to manage time effectively	2.1 Compare <b>time management</b> techniques and tools 2.2 Explain how to prioritise activities using different approaches to planning, including managing multiple tasks 2.3 Use <b>time management</b> and <b>prioritisation</b> techniques
3. Be able to make decisions and solve problems	3.1 Analyse <b>organisational values and ethics</b> and their impact on decision making 3.2 Compare <b>problem solving techniques</b> , including data analysis 3.3 Use <b>problem solving techniques</b> 3.4 Compare <b>decision making techniques</b> , including data analysis 3.5 Undertake critical analysis and evaluation to support decision making

## Amplification

This section of the specification provides further amplification on key terms within the assessment criteria. This information should assist in standardising centres' approach in devising and assessing the tasks learners are set.

**Emotional intelligence:** The ability to recognise your own and others' emotions and respond appropriately.

**Learning and behaviour styles:** For example, VARK (visual, aural, read/write, kinaesthetic) verbal, logical, social, solitary. Behavioural: Assertive, analytical, amiable, expressive, driver

**Working style:** For example, visionary, operator, processor, synergist

**Time management:** For example, utilising project management tools, such as critical path analysis and creating short and medium term plans. Identify key tasks, set objectives, identify performance standards and any constraints and agree an action plan.

**Prioritisation:** For example, by undertaking a situation appraisal to recognise concerns and separating concerns into manageable parts which can be prioritised. Pareto's Principle (80:20) may inform priorities set.

**Decision making techniques:** For example, evaluating 'pros and cons', decision trees, paired comparison analysis and grid analysis


**Organisational values and ethics:** The set of principles that guide the organisation in its programs, policies and decisions for the business, linking to corporate social responsibility

**Problem solving techniques:** For example, problem analysis, root cause analysis, cause and effect, TRIZ (ARIZ)

**Professional behaviours:** taking responsibility for own actions and the team's performance, demonstrating resilience and accountability, sets an example and is fair, consistent and impartial, open and honest, acting within organisation values.

## Appendix 3: Sample Assessment Material

Highfield Qualifications has provided centres with a learner pack, which can be used to track progress in meeting the learning outcomes and assessment criteria and confirm assessment decisions:



**Learner Assessment Pack**  
**Highfield Level 5 Diploma in Leadership and Management (RQF)**  
 Qualification Number: 603/1599/4

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**Highfield Level 5 Diploma in Leadership and Management (RQF)**  
 Qualification Number: 603/1599/4

Learner Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Learner ID: \_\_\_\_\_  
 Centre Name: \_\_\_\_\_ Centre no: \_\_\_\_\_  
 Tutor/Assessor Name: \_\_\_\_\_  
 IQA Name: \_\_\_\_\_  
 Assessment Date: \_\_\_\_\_ Course ID: \_\_\_\_\_

**Assessment Summary (for assessor use only)**  
 In order for learners to be assessed as successful, they are required to achieve the minimum standard for each unit below:

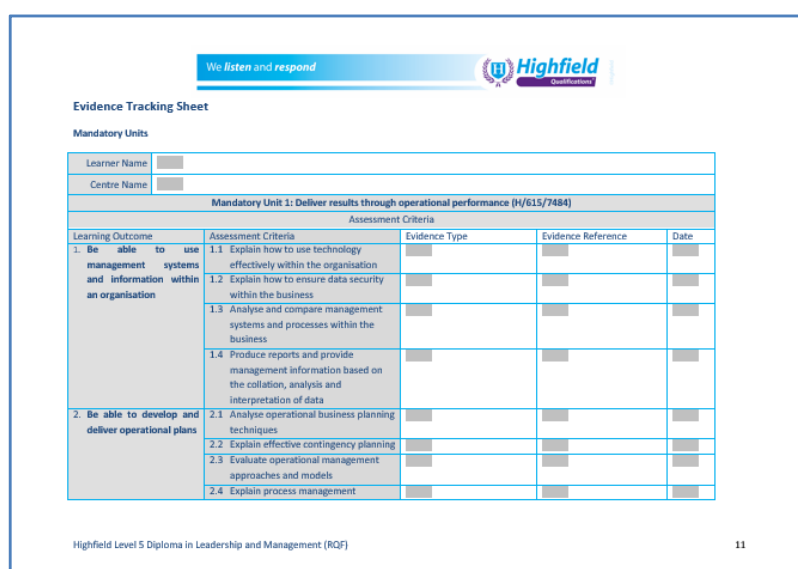
- Deliver results through operational performance
- Manage people and developing relationships
- Manage self to achieve personal effectiveness

QUALIFICATION RESULT	
PASS	REFER

**Declarations**  
**Learner:** I confirm that the evidence I have provided has been produced and authenticated in accordance with the assessment specification for this qualification and that the assessment was carried out under the specific conditions for the qualification.  
**Assessor:** I confirm that the evidence provided by the learner has been produced and authenticated in accordance with the assessment specification for this qualification and that the assessment was carried out under the specific conditions for the qualification.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 IQA signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**Evidence Tracking Sheet**

**Mandatory Units**

Learner Name: \_\_\_\_\_  
 Centre Name: \_\_\_\_\_

**Mandatory Unit 1: Deliver results through operational performance (H/615/7484)**

Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1. Be able to use management systems and information within an organisation	1.1 Explain how to use technology effectively within the organisation			
	1.2 Explain how to ensure data security within the business			
	1.3 Analyse and compare management systems and processes within the business			
	1.4 Produce reports and provide management information based on the collation, analysis and interpretation of data			
2. Be able to develop and deliver operational plans	2.1 Analyse operational business planning techniques			
	2.2 Explain effective contingency planning			
	2.3 Evaluate operational management approaches and models			
	2.4 Explain process management			

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