nqual.

Level 5

Certificate in Leadership & Management

(610/6447/6)

Specification Pack

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 5 Certificate in Leadership and Management is regulated by Ofqual.

Qualification number: 610/6447/6

Overview

The NQual Level 5 Certificate in Leadership and Management is designed to provide learners with the knowledge and understanding needed to lead and manage teams within a department.

The purpose of this qualification is to allow individuals to work in a leadership and management. The units specified within this document cover a variety of areas relevant to the sector, including, principles of leadership, management, coaching and mentoring. It also covers how to manage conflict, projects, change, risk, finance and resource planning.

Entry Requirements

- Minimum age: 18

Learners should have or be working towards a minimum of level 2 in literacy and numeracy or equivalent.

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 14.

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Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
D/651/4048	Principles of Leadership and Management	5	48	6
F/651/4049	Principles of Delivering Coaching and Mentoring	5	40	5
K/651/4050	Managing Performance	5	24	3

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 112.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 140.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill, knowledge, experience and understanding against the criteria set out in this qualification. This qualification is internally assessed, internally quality assured and externally quality assured.

The assessment consists of:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- Appraisals
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts

Please note this is not an exhaustive list.

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

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MANDATORY UNITS

Unit Breakdown: NQual Level 5 Certificate in Leadership and Management

Learners must complete all mandatory units for this qualification.

Unit: Principles of Leadership and Management

Unit Code: D/651/4048

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the differences between leadership and management	1.1 Assess the difference between management and leadership 1.2 Explain the impact of styles of management and leadership for individual team members 1.3 Discuss the influence of culture and values on management and leadership styles 1.4 Evaluate how management and leadership styles can be adapted in different situations
2. Understand the knowledge, skills and behaviours to be effective in a management and leadership role	2.1 Assess the knowledge and skills required for a management and leadership role 2.2 Evaluate the factors that impact the selection of communication techniques required to be effective in a management and leadership role 2.3 Analyse the behaviours required to be effective in a management and leadership role 2.4 Explain how a leader can support building a culture of mutual trust, respect and support with teams.
3. Understand the external factors which impact a leader within an organisation	3.1 Explain the purpose of an organisation's mission, vision and goals. 3.2 Describe the organisational structures 3.3 Discuss the impact of organisational values and ethics on management decision-making 3.4 Carry out a PESTLE, considering external factors that may impact the organisation

Unit Summary
This unit introduces the fundamental concepts of leadership and management, exploring the key differences and similarities between the two. Learners will develop an understanding of the various leadership styles and their application in different situations.

Unit Guidance

LO3

PESTLE: Political, Environment, Social, Technology, Local, Economic Factors

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts

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Unit: Principles of Delivering Coaching and Mentoring

Unit Code: F/651/4049

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the role and purpose of coaching and mentoring within an organisation	1.1 Explain the similarities and differences between coaching and mentoring 1.2 Evaluate the purpose of coaching and mentoring for individuals, teams and the organisation 1.3 Analyse the skills and competencies of an effective coach and mentor
2. Understand the use of models and techniques used in coaching and mentoring	2.1 Describe models used for coaching and mentoring individuals and teams in the workplace 2.2 Explain the benefits of using different models in different situations. 2.3 Describe questioning techniques used in coaching and mentoring 2.4 Explain active listening 2.5 Analysis models and techniques used within coaching and mentoring. 2.6 Evaluate the use of SMART goal setting
3. Understand the impact coaching and mentoring can have on organisation performance.	3.1 Assess the challenges faced in the delivery of coaching and mentoring 3.2 Discuss strategies to evaluate the impact of coaching and mentoring on individuals and the organisation 3.3 Explain how to demonstrate Return on Investment for the organisation

Unit Summary

This unit explores the theory and practice of coaching and mentoring, two essential tools for personal and professional development. Learners will delve into the key principles and techniques of effective coaching and mentoring.

Unit Guidance

LO2

Models: Describe at least 3 models, CLEAR, GROW, STEPPA, OSKAR. *This is not an exhaustive list.*

Questioning Techniques: Describe at least 3 questioning techniques, Open, Closed, Probing, and Funnelling. *This is not an exhaustive list.*

Assessment Requirements
Portfolio evidence can include, but is not limited to: • Professional Discussion and/or Q&A records • Written answers • Coaching Session Notes • PowerPoint Presentations • Witness Statements • Reflective Accounts

Unit: Managing Performance

Unit Code: K/651/4050

Learning Outcomes *To achieve this unit a learner must be able to:*	Assessment Criteria *Assessment of these outcomes demonstrates a learner can:*
1. Understand the reason for managing performance within organisations	1.1 Explain the reason for managing performance within organisations
2. Understand frameworks, diagnostic and evaluation tools used for performance management	2.1 Examine the impact of legal and organisational frameworks on performance management 2.2 Evaluate the diagnostic and evaluation tools which support performance management 2.3 Explain the performance management cycle
3. Know how to manage performance	3.1 Discuss good practice principles for managing performance 3.2 Examine the use of formal processes for managing performance 3.3 Analyse the relationship between signs and causes of underperformance 3.4 Evaluate approaches to respond to challenges when managing underperformance 3.5 Recommend techniques for developing and managing individuals who exceed expectations

Unit Summary

This unit focuses on the principles and practices of managing performance, a key aspect of organisation success. Learners will explore the stages of the performance management cycle, including performance planning, ongoing feedback, performance review, and performance improvement.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Professional Discussion and/or Q&A records
- Performance Reviews
- Written answers
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts

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