



Lantra Awards Level 5 Diploma in
Principles of Leadership and
Management in Landbased
Settings

Qualification Specification

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Qualification Specification

Lantra Awards Level 5 Diploma in Principles of Leadership and Management in Landbased Settings

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1 Why has this qualification been developed?

The Lantra Awards Level 5 Diploma in Principles of Leadership and Management in a Landbased Setting has been developed in response to our analysis of skills needs within the environmental and land-based sector which emphasises the requirement for business skills including leadership and management.

The qualification is designed to enable learners to develop the knowledge, understanding and skills required for undertaking specific tasks within land-based industries in relation to leadership and management. Working towards the qualification will also help learners to consider the challenges involved in leadership and management and to review their practice in meeting these challenges.

The Lantra Awards Level 5 Diploma in Principles of Leadership and Management in a Landbased Setting is nationally recognised and linked to National Occupational Standards. It provides a flexible approach with a variety of optional units to choose from to suit the needs of the learner.

Learners may undertake training from a variety of sources; however, to achieve the qualification they must be assessed against all the learning outcomes and assessment criteria set out in the qualification.

2 Who is the qualification for?

This qualification has been developed for individuals who wish to develop their knowledge and understanding in leadership and management, enabling them to work effectively and efficiently in the workplace.

It is suitable for those who have established themselves in a management role within a land-based setting and those who wish to progress into more responsible management positions.

As well as preparing learners for the requirements of employment or self-employment this qualification is also designed to prepare learners for further learning and training.

The level 5 Diploma is suitable for those in a construction/fencing industry and provides a route to achieve a Black Card status.

This qualification is available for learners aged 19+.

2.1 Prerequisites

Entry for this qualification is available to any individual who is capable of achieving the required standard. Provider staff should understand the demands of this qualification and match learners based on their individual capabilities and future progression requirements.

This qualification has been developed to promote equal opportunities by eliminating any avoidable barriers which have the potential to restrict access or progression.

For those taking the level 5 Diploma for the purpose of achieving a black card in construction/fencing a suitable health and safety qualification/training is required as a prerequisite.

3 What does this qualification cover?

Learners undertaking this qualification will be able to demonstrate their knowledge and understanding of the principles of leadership and management in land-based activities.

This qualification aims to assess the learner's knowledge and understanding of:

- A range of leadership and management functions and activities
- Working effectively in a leadership role, independently and as part of a team
- How to review and develop their own practices and carry out a range of tasks

Following regulatory requirements for qualifications to have a distinct purpose, this qualification is recognised and approved by the Office of Qualifications and Examinations Regulation (Ofqual) for:

Purpose:

B. Preparing for further learning or training and/or developing knowledge

Sub Purpose:

B1. Prepare for further learning or training

B2. Develop knowledge and/or skills in a subject area

4 Qualification overview

		Where to look for further details
Qualification title	Lantra Awards Level 5 Diploma in Principles of Leadership and Management in Landbased Settings	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	600/7844/3	
Qualification aim	This qualification is intended to offer learners involved in a variety of land-based management roles the opportunity to achieve a recognised national qualification that reflects the national standards for the role they perform.	
Qualification purpose	Following Ofqual's regulatory requirements this qualification is approved for the following purpose: <ul style="list-style-type: none"> • B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area Sub Purpose: <ul style="list-style-type: none"> • B1. Prepare for further learning or training, B2. Develop knowledge and/or skills in a subject area 	
Qualification start date	14/01/2013	
Level	5	
Credits	40	
GLH	240	
TQT	405	
Quartz ID numbers	Unit 4295 – Customer relationship management Unit 4287 – Developing successful business teams Unit 4290 – Financial awareness for managers Unit 4293 – leadership in your organisation Unit 4286 – Management activities Unit 4292 – Management decision making Unit 4285 – Management of change Unit 4297 – Managing budgets Unit 4301 – Managing communications at work Unit 4300 – Managing innovation in an organisation Unit 4296 – Managing projects Unit 4294 – Managing staff performance Unit 4291 – Marketing principles for managers Unit 4288 – Personal development	

	Unit 4284 – Principles of management and leadership Unit 4299 – Principles of strategic management Unit 4298 – Quality management in an organisation Unit 4289 – Recruitment and selection Programme- 2777 Qualification- 169				
Unit numbers and titles	M/602/2055 – Customer relationship management D/602/1466 – Developing successful business teams K/602/1440 – Financial awareness for managers M/602/1438 – Leadership in your organisation D/602/1449 – Management activities K/602/2054 – Management decision making A/602/1443 – Management of change R/602/1481 – Managing budgets F/602/1878 – Managing communications at work D/602/1483 – Managing innovation in an organisation R/602/1464 – Managing projects M/602/1469 – Managing staff performance K/602/1485 – Marketing principles for managers J/602/1431 – Personal development R/602/1366 – Principles of management and leadership A/602/1488 – Principles of strategic management Y/602/1479 – Quality management in an organisation J/602/1879 – Recruitment and selection				
Qualification structure	To achieve this qualification, learners must attain in total a minimum of 40 credits. <ul style="list-style-type: none"> • Mandatory Units - A minimum of 10 credits must be achieved. • Optional Units - A minimum of 30 credits must be achieved. A minimum of 35 credits must be at or above level 5.				
Age group	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Entry requirements	Learners must be able to read and interpret information provided in English.				

Prerequisites	For learners taking the level 5 Diploma for the purpose of achieving a black card in construction/fencing a suitable health and safety qualification/training is required as a prerequisite.	
Recognition of prior learning	None	
Assessment methods	Completion of a workbook	
Assessment model	This qualification is externally assessed by a Lantra Awards assessor. An external quality assurer (EQA) will quality assure the assessor and the assessment decision in order to validate the outcome.	
Grading	Pass/Fail	
Is there a skills card available?	No	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; sales team
Related documents	An Assessment Guidance Handbook and other assessment-related paperwork can be located within Quartzweb	
How do I register learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of qualification

To achieve this qualification learners must attain in total a minimum of 40 credits.

- Mandatory Unit – 10 credits
- Optional Units – A minimum of 30 credits must be achieved

A minimum of 35 credits must be at or above level 5.

The units can be completed in any order.

Unit Title	M/O	Unit Level	GLH	Credits
Principles of management and leadership	M	5	60	10
Management of change	O	5	30	5
Management activities	O	5	60	10
Developing successful business teams	O	5	30	5
Personal development	O	5	30	5
Recruitment and selection	O	5	30	5
Financial awareness for managers	O	5	30	5
Marketing principles for managers	O	5	30	5
Management decision making	O	5	60	10
Leadership in your organisation	O	5	30	5
Managing staff performance	O	5	30	5
Customer relationship management	O	5	30	5
Managing projects	O	5	60	10
Managing budgets	O	5	30	5
Quality management in an organisation	O	6	30	5
Principles of strategic management	O	6	30	5
Managing innovation in an organisation	O	6	30	5
Managing communications at work	O	4	30	5

Level 5 Diploma (Construction/Fencing/Black Card)

Learners must achieve as mandatory all units with a credit value of 10 as a minimum to achieve the Black Card.

Unit Title	M/O	Unit Level	GLH	Credits
Principles of management and leadership	M	5	60	10
Management activities	O	5	60	10
Management decision making	O	5	60	10
Managing projects	O	5	60	10

Unit title	Principles of management and leadership
Unit reference number	R/602/1366
Unit level	5
Unit credit value	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the link between management and leadership.	1.1 Explain the relationship between management and leadership.
	1.2 Analyse how management and leadership style impacts on the achievement of organisational objectives.
2. Understand the skills and styles of management and leadership.	2.1 Explain the personal and professional skills required for effective management.
	2.2 Compare the skills and styles of successful leaders.
	2.3 Assess the expected impact of own leadership styles on work groups.
3. Be able to apply theory in an organisational context.	3.1 Select appropriate theories of management and leadership to identify management and leadership requirements in given situations.
	3.2 Report on the usefulness of using theories for gaining insights into leadership requirements in given situations.
4. Be able to plan for the development of leadership and management skills.	4.1 Use appropriate methods to assess the skills needed by a leader in a given situation.
	4.2 Plan the development of management and leadership skills for a given job role.
	4.3 Make justified evaluations of the management and leadership development methods selected.

Unit title	Management of change
Unit reference number	A/602/1443
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify issues requiring change.	1.1 Research the need for change.
	1.2 Use models of change management to illustrate why change is required.

2. Be able to plan for change.	2.1 Develop a plan for change using feedback from relevant/appropriate sources.
	2.2 Report on the potential impact of change on resources.
	2.3 Communicate the plan for change to key stakeholders.
3. Be able to implement the change process.	3.1. Propose ways of overcoming resistance to planned changes.
	3.2. Develop systems for monitoring implementation of a plan for change.
	3.3. Implement a plan for change.
	3.4. Evaluate the progress of a change implementation plan against SMART objectives.

Unit title	Management activities
Unit reference number	D/602/1449
Unit level	5
Unit credit value	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how organisational context affects business activities.	1.1. Explain how the mission of an organisation has influenced its structure.
	1.2. Explain how the culture of the organisation has been developed.
	1.3. Evaluate the suitability of an organisational context to current requirements for a selected work group.
2. Understand the techniques used to manage activities.	2.1. Discuss the extent to which operational area of an organisation is customer orientated.
	2.2. Evaluate the use of operational management techniques in a specific context.
	2.3. Explain how project management techniques could improve business activity.
3. Be able to develop work plans.	3.1. Develop work plans to achieve given organisational objectives.
	3.2. Develop objectives which are specific measurable, achievable, realistic and time bound.
	3.3. Evaluate the suitability of existing quality standards for a given business activity.

4. Be able to manage business activities.	4.1. Explain factors to be taken into account when making decisions about delegating work.
	4.2. Evaluate the process used to delegate work in a selected work group.
	4.3. Evaluate methods used to monitor work activities in a selected work group.
5. Health and Safety	5.1. Explain the impact of health and safety legislation on a given business activity.
	5.2. Carry out a health and safety risk assessment in a given situation.
	5.3. Evaluate adherence to health and safety legislation for a given business activity.

Unit title	Developing successful business teams
Unit reference number	D/602/1466
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the features of successful business teams.	1.1 Describe the characteristics of successful business teams.
	1.2. Assess the importance of team roles in successful business teams.
	1.3. Analyse the value of using theoretical models when building successful business teams.
2. Be able to support team development.	2.1. Explain the stages of team development.
	2.2. Plan how to motivate team members to achieve given objectives.
	2.3. Encourage open communication between team members to support team development.
	2.4. Evaluate ways of resolving conflict between team members
3. Be able to monitor the performance of the teams.	3.1. Monitor the performance of a team against its given objectives
	3.2. Recommend how to improve performance against given objectives.

Unit title	Personal development
Unit reference number	J/602/1431
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to review time management skills	1.1. Explain the benefits of effective time management.
	1.2. Review time management skills to achieve organisational and personal objectives.
	1.3. Use appropriate tools to conduct a time management analysis to recognise areas for improvement.
2. Be able to complete a skills audit	2.1. Explain the importance of continual self-development.
	2.2. Use appropriate methods to assess skills and competencies against organisational and personal objectives.
	2.3. Make suggestions for filling identifies skills gaps.
3. Be able to produce a personal development plan	3.1. Produce a personal development plan against SMART objectives.
	3.2. Plan resources needed to implement the personal development plan
4. Be able to implement a personal development plan	4.1. Describe the importance of monitoring a personal development plan.
	4.2. Use appropriate techniques to review the aims and objectives of a personal development plan.
	4.3. Update the aims and objectives of a personal development plan.

Unit title	Recruitment and selection
Unit reference number	J/602/1879
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
	1.1 Analyse the personnel requirements for a specific vacancy within an organisation.

1. Be able to analyse personnel requirements for job vacancies	1.2. Produce a job description for a specific vacancy within an organisation.
	1.3. Produce a person specification for a specific vacancy within the organisation.
2. Understand how employment legislation affects the recruitment of personnel	2.1. Explain the purpose of current employment legislation when recruiting personnel.
	2.2. Evaluate how employment legislation is incorporated in to organisational policies and procedure for the recruitment and selection of personnel.
3. Be able to participate in recruitment and selection activities	3.1. Prepare documentation for a selection interview for a specific vacancy.
	3.2. Participate in a selection interview for a specific vacancy.
4. Be able to propose improvements to recruitment and selection processes in an organisation	4.1. Critically evaluate the recruitment and selection process in an organisation.
	4.2. Propose justified improvement to the recruitment and selection process in an organisation.

Unit title	Financial awareness for managers
Unit reference number	K/602/1440
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the elements of accounting	1.1. Identify principles of accounting.
	1.2. Describe the standards of accounting.
	1.3. Outline accounting conventions.
2. Understand financial information	2.1. Explain types of financial information.
	2.2. Analyse methods of comparing financial information.
	2.3. Discuss the purpose of the reporting of information.
3. Be able to interpret financial information	3.1. Apply accounting ratios correctly.
	3.2. Report accurately on financial ratios.
	3.3. Evaluate the impact of financial ratios on the organisation and stakeholders.

Unit title	Marketing principles for managers
Unit reference number	K/602/1485
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the contribution of marketing principles in achieving organisational aims and objectives	1.1. Explain how marketing principles can be used to achieve organisational aims and objectives.
	1.2. Analyse the contribution of marketing principles in a given organisation to the achievement of their aims and objectives.
2. Be able to produce marketing mix proposals for marketing opportunities	2.1. Analyse the marketing mix of an identified marketing opportunity.
	2.2. Develop a proposal to meet the needs of a defined group in the marketing mix.
	2.3. Apply the concept of segmentation to a target market.
3. Be able to develop strategies for implementing marketing mix proposals	3.1. Identify the resources required to implement a marketing mix proposal.
	3.2. Use marketing tools to inform the approach to branding in a marketing mix proposal.
	3.3. Create a strategy for implementing a marketing mix proposal.

Unit title	Management decision making
Unit reference number	K/602/2054
Unit level	5
Unit credit value	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how information and knowledge informs management decision making	1.1. Explain how current information and knowledge needs for management decision making can be analysed.
	1.2. Describe sources of information and knowledge that can support management decision making.

	1.3. Evaluate the importance of information and knowledge in the management decision making process.
2. Understand how information and communication technology (ICT) supports management decision making	2.1. Identify the ICT systems that can provide information to support management decision making.
	2.2. Assess the benefits of using information from ICT systems when making management decisions.
	2.3. Explain how data protection legislation affects the use of information from ICT systems in the management decision process.
3. Be able to take management decisions	3.1. Analyse stakeholder needs and expectations.
	3.2. Use current information and knowledge to identify an issue where a proactive decision is required.
	3.3. Establish the outcomes that need to be achieved when making a management decision.
	3.4. Justify the basis for making a management decision.
	3.5. Take a management decision.
	3.6. Communicate a management decision to stakeholders.
4. Be able to plan improvements to a management decision making system	4.1. Review a management decision making system.
	4.2. Analyse the strengths and weaknesses of a management decision making system.
	4.3. Plan justified improvements to a management decision making system.

Unit title	Leadership in your organisation
Unit reference number	M/602/1438
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to provide leadership for a part of an organisation	1.1. Communicate direction to a work group.
	1.2. Explain how objective setting can be used to motivate others.
	1.3. Set objectives that align with those of an organisation.

2. Understand how organisational context affects leadership style	2.1. Explain how the type of organisation impacts upon leadership style.
	2.2. Explain how the type of work impacts upon leadership style.
	2.3. Explain how the characteristics of employees impacts upon leadership style.
	2.4. Evaluation how well the existing leadership meet the requirements of a selected work group in a given situation
3. Be able to develop leadership skills to meet organisational needs	3.1. Define the leadership skills required for given organisational situations.
	3.2. Propose methods to develop leadership skills for given organisational situations.
	3.3. Critically evaluate the use of methods of leadership development within a given organisational situation.

Unit title	Managing staff performance
Unit reference number	M/602/1469
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to set detailed work objectives for staff	1.1. Explain the impact of the organisational context on the setting of objectives.
	1.2. Set work objectives for staff.
	1.3. Communicate work objectives to staff.
2. Be able to evaluate work activities against organisational requirements	2.1. Monitor work activities against organisational requirements.
	2.2. Explain the methods that can be used to improve achievement of objectives.
	2.3. Evaluate quality systems in an organisation.
3. Be able to review work performance of staff	3.1. Assess the performance of staff against work objectives.
	3.2. Provide constructive feedback to staff.
	3.3. Agree performance improvements with staff.
	3.4. Evaluate options for dealing with underperformance of staff.

Unit title	Customer relationship management
Unit reference number	M/602/2055
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of customer relationship management in organisations	1.1. Explain the importance of customer relationship management in organisations.
	1.2. Discuss the movement from industrial to post-industrial economy in the development of customer relationships.
	1.3. Compare the benefits of market and customer orientation processes when managing customer relationships.
	1.4. Explain the link between effective customer relationship management and competitive advantage.
2. Be able to propose ways to improve management of customer relationships in an organisation	2.1. Evaluate customer relationship management in an organisation.
	2.2. Propose ways to improve the management of customer relationships in an organisation.
3. Be able to evaluate improvements to the management of customer relationships in an organisation	3.1. Develop measures for monitoring a recently implemented improvement to the management of customer relationships in an organisation.
	3.2. Monitor a recently implemented improvement to the management of customer relationships in an organisation.
	3.3. Evaluate the outcomes for a recently implemented improvement to the management of customer relationships in an organisation.

Unit title	Managing projects
Unit reference number	R/602/1464
Unit level	5
Unit credit value	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of principles of project management	1.1. Explain the principles of project management.
	1.2. Explain the importance of defining success/failure criteria when managing projects.
	1.3. Compare the benefits of different systems of managing projects.
2. Be able to plan a project	2.1. Draft a project initiation document.
	2.2. Plan a project using planning techniques.
	2.3. Assess risks to on-time completion of a project.
	2.4. Communicate project plan to stakeholders.
3. Be able to manage the implementation of a project	3.1. Implement a project according to a project plan.
	3.2. Use project monitoring techniques to monitor the project.
	3.3. Develop contingency plans to ensure on time completion of a project.
4. Be able to present project outcomes to stakeholders	4.1. Evaluate the outcomes of a project.
	4.2. Present a report of the outcomes of a project to stakeholders.
	4.3. Make recommendations for improvements to a project.

Unit title	Managing budgets
Unit reference number	R/602/1481
Unit level	5
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the function of financial planning and forecasting	1.1. Explain the long and short term financial plans in an organisation.
	1.2. Analyse the impact of internal and external factors on financial planning.

	1.3. Explain the processes and techniques of financial forecasting for budgets.
2. Understand break even analysis	2.1. Explain types of costs.
	2.2. Discuss cost control.
	2.3. Explain break even analysis in financial forecasting.
3. Know how to compile budgets	3.1. Identify types of budgets.
	3.2. Describe types of subsidiary budget.
	3.3. Outline how a cash budget is compiled.
4. Be able to interpret budgets to establish break even	4.1. Create cash and subsidiary budgets.
	4.2. Carry out break even analysis.
	4.3. Report on implications of budget and break-even analysis to an organisation's financial plans.

Unit title	Quality management in an organisation
Unit reference number	Y/602/1479
Unit level	6
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concept of Total Quality Management (TQM)	1.1. Discuss the importance of quality within an organisation.
	1.2. Explain the concept of Total Quality Management (TQM).
	1.3. Discuss the theories of TQM.
	1.4. Analyse the difficulties associated with the implementation of TQM.
2. Understand the culture needed to embed TQM	2.1. Explain the importance of teamwork in TQM.
	2.2. Discuss the role of training and development in embedding TQM into the culture of an organisation.
	2.3. Analyse the management techniques which underpin the successful integration of TQM into the culture of an organisation.
	2.4. Evaluate the promotion of continuous quality improvement within an organisation's culture.
3. Understand the systems that support TQM	3.1. Describe methods of monitoring TQM.
	3.2. Explain methods of controlling TQM.
	3.3. Evaluate quality standards that support TQM.

Unit title	Principles of strategic management
Unit reference number	A/602/1488
Unit level	6
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand organisational strategic plans	1.1. Explain the processes for developing strategic elements of an organisational plan.
	1.2. Assess the strategic elements which affect an organisational plan.
	1.3. Evaluate an organisational plan for future direction.
2. Understand the strategic effects of an organisational plan	2.1. Explain how an organisational plan will be implemented.
	2.2. Assess the effects of the impact of an organisational plan on stakeholders.
3. Be able to develop a strategy to communicate organisational plans	3.1. Develop a strategy to communicate an organisational plan to key stakeholder.
4. Be able to evaluate the implications of an organisational plan for an operational area	4.1. Create an action plan for implementing planned changes in an operational area.
	4.2. Evaluate the effects of change on an operational area.

Unit title	Managing innovation in an organisation
Unit reference number	D/602/1483
Unit level	6
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to manage innovation in an organisation	1.1. Discuss the role of innovation in an organisation.
	1.2. Compare enterprise, entrepreneurship and creativity with innovation.
	1.3. Discuss the benefits and limitations of innovation within an organisation.
2. Be able to measure the level of innovation in a work group or an organisation	2.1. Apply innovation audits.
	2.3. Evaluate innovation audit tools.

3. Understand how organisational climate can foster innovation	3.1. Explain the benefits to an organisation of being more innovative.
	3.2. Analyse the management styles needed to foster an innovative climate in an organisation.
	3.3. Discuss the features of a climate that fosters innovation in an organisation.
4. Understand the methods that unlock innovation	4.1. Analyse innovation models.
	4.2. Compare idea generation models.
	4.3. Evaluate organisation processes for selection and development of ideas.

Unit title	Managing communications at work
Unit reference number	F/602/1878
Unit level	4
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of communications in an organisation	1.1. Explain the communication process used within a selected organisation.
	1.2. Analyse the purpose of communication processes used within a selected organisation.
	1.3. Analyse communication barriers in a selected organisation.
2. Be able to manage interpersonal communication skills	2.1. Audit own communication skills.
	2.2. Demonstrate use of own communication skills in an organisational setting.
	2.3. Evaluate effectiveness of own communication skills in an organisational setting.
	2.4. Produce a development plan to improve own communication skills using feedback from others.
3. Be able to manage workplace communications	3.1. Plan improvements to workplace communications.
	3.2. Implement a plan to improve workplace communications.
	3.3. Develop measures to evaluate the success of a plan to improve workplace communications.

6 Level descriptors

This qualification has been accredited at Level 5, this means that upon achieving the qualification the learner can be relied upon to possess the skills or knowledge described below.

Level	Knowledge Descriptor The learner has:	Skills Descriptor The learner can:
5	The practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

7 How is this qualification delivered?

In order to deliver this qualification, you will need to be a Lantra-approved provider. Details of how to become an approved provider are available by contacting our sales team, sales@lantra.co.uk.

Approved providers should contact our quality and standards team to register for delivery of the qualification. It is important that providers are approved on a per-qualification basis as we are required to ensure that we have a quality-assurance strategy in place and because it ensures that providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb User Guide. Providers must submit the required information for learner registration. Learners should be registered for the qualification once they have been enrolled with the provider. Failure to register learners may prevent assessments from taking place. Sanctions may be imposed on providers if learners are not registered before the assessment takes place.

Learners will complete the necessary elements of the assessment and be assessed by a Lantra assessor. Providers are required to compile and send the assessment paperwork (Workbook, Assessment Report Form, Learner Achievement Record) to Lantra.

Where a provider is running a qualification well, Lantra may award Direct Claims Status (DCS), which enables certificates to be claimed in advance of external quality assurance taking place. Further details are available in section 7.3.4.

7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number:

- 600/7844/3 – Level 5 Diploma in Principles of Leadership and Management in Landbased Settings

Qualifications Wales regulate qualifications in Wales.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and also to ensure that throughout the life cycle of the qualification the content remains relevant and current.

When the qualification is deemed no longer suitable, for example if technology has moved on and working practices are no longer relevant, Lantra will advise providers of a qualification end date. The end date marks the end of registrations. Any learners registered

before this date will be allowed time to complete the qualification. For this qualification that period will stand as six months.

Although RQF qualifications are not applicable in Scotland, they are available to anyone who wishes to take them. Lantra makes no distinction between providers and learners in Scotland and those elsewhere.

7.2 Who can deliver this qualification?

Only approved Lantra providers can deliver this qualification. For information on becoming approved please contact Lantra via sales@lantra.co.uk or call on 02476 696996.

Delivery of this qualification will be based in a variety of situations which will include classroom, workshop and any appropriate environment. Unit assessment guidance and Leadership and Management workbook are provided to centres, these are not prescriptive but will enable the learning outcomes and assessment criteria within the unit of assessment to be clearly demonstrated and measured.

7.3 Quality assurance and certification

7.3.1 Quality assurance of assessment decisions

These qualifications are externally assessed and externally quality assured. This means that Lantra will allocate an assessor to the provider to assess learners and complete assessment paperwork. Lantra will be responsible for ensuring that assessors are standardised and will carry out external quality assurance of the assessor's assessment decisions. An external quality assurer (EQA) will be appointed and this person will be responsible for sample checking assessors' assessment recommendations. This will be at a rate of 10% of the cohort.

The EQA will produce a sampling record detailing which work they will want to see. It is important to note that although the EQA will view only a sample of work, they may wish to widen the sample. Therefore, all learner work should be available for inspection.

Where the EQA is in agreement this decision will be communicated to Lantra and certificate claims will be processed. Where the EQA is not in agreement the reasons will be communicated to the provider with supportive feedback to help the learner. This may result in the need for learners to provide additional evidence.

Occasionally as part of Lantra's ongoing quality assurance strategy an external quality assurer (EQA) may observe the assessor to ensure the assessment processes are followed. The EQA may further be accompanied by either Lantra staff or another EQA to ensure that the EQA is also following the correct processes.

7.3.2 Claiming certification

Among the assessment documentation providers need to submit is a completed a Certificate Claim Form which allows Lantra to process the certificates following quality assurance approval.

Once a learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for providers to distribute to individual learners.

Where DCS is in place, the certificates will be issued prior to quality assurance taking place.

7.3.3 Replacement certification

If a learner loses the original certificate Lantra can issue a replacement. The learner will need to provide proof of identity (for example passport or driving licence) and the details of the provider they were registered with. Lantra will check all claims for replacement certificates against the original Certificate Claim Form. The provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates. Please contact Lantra for the current fee.

7.3.4 Direct Claims Status

Direct Claims Status (DCS) enables providers to claim certification directly before external quality assurance has taken place. A claim for DCS can only be made after an external quality assurer (EQA) has conducted a visit, which may be approximately six months following approval to deliver the qualification and enough learners have been progressed by the provider.

Where an EQA decides a programme is running successfully and the provider has effective internal controls, recommendation may be made to award the provider DCS. Where this is granted the provider must retain all assessment evidence until the EQA has quality assured the work as meeting national standards. DCS will be withdrawn if access is not given to completed learners' evidence where certificates have already been claimed.

Providers must operate a system which ensures all assessors assess to the required standard. The internal quality assurer (IQA) will be required to observe each assessor, retaining evidence of observations which must be made available during EQA visits. The EQA may wish to sample the process and observe assessors. If the EQA is not confident about the way in which the provider is operating they may recommend the suspension or withdrawal of DCS.

DCS does not mean that all claims are certificated without further quality assurance checks. Quality assurance of claims will still take place, and where this suggests that certificates have been incorrectly issued may lead to them being revoked. Providers are required to make all reasonable effort to recover certificates which have been revoked.

Should a provider be imposed with a Level 2 sanction, DCS will automatically be removed. Further information on sanctions can be found in the Provider Handbook.

7.4 Enquiries about results and appeals

Lantra has an Enquiries about Results Policy and Appeals Procedure which can be used when a learner or provider has reason to believe there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the learner. Fees payable for enquiries about results will be refunded in full if the enquiry is upheld or if a learner's results are changed as a result of an enquiry.

Appeals can be made following the outcome of an enquiry about results if the learner/provider remains unhappy with the outcome or has further grounds to query the decision. Please note that appeals will not be accepted before a paid result enquiry has been conducted.

Providers must ensure that learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively.

Please refer to the Provider Handbook for further details.

7.5 Malpractice and maladministration

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice, if found, may result in sanctions being imposed on the provider, certificates being revoked or even providers being barred from Lantra membership and reported to regulatory authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Maladministration could impact on the credibility of the assessment taking place or the outcomes achieved; for example, in the event of a failure to investigate suspected malpractice when asked to do so by Lantra.

Please refer to the Lantra Malpractice and Maladministration Policy for further details.

7.6 Recognition of prior learning

Recognition of prior learning (RPL) is defined as “A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.”

It is important that providers make it clear to learners that the RPL process is associated with how the learner has acquired the required knowledge, understanding or skills; it does not mean the learner will be exempt from the assessment.

It is the responsibility of the assessor to decide if evidence provided by the learner is valid, reliable and current, and also meets the relevant assessment criteria. Where the assessor decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation.

It is recommended that providers refer to the Provider Handbook for further information on the implementation of RPL.

7.7 Safeguarding — young people and vulnerable adults

The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision. This qualification is not offered to young people under the age of 18.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

7.8 Additional requirements and reasonable adjustments

Providers are expected to make appropriate arrangements, including reasonable adjustments. These are detailed in the Equality and Diversity Policy within the provider Handbook, to ensure that learners with additional needs can access assessment wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners.

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria. For example, within this qualification learners must understand product information, which includes being able to interpret product labels written in English.

A provider must apply to Lantra for reasonable adjustments using the Reasonable Adjustments Request Form. Lantra recommends reasonable adjustment requests be

submitted no later than six weeks prior to the assessment taking place, to allow a decision on their suitability to be made before the assessment. However, Lantra recognises that this may not always be possible, and we will do our best to process requests received after this point. Please note that no reasonable adjustment should be implemented without the prior approval of Lantra.

8 What does a provider need to do?

8.1 Management support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team or a designated Qualification Manager and ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes. This role is separate from the required role of an IQA.

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their roles effectively.

8.2 Provider records

Providers are required to retain learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors
- Evidence sampled by the EQA
- Actions plans provided by the EQA.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the provider for at least three years after the learner has completed the assessment. If the programme is subject to an EQA visit/ approval sign off, then the records should be retained for three years after this date. It is the responsibility of the provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and providers may wish to incorporate them into documentation they already maintain within their own organisation. If the provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series or is required to maintain records for government-funded training schemes, that documentation will almost certainly provide an adequate basis for Provider records.

Providers may also need to adhere to separate requirements, where appropriate, with regard to the retention of records such as funding applications. Please refer to the specific requirements of the funding agency.

8.3 Support for learners

Learners will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates.

Many learners will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded — see section 7.8 Recognition of prior learning.

Throughout the programme tutors and/or instructors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the question paper and the practical assessment. Feedback should be positive, constructive and used for future planning.

Some providers will have staff working in education support; in others, assessors may offer this support. It is important for each learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the provider/instructor. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered for a qualification. It is also a regulatory requirement that Lantra be informed if a learner later withdraws from a qualification. Providers must also ensure that learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this.

Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the learners if there is a problem with them completing the qualification, such as in the case that the provider ceases operations.

If for any reason a provider is not intending to renew their membership whilst they still have uncertified learners registered on a qualification, regulatory requirements stipulate that learner interests must be maintained. The provider may choose to transfer learners to another awarding organisation or the provider will still be required to complete the assessment of learners with Lantra and pay any fees due for quality assurance or certification.

9 Administration and other important information

9.1 Administration process for registration and certification

The Quartzweb User Guide contains instructions on how to register learners.

Learners may transfer registration from one unit/qualification to another provided they are both offered by Lantra. This will incur an administration fee. If the registration fee for the new qualification is higher than for the previous one, providers will be invoiced for the difference. No refunds will be made if the registration fee for the new qualification is lower. Learners transferring to a different provider must re-register with the new provider. Lantra may need to charge the learner's new provider an administration fee.

Learners must be informed when they have been registered for a qualification.

9.1.1 Registering the learner

Learners **must** be registered for a qualification before an assessment can take place. Please refer to the Quartzweb User Guide for details on how to register learners.

Each learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

9.1.2 Certificate claims

Certificates can only be claimed for learners who are registered on Quartzweb. All certificate claims are checked against provider approval records and learner registration records (unless DCS is in place). Certificates will not be issued to learners who are not registered before the assessment takes place.

The learner name will appear on the certificate in the same way as it is entered on Quartzweb.

9.1.3 Regulatory authorities

Occasionally Ofqual (the qualification regulator) may visit providers and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

9.2 Assessment strategy

For this qualification, an assessment guidance document is available which includes full details of the assessment requirements. Below is a summary of the assessment strategy which supports this qualification. The assessment guidance contains details on:

- Methods of assessment
- Types of evidence which may be suitable

Providers and assessors must ensure that they are familiar with the specifications and the requirements of the qualification.

Unit and qualification assessment requirements set out the scope of evidence required in terms of equipment, services, statutory regulations and industry standards and systems.

Methods of assessment:

- Completion of workbook

Assessment requirements:

- Assessors will judge when competence has been demonstrated by the learner based on their own professional judgement
- Assessment is carried out for each unit
- Where the evidence presented by the learner does not meet all of the criteria for a unit they will fail that unit
- Feedback is provided to the learner regarding the reason as to why they haven't passed the unit, and the learner is encouraged to address this and resubmit
- Unit certification can be provided where learners are unable to complete all of the units required to achieve the qualification
- Although there are no formal limits set on the time taken to complete the qualification or the number of assessment opportunities provided, providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment will take approximately two hours, depending on the learner.

Access to assessment:

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be demonstrated through an evaluation of the learner's previous training and experience
- This underpins the assumption that the learner has sufficient technical expertise, knowledge, skill and maturity to meet the assessment requirements

9.3 Online assessment and paper-based assessment

This qualification is assessed by completion of a workbook which is provided to learners and can be completed electronically or handwritten.

The workbook and other evidence can be submitted to Lantra either electronically or in hard copy and will be allocated to an assessor. Work will not be returned so learners are advised to keep a copy. The assessor will judge if the evidence is sufficient to meet the learning outcomes and assessment criteria for each unit and provide feedback where assessment criteria have not been met.

9.4 Funding

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order for the funding to be linked to the learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the LRS guidance

www.gov.uk/education/learning-records-service-lrs.

9.5 Feedback, compliments and complaints

Lantra recognises that from time to time providers, learners, assessors and other personnel may have reason to provide feedback on a process, or have grounds for a complaint. We would also welcome compliments when aspects of our qualifications have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

Appendix 1 – Glossary of terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) “identify” and/or “describe” key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) “explain”, “analyse” and/or “evaluate”.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) “operate”, “use” and/or “carry out”.
Learning outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Breadth (exemplification)	Presents the provider with example-based teaching content which helps define the minimum required breadth of learning. Guides but does not prescribe. Learning should always be broader than any potential assessment.
Depth (amplification)	Presents the provider with required minimum teaching content and defines the depth of understanding required for the level and objective of the qualification.
Qualification objective	A succinct summation of the overarching development of the learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Delivery guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence which might: <ul style="list-style-type: none"> • Be naturally generated through the learning process • Offer innovative examples of delivery gathered through centre/learner consultation • Minimise the burden of assessment on centres and learners.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Directed study	An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	Guided learning hours + directed study + assessment Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.

Arrangements for special consideration	<p>Special consideration might be given to a learner who has temporarily experienced:</p> <ul style="list-style-type: none"> • An illness or injury • Some other event outside of the learner's control which has had a material effect on the learner's ability to take an assessment or demonstrate his/her attainment.
Recognition of prior learning	<p>A method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.</p>

Appendix 2 — Census ethnic group classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the learner registration.

England and Wales		Northern Ireland		Scotland	
01	White: English/Welsh/Scottish/ Northern Irish/British	19	White: White	30	White: Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	Asian/Asian British: Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
05	Mixed/multiple ethnic groups	23	Bangladeshi	34	Mixed: Any Mixed/multiple ethnic background
06	White and Black Caribbean	24	Chinese	35	Asian, Asian Scottish or Asian British:
07	White and Black African	25	Black, Black Irish or Black British: Black Caribbean	36	Indian
08	White and Asian	26	Black African	37	Pakistani
09	Any other Mixed/multiple ethnic background	27	Black other	38	Bangladeshi
10	Asian/Asian British: Indian	28	Mixed: Mixed ethnic group	39	Chinese
11	Pakistani	29	Other ethnic group: Any other ethnic group	40	Any other Asian background
12	Bangladeshi			41	Black, Black Scottish or Black British: Caribbean
13	Chinese			42	African
14	Any other Asian background			43	Any other Black background
15	Black/African/Caribbean/ Black British:				Other ethnic group: Any other ethnic group
16	African				
17	Caribbean				
18	Any other Black/African/ Caribbean background				
19	Other ethnic group: Arab				
20	Any other ethnic group				

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