www.highfieldqualifications.com

Qualification Specification

Highfield Level 5 Diploma for Operations or Departmental Managers (RQF)

Qualification Number: 603/7521/8

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Highfield Level 5 Diploma for Operations or Departmental Managers (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.

Qualification regulation and support

The Highfield Level 5 Diploma for Operations or Departmental Managers (RQF) 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 Qualification Wales.

Key facts

Qualification number:	603/7521/8
Learning aim reference:	60375218
Credit value:	42
Assessment method:	Portfolio of Evidence
Guided learning hours (GLH):	201
Total qualification time (TQT):	420

Qualification overview and objective

This qualification has been developed to support learners completing the Operations or Departmental Manager Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour pass criteria of the standard, as described in the Assessment Plan version AP04.

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in management.

The objective of the qualification is to support a role in the workplace, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge and skills in leadership and management such as:

- Leading people
- Operational management
- Building relationships
- Project management
- Communication

Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 18 years of age or above
- have a basic level of literacy and numeracy

Centre requirements

There are no specific requirements for the centre as long as each learner's workplace is suitably equipped for the chosen units to be delivered and assessed.

Guidance on delivery

The total qualification time for this qualification is 420 hours and of this 201 are 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.

Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion or interview
- case studies
- assessor observation – completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports
- appraisals or performance reviews

Assessors can use other methods of assessment as long as they are valid and reliable.

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

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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 a 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 Highfield Qualifications' website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

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

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
  - Level 5 Diploma in Leadership and Management
  - Level 7 Diploma in Leadership and Management
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

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

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
  - Level 5 Diploma in Leadership and Management
  - Level 7 Diploma in Leadership and Management
- 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
  - D34 or V1 verifier awards
- maintain appropriate continued professional development for the subject area

Reasonable adjustments and special considerations

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

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 Qualifications 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 or travel card

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 Highfield Qualifications' Core Manual.

Progression opportunities

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

- Operations/Departmental Manager apprenticeship
- Level 6 and above qualifications in management
- Qualifications in coaching and mentoring

Useful websites

- https://www.gov.uk/government/collections/apprenticeship-standards

Additional Support/Training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

As an apprentice, you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: http://ct.highfieldelearning.com/org/TheHighfieldGroup
- answer the questions
- click start

Appendix 1: Qualification structure

To complete the Highfield **Level 5 Diploma for Operations or Departmental Managers (RQF),** learners must complete **all units** contained within the mandatory group.

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

Unit reference	Unit title	Level	GLH	Credit
L/618/7174	Operational planning and management	5	30	6
R/618/7175	Managing teams	5	44	8
Y/618/7176	Communication Skills	5	32	7
D/618/7177	Personal and professional development	5	25	5
H/618/7178	Planning a project proposal	5	25	5
K/618/7179	Delivery of a project proposal	5	30	7
D/618/7180	Project proposal output	5	15	4

Appendix 2: Qualification content

Unit 1: Operational planning and management		
Unit Ref: L/618/7174	**GLH: 30**	**Credit: 6**
Learning Outcome	**Assessment Criteria**	
Understand operational management approaches and models, including creating plans to deliver objectives and setting **KPIs**. Understand **business development tools** (e.g. SWOT), and **approaches to continuous improvement**. Understand operational business **planning techniques**, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. Knowledge of management systems, processes and contingency planning. Understand how to initiate and manage change by identifying barriers and know how to overcome them. Understand **data security and management**, and the effective use of technology in an organisation.	OP1 Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans OP2 Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans OP3 Describes when they have shown resilience and accountability when seeking new opportunities for their organisation	
Able to input into strategic planning and create plans in line with **organisational objectives**. Support, manage and communicate **change** by identifying **barriers** and overcoming them. Demonstrate commercial awareness, and able to identify and shape new opportunities. Creation and delivery of operational plans, including setting **KPIs**, monitoring performance against plans. Producing reports, providing management information based on the collation, analysis and interpretation of data.		
Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.		

Amplification and Guidance
KPI: leading and lagging key performance indicators **Business development tools**: for example, SWOT analysis, PESTEL/PESTER analysis, environmental scanning, Porter's Five Forces model **Approaches to continuous improvement**: for example, total quality management, Six Sigma, Kaizen and Lean production methods, PDCA model **Planning techniques:** for example, how to manage resources, development of sales and marketing plans, setting targets and monitoring performance, Ansoff Matrix, force field analysis **Data security and management:** data protection legislation, GDPR, confidentiality **Change:** ○ significant alterations to the structure and/or operation of the business designed to improve overall performance. These may come about via changes in management or reacting to dynamics within the industry. ○ Kotter's 8-stage change model. ○ methods for identifying and overcoming barriers to change. **Barriers:** natural resistance to change, self-interest, misinformation and misunderstanding **Organisational objectives:** short and medium-term goals for the business to fulfil the mission/vision statement

Unit 2: Managing teams

Unit Ref: R/618/7175 **GLH: 44** **Credit: 8**

Learning Outcome	Assessment Criteria
Understand different **leadership styles**, how to lead multiple and remote teams and manage team leaders. Know how to **motivate** and improve performance, supporting people using **coaching and mentoring** approaches. Understand **organisational cultures** and diversity and their impact on leading and managing **change**. Know how to delegate effectively.	MT1 Evaluates different leadership styles, methods to lead multiple and remote teams and manage team leaders MT2 Explains how they have adapted their preferred style to ensure they are open, approachable, and able to build trust MT3 Discusses how they have recruited, developed or managed team members, and explains the performance management techniques and talent management models that underpin this MT4 Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working MT5 Uses delegation to enable delivery through others and describes strategies to manage multiple teams
Know how to manage multiple teams and develop high performing teams. Understand **performance management** techniques, **talent management** models and how to recruit and develop people.	
Able to communicate organisational vision and goals and how these to apply to teams. Support development through **coaching and mentoring** and enable and support high performance working. Able to support the **management of change** within the organisation.	
Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery through others.	
Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.	

Amplification and Guidance
Leadership styles: o the ways in which a team leader or supervisor can provide guidance, direction and motivation to their staff and teams. Leadership styles could include democratic leadership, autocratic leadership, laissez-faire leadership (Lewin). o understanding of the best use of different leadership styles in different situations.

- other leadership styles that might be mentioned are emotional leadership styles. Visionary, coaching, affiliate, pace-setting and commanding.

Motivate: Herzberg's two-factor theory; Belbin's team theory

Coaching and mentoring approaches: for example, shadowing, one-to-one training, setting and agreeing goals, personal development plans. Difference between mentoring and teaching/training

Organisational cultures:

- different ways to categorise types of culture e.g. Charles Handy: power culture, role culture, task culture, person culture; or Kim Cameron and Robert Quinn: clan culture, adhocracy culture, market culture, hierarchy culture
- influences on organisational culture and the relationship between culture and organisational values

Managing change:

- consider organisational change - culture, needs and drivers
- team changes - employees, job roles and structure
- potential external influences for change – regulatory, political, legislative, social change, consumer behaviour and competitor analysis
- resistance to change and dealing with conflict
- Kotter's 8 step change model

Performance management techniques: for example, appraisals, one-to-one meetings with line managers, setting career plans and personal development plans with SMART objectives and monitoring performance. Balanced scorecards.

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. Skills matrix – uses and benefits.

Motivate teams: for example, identifying individual motivators, the strengths of team members and enabling development within the workplace, while being aware of 'hygiene factors'.

Unit 3: Communication Skills

Unit Ref: Y/618/7176 **GLH: 32** **Credit: 7**

Learning Outcome	Assessment Criteria
Understand approaches to partner, stakeholder and supplier **relationship management** including negotiation, influencing, and effective networking. Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. Know how to manage conflict at **all levels**.	CS1 Describes how they used interpersonal skills, including active listening, when challenging and giving constructive feedback and seeking the views of others ensuring they valued diversity CS2 Describes when they effectively used different forms of communication when chairing meetings or presenting CS3 Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally CS4 Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict CS5 Justifies how they remained positive and adaptable when responding to feedback in the need for change
Understand interpersonal skills and different forms of **communication and techniques** (verbal, written, non-verbal, digital) and how to apply them appropriately.	
Able to build trust and use effective negotiation and influencing skills and manage conflict. Able to identify and share good practice and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans.	
Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. Able to chair meetings and present using a range of **media**. Use of active listening, and able to challenge and give constructive feedback.	

Amplification and Guidance
Relationship management: for example, negotiation, influencing, effective networking
All levels: across the hierarchy; to include higher management, peers, team members and other departments
Communication techniques: verbal, non-verbal, written, digital
Media: for example, electronic presentations, paper-based hand-outs and verbal presentations

Unit 4: Personal and professional development		
Unit Ref: D/618/7177	**GLH: 25**	**Credit: 5**

Learning Outcome	Assessment Criteria
Understand own impact and **emotional intelligence**. Understand different and **learning and behaviour styles**.	PD1 Explains how they used their knowledge of their own learning and behavioural styles, to create their own personal development plan PD2 Reflects on their own performance, working style and emotional intelligence and the impact they have had on others PD3 Describes how they operate within their organisation's values and are a role model who sets an example to others by being open, honest, fair, consistent and impartial
Understand **time management** techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks	
Able to reflect on own performance, **working style** and its impact on others	
Able to create a personal development plan. Use of **time management** and **prioritisation** techniques.	
Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values	

Amplification and Guidance
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. Eisenhower Matrix/ Method, Stephen R Covey 4 Quadrants, flexi-working, the responsible way to say 'no' to meetings. **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 the priorities 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) **Working style:** for example, visionary, operator, processor, synergist

Unit 5: Planning a project proposal		
Unit Ref: H/618/7178	**GLH: 25**	**Credit: 5**

Learning Outcome	Assessment Criteria
Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working.	PP1 Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or identified and developed new opportunities within their organisation whilst ensuring commercial awareness PP2 Uses operational management approaches and models in strategic planning that create plans that meet organisational objectives PP3 Shows how they are flexible, creative, innovative and enterprising when seeking proposed solutions to business needs PP4 Explains their organisational values and ethics, and the impact these have on their decision making

Unit 6: Delivery of a project proposal

Unit Ref: K/618/7179 **GLH: 30** **Credit: 7**

Learning Outcome	Assessment Criteria
Know how to set up and manage a project using relevant tools and techniques, and understand **process management**. Understand approaches to **risk management**.	DP1 Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project DP2 Identifies and mitigates risks and includes suitable systems to monitor progress of the project proposal DP3 Applies time management tools and techniques and different approaches to planning in order to prioritise activities DP4 Undertakes a critical data analysis to understand and inform their decision making and approach to problem-solving DP5 Uses various forms and styles of communication effectively which are suitable for the audience and situation DP6 Evaluates how they support, manage and communicate change and how they have overcome the barriers they identified
Understand **problem-solving** and **decision-making techniques**, including data analysis. Understand **organisational values and ethics** and their impact on decision making.	
Plan, organise and manage **resources** to deliver required outcomes. Monitor progress, and identify **risk** and their mitigation. Able to use relevant **project management tools**.	
Able to undertake critical analysis and evaluation to support decision making Use of effective **problem-solving techniques**	

Amplification and Guidance
Process management: planning, monitoring and optimising the performance of a business process; the benefits of process management
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
Resources: for example, human resources, machinery/equipment, facilities, time, finances
Project management tools: for example, Gantt charts, PERT charts, process flow charts, critical path analysis, product breakdown structure, work breakdown structure, RACI matrix, Project Charter, project initiation document (PID)
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)

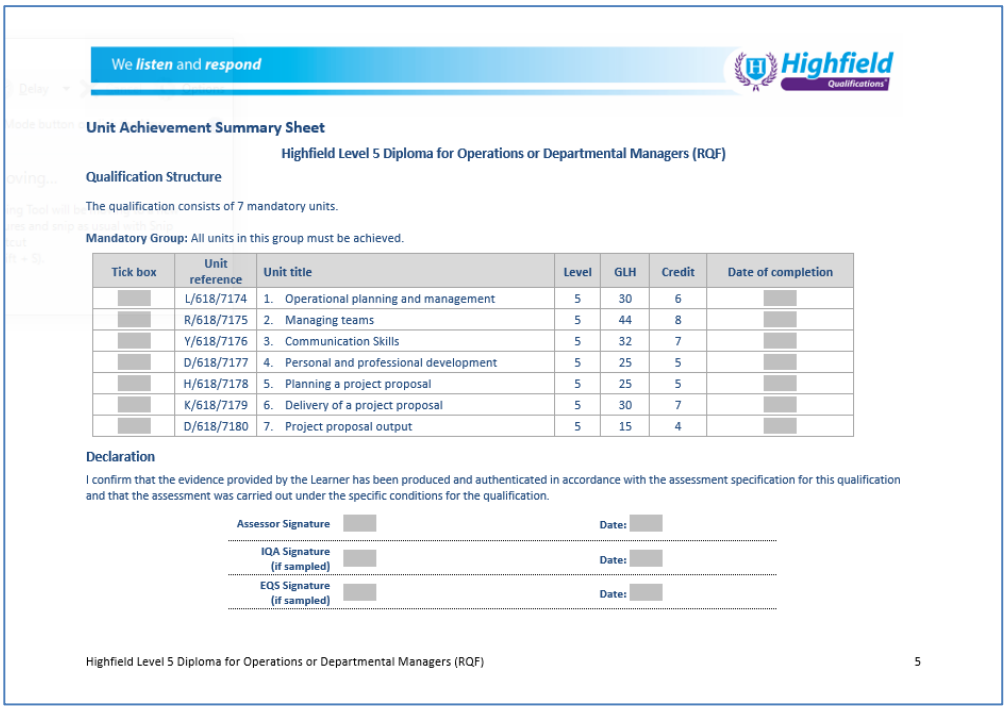
Unit 7: Project proposal output		
Unit Ref: D/618/7180	**GLH: 15**	**Credit: 4**

Learning Outcome	Assessment Criteria
Understand business finance: how to **manage budgets**, and financial forecasting.	PO1 Provides reports and management information that details the management of their project proposal's budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly PO2 Uses specialist advice and shows a willingness to be open to new ways of working
Able to monitor budgets and provide **reports**, and consider financial implications of decisions and adjust approach/recommendations accordingly.	

Amplification and Guidance
Manage budgets: how to plan and set an accurate budget; ensuring regular reporting to it and planning corrective actions where necessary; 'bottom-up' and 'top-down' methods **Financial reports:** ROCE for new projects, stores or building; sales, margin, costs, reports, Delphi method, project baseline

Appendix 3: Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack. This is available to download from the Members' Area.



We listen and respond

Unit Achievement Summary Sheet

Highfield Level 5 Diploma for Operations or Departmental Managers (RQF)

Qualification Structure

The qualification consists of 7 mandatory units.

Mandatory Group: All units in this group must be achieved.

Tick box	Unit reference	Unit title	Level	GLH	Credit	Date of completion
	L/618/7174	1. Operational planning and management	5	30	6	
	R/618/7175	2. Managing teams	5	44	8	
	Y/618/7176	3. Communication Skills	5	32	7	
	D/618/7177	4. Personal and professional development	5	25	5	
	H/618/7178	5. Planning a project proposal	5	25	5	
	K/618/7179	6. Delivery of a project proposal	5	30	7	
	D/618/7180	7. Project proposal output	5	15	4	

Declaration

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.

Assessor Signature Date:

IQA Signature (if sampled) Date:

EQS Signature (if sampled) Date:

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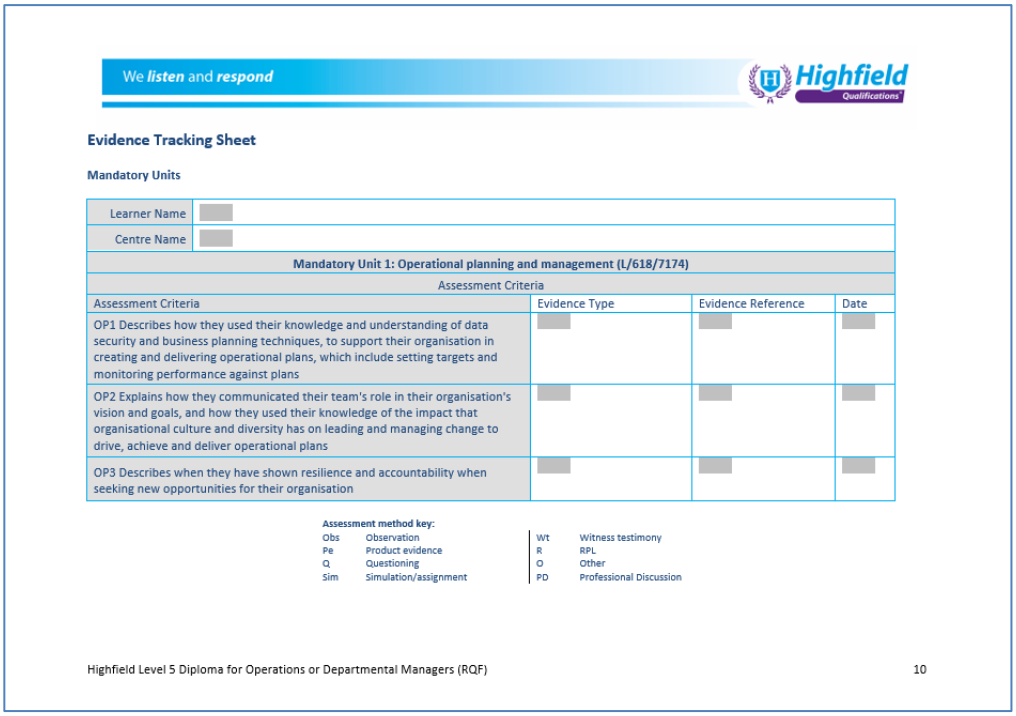

We listen and respond

Evidence Tracking Sheet

Mandatory Units

Learner Name	
Centre Name	

Mandatory Unit 1: Operational planning and management (L/618/7174)			
Assessment Criteria			
Assessment Criteria	Evidence Type	Evidence Reference	Date
OP1 Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans			
OP2 Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans			
OP3 Describes when they have shown resilience and accountability when seeking new opportunities for their organisation			

Assessment method key:

Obs	Observation	Wt	Witness testimony
Pe	Product evidence	R	RPL
Q	Questioning	O	Other
Sim	Simulation/assignment	PD	Professional Discussion

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