

MANAGEMENT LEVEL 5



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WELCOME

In this guide you will find everything you need to know regarding the Management Level 5 qualification, including the different elements that go together to form the framework, the mandatory and optional units available, the different ways in which you will learn, and the methods of assessment.

Who is this qualification suitable for?

Operations

An operations/departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

Entry Requirements

The entry requirement for this apprenticeship will be decided by each employer, but may typically be five GCSEs at Grade C or higher.

Progression

On completion, apprentices can register as full members with the Chartered Management Institute and/or the Institute of Leadership & Management, and those with 3 years' of management experience can apply for Chartered Manager status through the CMI.

2 - 2½ years

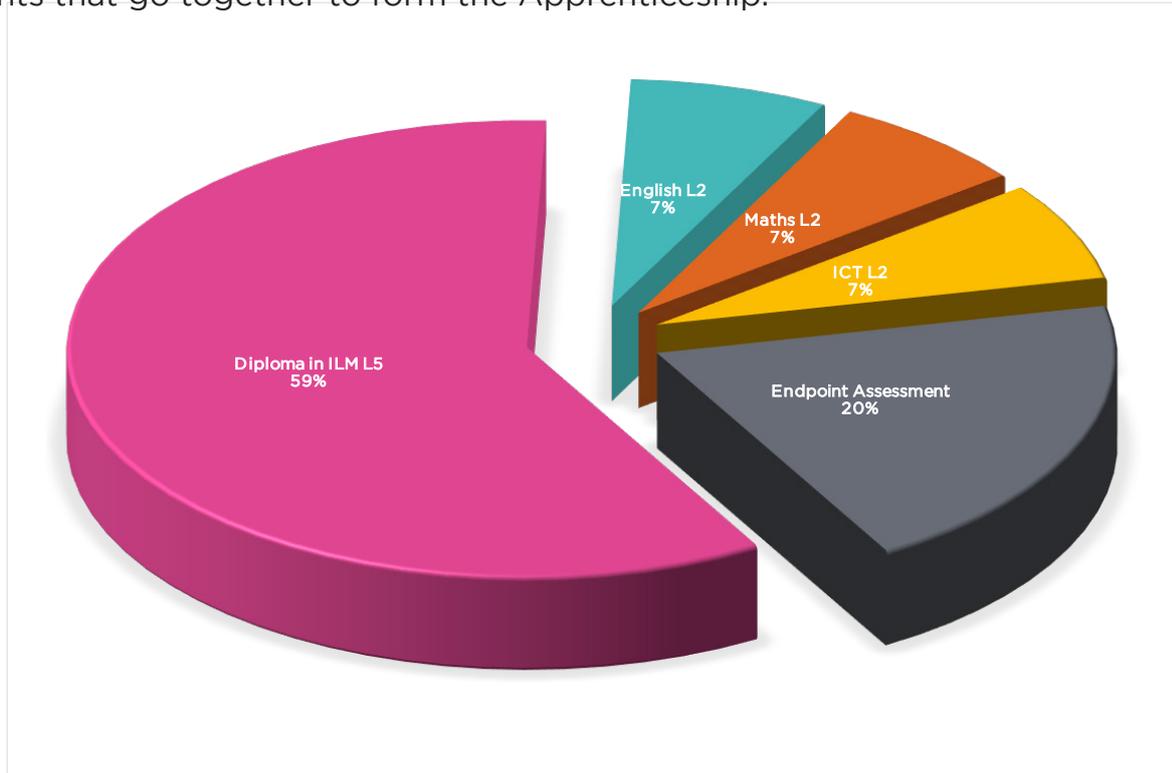
Duration of programme

How do I enrol?

- 1 Visit our website
www.atem.co.uk
- 2 Complete an application form
- 3 We check your application
- 4 We set you up with English and/or Maths assessments if required (see exemptions.)
- 5 We complete enrolment paperwork with you
- 6 You start your qualification!

FRAMEWORK

This is the breakdown of the Management L5 qualification, which shows the different elements that go together to form the Apprenticeship.



Exemptions

If you have any of the following then you may be exempt from English and Maths assessments and the corresponding Functional Skills parts of your qualification.

GCSE English Language
Grade C or higher

Functional Skills
English L2 or higher

GCSE Mathematics
Grade C or higher

Functional Skills
Maths L2 or higher

GCSE ICT
Grade C or higher

Functional Skills
ICT L2 or higher

WHAT'S INCLUDED

Level 5 Diploma in Management

Level	Unit Title	Credits
Knowledge Units		
5	500: Leading People	5
5	501: Managing People	5
5	502: Building Relationships	5
5	503: Communication	5
5	507: Operational Management	5
5	508: Project Management	5
5	509: Finance	5
Skills Units		
5	504: Leading People	5
5	505: Managing People	5
5	506: Building Relationships	5
5	307: Communication	3
5	510: Operational Management	5
5	511: Project Management	5
5	512: Finance	5
Combined Knowledge and Skills Units		
5	513: Self-Awareness	5
5	400: Management of Self	4
5	515: Problem Solving and Decision Making	5

Requirements: Knowledge, Skills and Behaviours

Knowledge	What is required (through formal learning and applied according to business environment)
Organisational Performance - delivering results	
Operational Management	Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (eg 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.
Project Management	Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management.
Finance	Understand business finance: how to manage budgets, and financial forecasting.
Interpersonal Excellence - managing people and developing relationships	
Leading People	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.
Managing People	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.
Building Relationships	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.
Communication	Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.
Personal Effectiveness - managing self	
Self -Awareness	Understand own impact and emotional intelligence. Understand different and learning and behaviour styles.
Management of Self	Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.
Decision Making	Understand problem solving and decision making techniques, including data analysis. Understand organisational values and ethics and their impact on decision making.

Skills	What is required (acquired and demonstrated through continuous professional development)
Organisational Performance - delivering results	
Operational Management	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.
Project Management	Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools.
Finance	Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly.
Interpersonal Excellence - managing people and developing relationships	
Leading 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.
Managing People	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.
Building Relationships	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.
Communication	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.
Personal Effectiveness - managing self	
Self -Awareness	Able to reflect on own performance, working style and its impact on others.
Management of Self	Able to create a personal development plan. Use of time management and prioritisation techniques.
Decision Making	Able to undertake critical analysis and evaluation to support decision making. Use of effective problem solving techniques

Behaviours	What is required (developed and exhibited in the workplace)
Takes responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.
Agile	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.
Professionalism	Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values

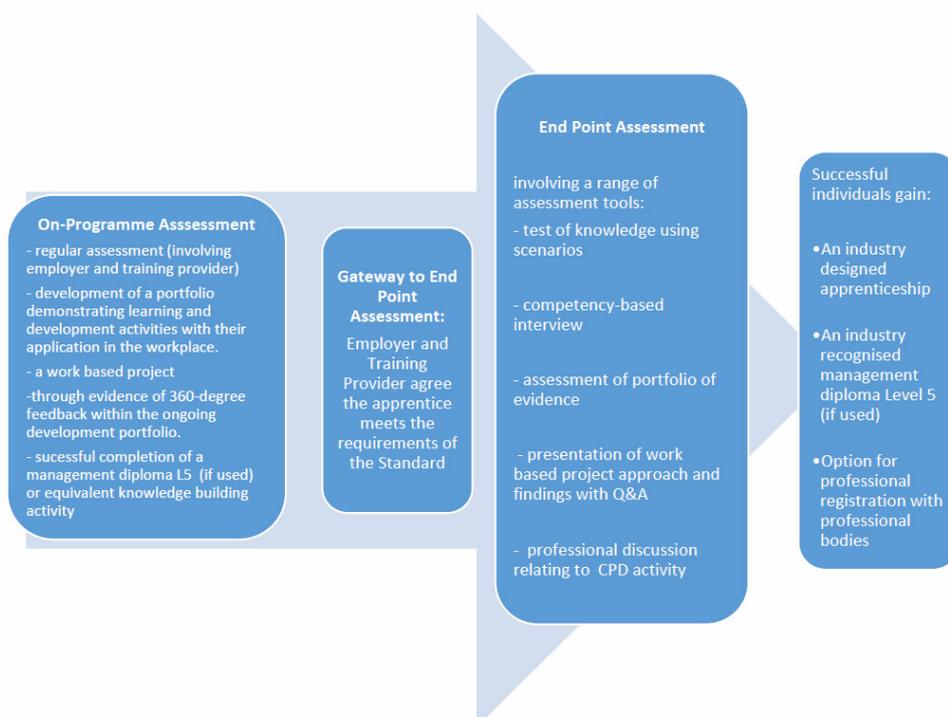
Synoptic End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Assessment of knowledge through a test using scenarios, questions and responses
- Assessment of competency through a structured competency based interview
- Assessment of portfolio of evidence
- Presentation on work based project with Question and Answer session
- Continuing Professional Development Log reviewed and professional discussion

The End Point Assessment requires apprentices to demonstrate they have achieved the standard.

The Assessment Model is as follows:



End Point Assessment – grading

The final assessment and grading will be undertaken by the Independent Assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100.

The assessor will award marks based on their assessment of the components within the End Point Assessment.

The marks will be based on how the evidence presented contributes to:

- What the apprentice has shown they can do against the requirements of their job role
- How the apprentice has approached and the way they have completed the task(s)
- Who the apprentice has worked with demonstrating personal and interpersonal qualities they have brought to all their work relationships

End Point Assessment Evidence	Weighting	Maximum Mark	Minimum Mark to be attained
Knowledge Test using scenarios and questions	30%	30	15
Structured Competency based interview	20%	20	10
Assessment of Portfolio of Evidence	20%	20	10
Work based project, presentation and Q&A session	20%	20	10
CPD Log / Professional Discussion	10%	10	5

The marks will then be combined to give the final grading:

Grade	Total Mark
Distinction	70+
Merit	60+
Pass	50+
Fail	Less than 50

Suggested Delivery Model

Visit 1	Visit 2	Visit 3	Visit 4
<ul style="list-style-type: none"> • agree a plan with the employer – set up learner journey • explain all responsibilities of portfolio evidence collection (use of video/audio evidence) • explain knowledge test and interview • -plan Functional skills • discuss CPD and EPA requirements • overview of ILM membership and resources • review first piece of work- unit 513 • plan observation (307/504/505) • start CPD/development plan 	<ul style="list-style-type: none"> • observation with feedback (team meeting or one to one) • teaching/flip learning • review portfolio • review employer input • complete Access review • review and set targets • review CPD • sign off unit 513- self awareness • sign off unit 307 • plan PD for unit 504 	<ul style="list-style-type: none"> • review and set targets • review portfolio • review employer input • review CPD • teaching/flip learning • complete Access review • review FS • carry out PD and sign off unit 504 • plan PD for unit 505 	<ul style="list-style-type: none"> • teaching/flip learning • review portfolio • review employer input • complete Access review • review and set targets • review CPD • review FS • carry out PD and sign off unit 505 • plan unit 503 exam
Visit 5	Visit 6	Visit 7	Visit 8
<ul style="list-style-type: none"> • observation with feedback • review and set targets • review portfolio • review employer input • teaching/flip learning • complete Access review • review CPD • review FS • exam unit 503 • plan unit 506 <hr/> <ul style="list-style-type: none"> • IQA to ring manager and learner • planning of visits for mock EPA • review planning progress, portfolio and CPD 	<ul style="list-style-type: none"> • teaching/flip learning • review portfolio • review employer input • complete Access review • review and set targets • review CPD • feedback from IQA • review FS • sign off unit 506 • plan unit 500 exam 	<ul style="list-style-type: none"> • review and set targets • review portfolio • review employer input • teaching/flip learning • complete Access review • review CPD • review FS • unit 500 exam • plan observation (510) • set unit 507 	<ul style="list-style-type: none"> • observation with feedback • teaching/flip learning • review portfolio • review employer input • complete Access review • review and set targets • review CPD • review FS • plan unit 400 • carry out observation (510) • sign off units 507 & 510 • set unit 502 exam

Visit 9	Visit 10	Visit 11	Visit 12
<ul style="list-style-type: none"> review and set targets review portfolio review employer input teaching/flip learning complete Access review EPA prep to include knowledge test and interview review FS unit 502 exam carry out PD for unit 400 and review plan units 509 & 512 	<ul style="list-style-type: none"> teaching/flip learning review portfolio review employer input complete Access review review and set targets EPA prep review FS and prepare for exams sign off units 509 & 512 plan unit 501 exam 	<ul style="list-style-type: none"> review and set targets review portfolio review employer input teaching/flip learning complete Access review EPA prep observation with feedback review FS and prepare for exams exam unit 501 plan unit 515 	<ul style="list-style-type: none"> feedback from IQA review and set targets review employer input teaching/flip learning complete Access review review portfolio review CPD FS exams carry out PD for unit 515 and sign off plan units 508 & 511
	<ul style="list-style-type: none"> IQA to carry out mock EPA at workplace: to include portfolio/professional discussion/interview/CPD feedback to be given to learner/employer IQA to feedback to assessor separately 		last date for FS exams to be taken
Visit 13	Visit 14	Visit 15	Visit 16
<ul style="list-style-type: none"> teaching/flip learning review portfolio review employer input complete Access review review and set targets EPA prep sign off units 508 & 511 	<ul style="list-style-type: none"> teaching/flip learning review portfolio review employer input complete Access review review and set targets EPA prep 	<ul style="list-style-type: none"> teaching/flip learning review employer input complete Access review review and set targets EPA prep 	<ul style="list-style-type: none"> teaching/flip learning review employer input complete Access review review and set targets EPA prep
Visit 17		Visit 18	
<ul style="list-style-type: none"> EPA review and prep 		<ul style="list-style-type: none"> finalise portfolio review programme complete Access review move to EPA sign off unit 400 after EPA 	
		If learner does not pass an ILP will be agreed for the remainder of the programme	

Functional Skills

- **Maths (Level 2)**
- **English (Level 2)**
- **ICT (Level 2)**

You will complete Functional Skills in Maths, English and ICT. Assessments are designed to measure the competent application of skills within real-life scenarios. Assessments are task based with no portfolio to complete. These can be completed on-screen, offline or paper-based. Completion of Functional Skills may not be required where evidence of a current transferable skills qualification exists e.g. GCSE.

How will learning take place?

Off the job learning

Off-the-job refers to the time taken to develop technical skills and knowledge of theoretical concepts across a range of contexts. It can be seen as time away from 'the immediate pressures of the job', and may include all of the following (non-exclusive) activities:

- Individual and Group teaching
- Coaching
- Distance learning
- e-learning
- Feedback and Assessment
- Guided study
- Learning with peers
- Networked or collaborative learning
- Mentoring

You may attend sessions at Access Training during your qualification and you will have an assessor visit you in the workplace. You will need to spend some time at home providing written accounts and research for your portfolio.

On the job learning

On-the-job refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time you spend being guided whilst undertaking normal activities as part of your job role, and which provide opportunities to learn, develop and practice skills.

The Assessment Process

Access Training use a blended learning model which means that training, assessment and support will be delivered in a variety of ways to suit you and your employer. Webinars, e-learning, and Skype will be combined with face-to-face visits and self-study to provide flexible learning that you can access when and where you want - whether that's during an appointment in working hours, taking part in a Skype call at your desk or watching a video on your phone.

Achievement of the qualification is based around the provision of sufficient evidence to show that the job can be done to the national standards. You need to collect a variety of evidence and this collection of evidence is called a 'portfolio'. This will be done electronically via an e-portfolio and your assessor may use any of the following for sources of evidence:

Performance at Work (Observation)

Your assessor will observe your performance in the work place against the national standards.

Work Product

There may be tasks that you routinely carry out which are applicable to your qualification - i.e. send and receive emails. The products of these tasks may be used as evidence, as long as the evidence is sufficiently current and relevant to the standards.

Recognition of Prior Learning

This could be a relevant qualification or achievement, for example, First Aid, Safeguarding etc. This is sometimes referred to as 'Recognition of Prior Learning' and abbreviated to RPL.

Witness Statement

Witnesses can provide evidence of the way the job is done, usually in the form of a witness statement. Your supervisor/line manager will provide you with the testimony relating to your performance at work.

Questioning

Questioning may be oral or written. Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the national standard. Where suitable, your assessor may electronically record question and answer sessions.

Professional Discussion

Your assessor may use a dictaphone or smartphone to record a professional discussion. These will be based on activities you have taken part in and are a good way for yourself and your assessor to discuss and explore the event.

Reflective Account

Reflective accounts are used to reflect on your working practice. You will be asked to provide a statement on how you have carried out a task e.g. how you dealt with an accident, this will then be assessed and used as evidence of your competence.

Completion of the diploma

When all outcomes have been achieved, your paperwork and portfolio is passed onto the Internal Quality Assurer, who will sample it and apply for your certificate, if it is of the required standard.

20% Off-the-job training

Over the course of the apprenticeship, each learner will be required to spend 20% of their time doing off-the-job training and this will be documented through the assessor.

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following:

- The teaching of theory (for example; lectures, role play, simulation exercises, online learning or job specific training)
- Practical training, such as; shadowing, mentoring, industry visits and attendance at competitions
- Learning support and time spent writing assessments/assignments
- Team meetings

It does not include:

- English and Maths (up to level 2) which is funded separately
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard
- Training which takes place outside the apprentice's paid working hours
- Access Training Induction

Employer contribution for 19+ learner £900 plus VAT

