

# **Qualification Specification**

**Management (England)** 

# Advanced Level Apprenticeship in Management

Version 4.0

(July 2019)





This qualification specification covers the following qualification:

Qualification Title	Qualification Number
Gateway Qualifications Level 3 Diploma In Management	601/6758/0



#### About this qualification specification

This qualification specification is intended for Tutors, Assessors, Internal Quality Assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre. If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk
Website: www.gatewayqualifications.org.uk/recognition



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#### 1. Qualification Information

#### 1.1 About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

Management and leadership skills have a major impact on the development, productivity and performance of organisations of all sizes and across all sectors of the economy. Many British leaders and managers are innovative, creative, visionary and inspirational and are heavily relied upon to sustain the UK as one of the world's leading economies. In today's fast-moving competitive environment there is a need to continue to drive up the performance of the best and to address weaknesses in management and leadership that are holding back productivity and performance.

The average amount of spend per manager per year for development in the UK is far lower than other European countries, particularly within small to medium sized businesses, where fewer staff have management qualifications than in equivalent sized European countries.

The aim of these qualifications is to support the aims and objectives of the Management (England) Apprenticeship Framework.

#### **Advanced Apprenticeship in Management**

The **Gateway Qualifications Level 3 Diploma in Management** meets the competence and knowledge qualification requirements of the Advanced Apprenticeship in Management.

#### 1.2 Objective

The objective of the Gateway Qualifications Level 3 Diploma in Management is to confirm competence in an occupational role to the standards specified within the Apprenticeship Framework for Management (England).

#### 1.3 Key Facts

Qualification Title in full	Credit Value	Total Qualification Time	Guided Learning Hours
Gateway Qualifications Level 3 Diploma in Management	55	550	284

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.



Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 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 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.

#### 1.4 Funding

For information regarding potential sources of funding please visit the ESFA website.

#### 1.5 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

Units which assess learners' competence must be assessed in the workplace.

#### 1.6 Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.

#### 1.7 Progression Opportunities

Learners completing the Level 3 qualifications as part of an Advanced Level Apprenticeship could progress onto:

- the Level 4 Higher Apprenticeship in Management
- the Level 4 Higher Apprenticeship in Management & Leadership
- the Level 4 Higher Apprenticeship in Business & Professional Administration
- further or higher education to undertake management, business or other qualifications, including Foundation Degrees in Management & Leadership, Business and Business Management
- a range of management, business and other undergraduate programmes
- a range of management and other professional qualifications at level 4 and above.



#### 1.8 Relationship with other frameworks

The Gateway Qualifications Level 3 Diploma in Management are related to the National Occupational Standards (NOS) developed by Skills CFA. They provide a significant amount of knowledge, understanding and skills development that underpins occupational competence in team leading and management.

Relevant units within the qualification have been carefully developed according to the relevant standards as appropriate and/or in conjunction with Users of qualifications



## 2. Learner Entry Requirements

#### 2.1. Age

The approved age range for these qualifications is: 16+.

#### 2.2. Prior Qualifications or Units

There is no requirement for learners to have achieved prior qualifications or units.

#### 2.3. Prior Skills/Knowledge/Understanding

There are no mandatory entry requirements for this apprenticeship framework. However employers are looking to attract apprentices who have a strong interest in a career in management. They expect applicants to demonstrate a "can do" attitude and have at least basic numeracy, literacy and communication skills on which the apprenticeship will build.

Apprentices who are undertaking the Management Advanced Apprenticeship are likely to have some prior experience in a managerial or team leader role, although this is not a formal requirement.

#### 2.4. Restrictions

There are no restrictions to entry.

#### 2.5. Access to qualifications for learners with disabilities or specific needs

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy.



#### 2.6. Additional Requirements/Guidance

There are no additional rules or guidance regarding learner entry requirements."

#### 2.7. Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualifications.



## 3. Achieving the Qualification

#### 3.1. Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library. Please refer to the Appendix for details of barred units.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section 3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies

#### **Gateway Qualifications Level 3 Diploma in Management**

Learners must complete a minimum of 55 credits including 31 credits from Mandatory Group M and a minimum of 17 credits from Optional Group OA. Remaining credits can come from Optional Groups OA or OB with a maximum of 7 credits from Optional Group OB.

The requirement for at least 10 credits for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the mandatory units the apprentice will achieve 7 credits for competence and 24 credits for knowledge. A further minimum of 3 credits from competence will be achieved by completing the required number of units from Group OA.

#### **Mandatory Group**

Learners must achieve 31 credits from this group.

Unit Reference Number	Title	Level	Credit Value	GLH
A/506/1821	Manage team performance	Level 3	4	21
R/506/1937	Principles of people management	Level 3	6	34
D/506/1942	Principles of business	Level 3	10	74
F/506/2596	Principles of leadership and management	Level 3	8	50
T/506/2952	Manage personal and professional development	Level 3	3	12

### Competence units

- T/506/2952 Manage personal and professional development (3 credits)
- A/506/1821 Manage team performance (4 credits)

#### Knowledge units

- F/506/2596 Principles of leadership and management (8 credits)
- R/506/1937 Principles of people management (6 credits)
- D/506/1942 Principles of Business (10 credits)



#### **Group OA Optional Units**

Learners must achieve a minimum of 17 credits from this group.

Promote equality, diversity and inclusion in the workplace  J/506/1921 Manage individuals' performance  Level 3 4 20  L/506/1922 Manage individuals' development in the workplace  Level 3 3 10  Y/506/1924 Chair and lead meetings  Level 3 3 10  K/506/1927 Manage conflict within a team  Level 3 5 25  M/506/1928 Procure products and/or services  Level 3 5 35  T/506/1929 Implement change  Level 3 5 28  Implement change  Level 3 5 28  K/506/1930 Implement and maintain business continuity plans and processes  M/506/1931 Collaborate with other departments  Level 3 3 14  A/506/1933 Support remote or virtual teams  Level 3 3 14  F/506/1934 Participate in a project  Level 3 3 19  J/506/1949 Develop and maintain professional networks  Level 4 3 15  Y/506/1962 Encourage learning and development  Level 4 5 24  M/506/1981 Discipline and grievance management  Level 4 3 26  F/506/1982 Develop working relationships with stakeholders  Level 4 4 26  K/506/1999 Prepare for and support quality audits  Level 4 3 27  T/506/1999 Manage a project  Level 4 3 27  A/506/1995 Manage a project  Level 4 3 27  A/506/2032 Manage husiness risk  Level 4 6 27  A/506/2032 Manage husiness risk  M/506/2044 Manage redundancy and redeployment  Level 4 5 34  M/506/2090 Recruitment, selection and induction practice  Level 4 6 33  R/506/2090 Recruitment, selection and induction practice	Unit Reference Number	Title	Level	Credit Value	GLH
L/506/1922         Manage individuals' development in the workplace         Level 3         3         10           Y/506/1924         Chair and lead meetings         Level 3         3         10           K/506/1927         Manage conflict within a team         Level 3         5         25           M/506/1928         Procure products and/or services         Level 3         5         35           T/506/1929         Implement change         Level 3         5         28           K/506/1930         Implement and maintain business continuity plans and processes         Level 3         4         25           M/506/1931         Collaborate with other departments         Level 3         3         14           A/506/1931         Collaborate with other departments         Level 3         4         18           F/506/1934         Participate in a project         Level 3         4         18           F/506/1934         Participate in a project         Level 3         3         19           J/506/1949         Develop and maintain professional networks         Level 4         3         15           K/506/1955         Develop and implement an operational plan         Level 4         5         24           M/506/1962         Encourage learning and development <td>T/506/1820</td> <td></td> <td>Level 3</td> <td>3</td> <td>15</td>	T/506/1820		Level 3	3	15
Y/506/1924         Chair and lead meetings         Level 3         3         10           K/506/1927         Manage conflict within a team         Level 3         5         25           M/506/1928         Procure products and/or services         Level 3         5         35           T/506/1929         Implement change         Level 3         5         28           K/506/1930         Implement and maintain business continuity plans and processes         Level 3         4         25           M/506/1931         Collaborate with other departments         Level 3         3         14           A/506/1933         Support remote or virtual teams         Level 3         3         19           J/506/1934         Participate in a project         Level 3         3         19           J/506/1949         Develop and maintain professional networks         Level 4         3         15           Y/506/1955         Develop and implement an operational plan         Level 4         5         24           M/506/1962         Encourage learning and development         Level 4         3         16           A/506/1981         Discipline and grievance management         Level 4         3         26           F/506/1982         Develop working relationships with stakehold	J/506/1921	Manage individuals' performance	Level 3	4	20
K/506/1927         Manage conflict within a team         Level 3         5         25           M/506/1928         Procure products and/or services         Level 3         5         35           T/506/1929         Implement change         Level 3         5         28           K/506/1930         Implement and maintain business continuity plans and processes         Level 3         4         25           M/506/1931         Collaborate with other departments         Level 3         3         14           A/506/1933         Support remote or virtual teams         Level 3         4         18           F/506/1934         Participate in a project         Level 3         3         19           J/506/1949         Develop and maintain professional networks         Level 4         3         15           Y/506/1955         Develop and implement an operational plan         Level 4         3         16           A/506/1962         Encourage learning and development         Level 4         3         16           K/506/1981         Discipline and grievance management         Level 4         3         26           F/506/1982         Develop working relationships with stakeholders         Level 4         4         26           K/506/1989         Manage physical reso	L/506/1922		Level 3		
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A/506/2032 Manage knowledge in an organisation Level 4 5 34  M/506/2044 Manage redundancy and redeployment Level 4 6 39  J/506/292 Encourage innovation Level 3 4 14  J/506/2907 Manage the impact of work activities on the environment Level 4 30	R/506/1999	Manage a project	Level 4	7	38
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J/506/2292 Encourage innovation Level 3 4 14  J/506/2907 Manage the impact of work activities on the environment Level 4 4 30	A/506/2032	Manage knowledge in an organisation	Level 4		
J/506/2907 Manage the impact of work activities on the environment Level 4 4 30					
environment Level 4 4 30	J/506/2292		Level 3	4	14
R/506/2909 Recruitment, selection and induction practice Level 4 6 33	J/506/2907		Level 4	4	30
	R/506/2909	Recruitment, selection and induction practice	Level 4	6	33

#### Competence units

- T/506/1820 Promote equality, diversity and inclusion in the workplace (3 credits)
- J/506/1921 Manage individuals' performance (4 credits)
- L/506/1922 Manage individuals' development in the workplace (3 credits)
- Y/506/1924 Chair and lead meetings (3 credits)
- J/506/2292 Encourage innovation (4 credits)
- K/506/1927 Manage conflict within a team (5 credits)
- M/506/1928 Procure products and/or services (5 credits)
- T/506/1929 Implement change (5 credits)
- K/506/1930 Implement and maintain business continuity plans and processes (4 credits)
- M/506/1931 Collaborate with other departments (3 credits)
- A/506/1933 Support remote or virtual teams (4 credits)



- F/506/1934 Participate in a project (3 credits)
- J/506/1949 Develop and maintain professional networks (3 credits)
- Y/506/1955 Develop and implement an operational plan (5 credits)
- M/506/1962 Encourage learning and development (3 credits)
- A/506/1981 Discipline and grievance management (3 credits)
- F/506/1982 Develop working relationships with stakeholders (4 credits)
- K/506/1989 Manage physical resources (4 credits)
- J/506/2907 Manage the impact of work activities on the environment (4 credits)
- K/506/1992 Prepare for and support quality audits (3 credits)
- T/506/1994 Conduct quality audits (3 credits)
- A/506/1995 Manage a budget (4 credits)
- R/506/1999 Manage a project (7 credits)
- L/506/2004 Manage business risk (6 credits)
- A/506/2032 Manage knowledge in an organisation (5 credits)
- R/506/2909 Recruitment, selection and induction practice (6 credits)
- M/506/2044 Manage redundancy and redeployment (6 credits)

#### **Optional Group OB**

Learners can achieve a maximum of 7 credits from this group.

Unit Reference Number	Title	Level	Credit Value	GLH
M/506/1895	Buddy a colleague to develop their skills	Level 2	3	19
D/506/1911	Contribute to the improvement of business performance	Level 3	6	33
H/506/1912	Negotiate in a business environment	Level 3	4	18
K/506/1913	Develop a presentation	Level 3	3	11
M/506/1914	Deliver a presentation	Level 3	3	17
A/506/1916	Contribute to the development and implementation of an information system	Level 3	6	21
K/506/2169	Resolve customers' problems	Level 3	4	19
R/506/2151	Resolve customers' complaints	Level 3	4	22
D/506/2170	Gather, analyse and interpret customer feedback	Level 3	5	24
L/506/1905	Employee rights and responsibilities	Level 2	2	16
T/505/4673	Health and Safety Procedures in the Workplace	Level 2	2	16
M/506/1959	Manage events	Level 4	6	40
F/506/2176	Review the quality of customer service	Level 4	4	20



#### 3.2. Recognition of Prior Learning (RPL)

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification for which they are undertaking.

Where Recognition of Prior Learning is permitted then the evidence must be mapped against the criteria for which it is being claimed for and be valid, authentic, sufficient, reliable, valid and current.

A maximum of 70% of a qualification can be achieved through the process of Recognition of Prior Learning, with at least 30% gained through new learning.

The process for claiming RPL is set out in the Gateway Qualifications' policy on Recognition of Prior Learning.

#### 3.3. Links to other qualifications

The qualifications are part of the Advanced Apprenticeships in Management.



## 4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

#### 4.1. Method of Assessment

The method of assessment for the qualifications is through a portfolio of evidence.

#### 4.2. Assessment Materials

There are no specific assessment materials provided for this qualification.

#### 4.3. Qualification-Specific Centre Requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

#### 4.4. Qualification-Specific Tutor/Assessor Requirements

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

#### Assessors must:

- hold (or be working towards) an appropriate qualification, as specified by the
  appropriate regulatory authority, confirming their competence to assess
  candidates undertaking competence-based units and qualifications. Assessors
  working towards an appropriate qualification must ensure their decisions are
  countersigned by a suitably-qualified assessor/verifier. Assessors holding older
  qualifications must be able to demonstrate that they are assessing to the current
  standards;
- be "occupationally competent" or have the necessary and sufficient experience of the role for which they intend to undertake assessments, including the level and scope of individual candidate performance at work or in RWEs; and judgments about the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.



#### 4.5. Qualification-Specific Quality Assurance Requirements

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

#### Potential IQAs should:

- hold (or be working towards) an appropriate qualification, as specified by the
  appropriate regulatory authority, confirming their competence to internally verify
  competence-based assessments and candidates. If an IQA is working towards an
  appropriate qualification, their decisions must be countersigned by a suitably
  qualified IQA. IQAs holding older qualifications must be able to demonstrate that
  they are verifying to the current standards.
- be "occupationally competent or have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will provide potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification and will also allow them to make judgements about the quality of assessment and the assessment process.

#### 4.6. Additional Requirements/Guidance

Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Where simulation is used for units at Level 2 and above, it should be used sparingly and should only form a small part of the evidence for the qualification.

Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the Skills CFA Assessment Strategy which can be found on the Gateway Qualifications' website.



These units may be assessed in a RWE:

#### **Management and Leadership**

Skills CFA Ref.	Unit title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

Units which have been imported by Skills CFA into their apprenticeships or competencebased qualifications will be assessed in compliance with their relevant assessment strategies.

#### **Employer Direct Model**

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use the employer direct model:

#### An organisation must:

- have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;
  - OR
- seek guidance and approval from an awarding organisation to demonstrate that they have:
  - appropriate processes in place to facilitate assessment, moderation or verification functions
  - carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
  - o agree the mapping process with the awarding organisation/body involved
  - demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual continual professional development (CPD) records that are maintained in assessment centres.

#### **Functional Skills**

To achieve the full intermediate apprenticeship framework, learners must achieve Level 1 Functional Skills English, Mathematics and ICT or have already achieved the relevant transferable skills as identified in the Intermediate Apprenticeship framework for Management.



It should be noted that learners should be stretched on intermediate apprenticeships and, where possible, should be encouraged to work towards Level 2 Functional Skills.

To achieve the full advanced apprenticeship framework, learners must achieve Level 2 Functional Skills English, Mathematics and ICT or have already achieved the relevant transferable skills as identified in the Advanced Apprenticeship framework for Management.

#### 4.7. Employee Rights and Responsibilities

#### Evidence of achievement of ERR

As ERR is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.

#### 4.8. Total Guided Learning Hours for the Apprenticeship

Learners aged 16-18 must spend a minimum of 12 months on the Apprenticeship programme. Learners aged 19 or over must spend at minimum of 12 months on the Apprenticeship unless relevant prior learning is recorded. Where this is the case, the Apprenticeship must not be for less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Intermediate Apprenticeship in Team Leading

Pathway title: Team Leading - the minimum Guided Learning Hours (GLH) for the 12 month programme is 428 hours.

Advanced Apprenticeship in Management

Pathway title: Management - the minimum Guided Learning Hours (GLH) for the 18 month programme is 523 hours.

#### 4.9. Personal Learning and Thinking Skills

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements. The PLTS have been mapped to the mandatory units of the combined qualifications to demonstrate where these skills are likely to naturally occur. This mapping can be downloaded from the Skills CFA website (http://www.skillscfa.org/apprenticeships/resources.html).

As PLTS is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates. However, we recommend that an internal record of PLTS achievement is retained.

#### **Creative Thinking**



The learning outcomes of the Creative Thinking PLTS are:

- generate ideas and explore possibilities;
- ask questions to extend their thinking;
- connect their own and others' ideas and experiences in inventive ways;
- question their own and others' assumptions'
- try out alternatives or new solutions and follow ideas through;
- adapt ideas as circumstances change.

#### **Independent Enquiry**

The learning outcomes of the Independent Enquiry PLTS are:

- identify questions to answer and problems to solve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

#### **Reflective Learning**

The learning outcomes of the Reflective Learning PLTS are:

- assess themselves and others, identify opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

#### **Team Working**

The learning outcomes of the Team Working PLTS are:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

#### **Self Management**

The learning outcomes of the Self Management PTLS are:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions



- anticipate, take and manage risks
- deal with competing pressures, including personal and work related demands
- · respond positively to change, seeking advice and support when needed
- manage their emotions and build and maintain relationships.

#### **Effective Participation**

The learning outcomes of the Effective Partnership PLTS are:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

#### 5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications Gateway House 3 Tollgate Business Park Colchester CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

## 6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).



## 7 Appendices

## Appendix 1 – Barred Unit Table

## Level 2 Diploma In Team Leading

This Unit	Is Barred Against These Units
Principles of equality and diversity in the	Promote equality, diversity and inclusion
workplace (J/506/1806)	in the workplace (T/506/1820)
Contribute to meetings in a business	Chair and lead meetings (Y/506/1924)
environment (Y/506/2958)	Chair and lead meetings (1/300/1924)

## Level 3 Diploma In Management

This Unit	Is Barred Against These Units
Participate in a project (F/506/1934)	Manage a project (R/506/1999)

Gateway Qualifications Gateway House 3 Tollgate Business Park Colchester CO3 8AB

01206 911211 enquiries@gatewayqualifications.org.uk www.gatewayqualifications.org.uk