



Level 3 Certificate in Management



Qualification Handbook

SFJ Awards Level 3 Certificate in Management

Qualification Number: 603/1229/4
Operation Start Date: 1 April 2017

Version	Date of issue	Amendment(s)	Page
V2	19.08.22	Withdrawal date	5
V1	23.03.17	N/A	

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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

* Qualification Withdrawal *

Please note that the SFJ Awards Level 3 Certificate in Management is being withdrawn. No learners can therefore be registered on this qualification after 30 September 2022 and all certifications must be completed by 30 September 2023.

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Certificate in Management

The main objective of this qualification is to provide learners with the knowledge required to lead and manage others within a team. The qualification will therefore prepare learners for employment in a management role by:

- developing their knowledge and understanding across a range of management principles that are relevant to employment situations
- providing the underpinning knowledge to support the development of their own management and leadership skills
- developing their understanding of how to work effectively with and supervise others in a team
- providing the knowledge which supports the development of skills, for example through the competence based qualification, the Level 3 NVQ Certificate in Management

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

2.3 Units and Rules of Combination

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This qualification is made up of three mandatory and two optional units. To be awarded this qualification the learner must achieve all the mandatory units and one optional unit as shown in the tables below.

Mandatory Units (all units must be completed)					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Total Hours
1	1249	Understand team performance	3	20	30
2	1250	Understand the principles of management and leadership	3	35	50
3	1251	Understand how to improve own management and leadership performance	3	15	20
Optional Units (one unit must be completed)					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Total Hours
4	1252	Understand how to develop working relationships with team members	2	20	30
5	1253	Understand working with and supervising others in a business environment	3	20	30

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) 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.

The Total Qualification Time for this qualification is 130 hours, of which 90 hours are Guided Learning.

2.5 Age Restriction

This qualification is available to learners aged 18 years and over.

2.6 Opportunities for Progression

This qualification creates opportunities for progression to:

¹ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

- employment in a management role
- further vocational study, for example the Level 5 NVQ Diploma in Management and Leadership
- other business and management related qualifications

2.7 Use of Languages

SFJ Awards conducts its business activities in English and the qualification handbook for this qualification is provided in English. The SFJ Awards policy on the use of languages (Welsh and Irish) is available on the website.

SFJ Awards will provide assessment materials and qualification handbooks expressed in English. If there is sufficient demand; in Wales materials will be provided in English and Welsh or Welsh. In Northern Ireland assessment materials will be provided in English and Irish.

For vocational qualifications SFJ Awards will support the assessment of Learners in Irish or Welsh provided that sufficient notice is given to ensure that an assessment in a language other than English is comparable.

SFJ Awards carries out its business activities in English and may employ the services of a translator for quality assurance purposes.

Reasonable adjustments may be made by carrying out the assessment in British or Irish Sign Language.

The qualification handbook for this qualification is currently available in English.

3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com.

4 Assessment

4.1 Qualification Assessment Methods

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Assessment methods that can be used for this qualification are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence
- Written Examination

4.2 Assessors

4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4 Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement² or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.2.5 Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3 Internal Quality Assurers

4.3.1 Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2 Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

² National Occupational Standards for Learning and Development, LLUK 2010

4.3.3 Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.3.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

³ National Occupational Standards for Learning and Development, LLUK 2010

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors. Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.6 Methods for Assessing Knowledge

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- Written tests in a controlled environment
- Multiple choice questions
- Evidenced question and answer sessions with assessors
- Evidenced professional discussions
- Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.7 Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.8 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.8.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.8.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.9 Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.⁴

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

4.10 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

⁴ After the QCF: A New Qualifications Framework, Ofqual 2015
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

4.11 Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5 Qualification Units

Title	Understand team performance	
Level	3	
Total Hours	30	
GLH	20	
Unit aim(s)	This unit provides the learner with the knowledge and understanding of team performance, including the use of performance monitoring and dealing with conflict	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand monitoring team and individuals' performance	1.1	Explain how the work performance of teams and individuals can be monitored
	1.2	Explain how performance monitoring can be used to establish how team objectives have been met
	1.3	Explain how the results of performance monitoring can be used to improve team performance review
2. Understand how to support individuals to improve their performance within a team	2.1	Explain how to use performance monitoring to improve the performance of individuals within a team
	2.2	Explain ways of providing feedback to individual team members to support the achievement of work objectives
	2.3	Critically compare the techniques that can be used to support individuals to perform more effectively within a team
3. Understand how to deal with conflict within teams	3.1	Explain issues that could cause conflict within teams
	3.2	Evaluate the approaches that can be used to reduce conflict in teams
	3.3	Explain how legislation affects the process of dealing with conflicts in teams

Title	Understand the principles of management and leadership	
Level	3	
Total Hours	50	
GLH	35	
Unit aim(s)	This unit provides the learner with a knowledge and understanding of the principles of, and the relationship between, leadership and management	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the differences between leadership and management	1.1	Summarise theories relating to: <ul style="list-style-type: none"> • management • leadership
	1.2	Explain the functions of management
	1.3	Explain the qualities associated with leadership
	1.4	Critically compare leadership and management
2. Understand leadership issues	2.1	Evaluate challenges faced by leaders from external sources
	2.2	Critically compare models of managing conflict
	2.3	Analyse the links between leadership skills and motivation
3. Understand delegating work to others	3.1	Explain the purpose of delegation
	3.2	Summarise methods of delegating work to others
	3.3	Evaluate methods of coordinating delegated work
	3.4	Analyse possible psychological barriers to delegation
4. Understand the use of work objectives with team members	4.1	Explain the benefits of setting agreed work objectives with team members
	4.2	Evaluate methods of supporting team members to meet work objectives

5. Understand the promotion of quality in the workplace	5.1 Summarise ways of developing a quality culture in the workplace
	5.2 Explain possible barriers to promoting quality in the workplace

Title	Understand how to improve own management and leadership performance	
Level	3	
Total Hours	20	
GLH	15	
Unit aim(s)	This unit provides the learner with an understanding of the skills and knowledge needed for effective management and leadership, and the processes involved to improve own performance	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand management and leadership skills	1.1	Explain the skills needed for: <ul style="list-style-type: none"> • management • leadership
2. Understand how to assess and improve own management and leadership performance	2.1	Explain the role of work objectives in the development of own management and leadership performance
	2.2	Assess own management and leadership performance
	2.3	Explain ways of collecting feedback to improve own management and leadership performance
	2.4	Evaluate methods to use feedback to improve management and leadership performance
3. Understand the role of a personal development plan in improving own management and leadership performance	3.1	Explain how to produce a personal development plan
	3.2	Evaluate resources and activities to support achievement of objectives in a personal development plan
	3.3	Explain why it is important to monitor a personal development plan
	3.4	Explain how to review and revise a personal development plan

Title	Understand how to develop working relationships with team members	
Level	2	
Credit Value	3	
GLH	20	
Unit aim(s)	This unit provides the learner with the knowledge and understanding to develop and maintain productive working relationships, and communicate with, team members	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand productive working relationships within a team	1.1	Describe the features of productive working relationships between the team leader and team members
	1.2	Describe the benefits of productive working relationships within a team
2. Understand communication with team members	2.1	Describe the role of communication in developing working relationships with team members
	2.2	Summarise communication methods for use within a team
	2.3	Describe factors to take into account when communicating with team members
3. Understand how to develop and maintain working relationships with team members	3.1	Describe the benefits of adopting a positive approach when dealing with team members
	3.2	Describe behaviours that will develop working relationships with team members
	3.3	Compare ways of resolving work related difficulties that arise within teams

Title	Understand working with and supervising others in a business environment	
Level	3	
Total Hours	30	
GLH	20	
Unit aim(s)	This unit is about the knowledge and understanding needed to work effectively with others in a business environment, including communication, and working in and supervising a team	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the purpose of working with others in a team	1.1	Explain how team working can help to achieve goals and objectives
	1.2	Explain the purpose of sharing work goals and plans when working in a team
2. Understand how to behave in a way that supports positive working with others and the work of a team	2.1	Explain the purpose of agreeing and setting standards for own work and that of the team
	2.2	Explain how to allocate work to a team so the best use is made of strengths and abilities
	2.3	Explain the benefits of treating others with honesty and consideration
3. Understand communication within a team	3.1	Explain the purpose of communication within a team
	3.2	Critically compare different methods of communication within and to teams and when to use them
	3.3	Explain reasons for encouraging contributions from others
4. Understand how to assess own work and the work of a team	4.1	Explain the purpose of assessing own work and the work of a team
	4.2	Analyse ways of assessing: <ul style="list-style-type: none"> • own work • the work of a team
	4.3	Explain the benefits of giving and receiving feedback

	4.4 Evaluate methods of giving and receiving feedback
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