



**Management, Leadership & Enterprise
Learning & Qualifications Strategy
Gap Analysis
for**



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Introduction

Sector Qualifications Strategies (SQSs) will provide a UK-wide vision or 'blueprint' for the design, development and implementation of qualifications and/or other learning provision in each sector, which is underpinned by robust evidence of sector need and capable of supporting workforce development in years to come. SQSs should in turn provide a sound basis for planned, strategic and intensive activity by all stakeholders, to reform and rationalise provision.

The education regulatory bodies recommend that SQSs are developed according to a four phase framework:

Phase 1 – Assessment of Current and Future Skills Needs

Phase 2 – Assessment of Current Provision

Phase 3 – Gap Analysis

Phase 4 – Production of a Sector Qualification Strategy

The Management Standards Consultancy (TMSC) has been retained by the Management Standards Centre (MSC) to support the Project Advisory Group (PAG) in developing a SQS for Management, Leadership and Enterprise.

At the PAG meeting held in January 2006, two important factors emerged from the Initial Report for Phase 1 that were subsequently taken into account during Phases 2 & 3:

1. a detailed gap analysis of existing qualifications against needs would not add great value – a higher level analysis of how well different types of learning and qualifications meet an agreed set of success criteria was what was required
2. the Management and Leadership Sector Qualifications Strategy needed to take account of, and develop synergy with, Sector Skills Agreements (SSAs) and other Sector Qualifications Strategies (SQSs).

The original objective for Phases 2 & 3 was to produce a gap analysis of existing management and leadership provision across the UK in relation to existing and future employer skill needs.

Instead of this, two new outputs for Phases 2 & 3 were agreed:

1. A high-level analysis of both accredited and unaccredited learning and qualifications in management and leadership to show how well they match the success criteria agreed by the PAG. The scope of this output is limited to an analysis of types of learning and qualifications with examples, rather than a detailed analysis of the qualifications themselves. This Gap Analysis is the outcome for this objective.
2. An analysis of current and emerging SSAs and SQSs to gauge their impact on the Management and Leadership Qualifications Strategy and opportunities for promoting the success criteria agreed by the PAG through current and future SSAs and SQSs. This separate report was considered by the PAG in March 2006.

This Gap Analysis has been prepared by:

- consulting with the sector at four national PAG meetings and two UK-wide PAG meetings to agree the criteria that a successful Management, Leadership and Enterprise Qualifications and Learning System (MLELQS) would have to meet
- agreeing with the UK-wide PAG a classification of qualifications and learning as the basis for analysis
- desk, telephone and Internet research to identify the range of qualifications and learning in each class and their key features (see the Annexes to this report)
- analysing how well each individual class of qualification or learning meets the agreed criteria
- conducting a meta-analysis of the current management and leadership qualifications and learning system in the UK as a whole to see how well it meets the agreed criteria
- developing recommendations for bridging the gap between the status quo and the agreed criteria
- summarising this information in this report.

This report has been updated in December 2006 to include references to enterprise, as it now forms part of the Management, Leadership and Enterprise Learning and Qualifications Strategy (MLELQS).

Criteria for Success

Following discussions at the UK-wide Project Advisory Group and the Project Advisory Groups in each of the four countries, the following criteria were developed in order to:

- evaluate whether the existing management, leadership and enterprise learning and qualifications system is fit for purpose, and
- design improvements to the system for the future.

1. *The MLELQS should deliver tangible benefits for managers and leaders and their organisations*

Managers and leaders and their employers should take the lead in designing qualifications and learning that deliver improvements in both individual and organisational performance in line with the organisation's business strategy and the individual's career aspirations.

2. *The MLELQS should be based on National Occupational Standards as the common currency*

Qualifications and learning should clearly show how they contribute to the development of competent performance as specified in the National Occupational Standards (NOS) and/or to developing the knowledge and skills required for competent performance.

3. *Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications*

Using NOS as building blocks, learning and accreditation should be readily available in "bite-size chunks" which are immediately of use and which can be accumulated over time to obtain qualifications relevant to the individual's role and/or career aspirations.

4. *Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles*

The MLELQS should cover the full management, leadership and enterprise curriculum as defined by the NOS and be offered in a wide range of modes of learning and accreditation – formal, non-formal and informal – that fit in with learners' work and lifestyles.

5. *Learning and qualifications should be portable*

The MLELQS should encourage the portability and transferability of knowledge, skills and competence from one situation to another, supporting horizontal as well as vertical progression. The use of NOS should support portability and transferability.

6. *The MLELQS should encourage continuing professional and personal development of managers and leaders*

Formal systems of Continuing Professional Development (CPD) regulated by professional bodies should form part of the MLELQS which should also provide

opportunities to encourage leaders and managers to continue to develop their knowledge, skills and competence in a less formal and regulated way.

7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations

Whilst it will comprise a mixed economy of providers (academic institutions, professional bodies, awarding bodies and independent providers) and a wide range of modes of learning and accreditation, the MLELQS should be presented in a way which is easily understood and clearly describes the relationship between different types and levels of learning and qualifications. The use of NOS as the common currency should help this.

8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers

The MLELQS should include quality assurance mechanisms to ensure that the qualifications and learning on offer are fit for purpose.

9. Public funding should be used to support the development of the MLELQS but not to finance delivery

There may well be a need for the Government to intervene to create the MLELQS required. However, the delivery of learning and qualifications should be subject to market forces and not reliant on public funds.

10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment

HE and FE institutions should help their students develop the communications, team working, creativity, reasoning/comprehension, analytical and problem solving skills necessary for effective functioning in management and leadership positions in the workplace.

NB. These criteria were developed as a result of the Phase 1 research (*Management and Leadership Sector Skills Strategy: A Initial Report*, The Management Standards Consultancy for the Management Standards Centre, January 2006), which examined the sector's future skills needs and evidence of effective practice in developing management and leadership skills, followed by extensive discussions within the four country PAGs and the UK-wide PAGs. It is important to take into account the detail in the text below each of the ten criteria in bold when considering whether a particular qualification or learning opportunity, or the qualifications and learning system as a whole, meets the future needs of the managers, leaders and their organisations.

Classification of Qualifications and Learning

The UK-wide PAG also approved a classification of management, leadership and enterprise learning and qualifications to permit the high-level analysis required.

A. Academic

- A1. Certificates
- A2. Diplomas
- A3. Foundation Degrees
- A4. Bachelor Degrees
- A5. Masters Degrees
- A6. Doctorates

P. Professional

- P1. Professional Qualifications
- P2. Accredited Continuing Professional Development (CPD)

V. Vocational

- V1. National Vocational Qualifications and Scottish Vocational Qualifications (S/NVQs)
- V2. Vocationally Related Qualifications (VRQs)

L. Learning not Officially Accredited

- L1. Group learning – courses, seminars, workshops, conferences, professional meetings etc
- L2. Structured remote learning – books, open-learning, e-learning, TV etc
- L3. Structured experiential learning – demonstration, structured work activities, supervised practice, coaching, mentoring, action learning, reflective practice, project work, secondments etc
- L4. Opportunistic learning – learning from own experience, learning from observing and talking to others, networking etc
- L5. Unaccredited assessment – aptitude tests, psychometric tests, analyses of learning styles, competence assessment etc

It is recognised that alternative classifications are possible and that there is some overlap between the different classes; for example, courses leading to professional or vocational qualifications are often delivered by academic institutions, and group learning is a feature common to the majority of courses leading to accredited qualifications. However, this classification has provided a useful basis for our analysis.

Gap Analysis

The key features of each class of qualification or learning are described in the annexes to this report, together with an appraisal of how well they currently meet the agreed criteria, using a traffic light system:

Green = meets the criterion

Amber = partly meets the criterion

Red = does not meet the criterion

The table on the next page provides an overview of the analysis.

It is no surprise to find that **no single class of qualification or learning fully meets all the criteria**. That would have been like finding the Holy Grail.

(NB Only qualifications and learning offered by HE and FE institutions can possibly meet criterion 10: *Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment*. Other classes have not been scored against this criterion except VRQs, which are sometimes offered by FE as preparation for employment.)

It is also, perhaps, no surprise to find that **vocational and professional qualifications appear to offer the best fit with our criteria**.

Accredited CPD scores highly across most of the criteria and particularly in delivering tangible benefits for managers and leaders and their organisations. Where it is based on National Occupational Standards (and not all CPD is, by any means) CPD also becomes more portable and therefore meets all the criteria (expect public funding).

S/NVQs also score highly although they are not always directly related to delivering tangible benefits or available in diverse formats. As they are currently constituted, S/NVQs per se do not encourage continuing personal and professional development.

VRQs score relatively highly across all criteria, being based on National Occupational Standards, which also enhances their portability. Like S/NVQs they are not always seen as delivering tangible business benefits. They are perhaps less accessible and easily understood by managers and leaders and their organisations (because they are relatively new and more diverse in structure than S/NVQs) and less credible (because they do not require assessment of competence in the workplace).

By contrast, **professional qualifications enjoy considerable credibility and are relatively accessible and well understood**. However, they are not always perceived as delivering tangible benefits and are not always based on National Occupational Standards (although this situation is changing rapidly). Professional qualifications tend to require study over an academic year or longer and therefore do not always meet some of the other criteria, such as being available in relatively small units, in diverse formats or supportive of CPD.

		Academic					Professional		Vocational		Unaccredited				
		Certificates	Diplomas	Foundation Degrees	Bachelor Degrees	Masters Degrees	Doctorates	Professional Qualifications	Accredited CPD	S/NVQs	VRQs	Group Learning	Structured Remote Learning	Structured Experiential Learning	Opportunistic Learning
1	The MLELQS should deliver tangible benefits for managers and leaders and their organisations														
2	The MLELQS should be based on National Occupational Standards as the common currency														
3	Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications														
4	Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles														
5	Learning and qualifications should be portable														
6	The MLELQS should encourage continuing professional and personal development of managers and leaders														
7	The MLELQS should be accessible and easily understood by managers and leaders and their organisations														
8	Qualifications and learning should be credible and inspire confidence in managers and leaders and their employers														
9	Public funding should be used to support the development of the MLELQS but not to finance delivery														
10	Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment														

Gap Analysis showing how well classes of qualifications and learning meet the criteria for a successful MLELQS

Green = meets the criterion, Amber = partly meets the criterion, Red = does not meet the criterion.

Unaccredited learning and its sub-classifications (group learning, structured remote learning, structured experiential learning, opportunistic learning and unaccredited assessment) covers a vast range of offerings, making it difficult to make general judgements. Unsurprisingly, therefore, against many of the criteria it has an amber score – some examples meet the criterion, others do not. Where **unaccredited learning can score strongly, however, is in delivering tangible benefits**. Its greatest weaknesses are lack of alignment to National Occupational Standards, lack of accessibility and understanding (because of its diversity of content, delivery modes and quality) and, consequently, lack of credibility.

Academic qualifications is the class that meets our criteria least well. Employers seldom take the lead in designing academic qualifications, they are rarely based on National Occupational Standards, they tend to be delivered to pre-set formats over an academic year or longer and do not promote continuing professional development. They are, however, fairly well-understood, have a relatively high prima facie credibility with managers, leaders and their employers and receive public funding support. Many, particularly at the lower levels, seek to help students develop the essential skills required for employment.

The outstanding exception to the negative scores of academic qualifications is the sub-class of Foundation Degrees. Employers take a leading role in their design and, as a consequence, they focus on developing the essential skills required for employment and inspire confidence in employers. They are offered in diverse formats to meet the needs of people in employment and they encourage an ethos of continuing professional development. **However, they are rarely based on National Occupational Standards and cannot be acquired through the accumulation of relatively small units of learning.**

In summary, then, **the newer-style qualifications (S/NVQs, VRQs and Foundation Degrees) are those that more closely meet our criteria, together with Professional Qualifications** where these are based on National Occupational Standards, **and Accredited CPD** where this is based both on National Occupational Standards and an output model or a process of plan-do-review rather than a simple record of learning hours.

Recommendations

The UK qualifications and learning market is a free market and any provider is at liberty to offer learning opportunities and/or qualifications and flourish if they can find learners and organisations prepared to purchase their offerings.

However, the Government and a wide range of stakeholder bodies representing managers, leaders and their employers can influence the market for management, leadership and enterprise learning and qualifications by demonstrating leadership in:

- specifying and publicising criteria against which management, leadership and enterprise learning and qualifications should be evaluated
- encouraging purchasers and commissioners – individuals, organisations and partnerships – to apply these criteria when entering into contracts with providers
- supporting providers to meet the criteria through advice, guidance, support and, in certain cases, funding.

There follows a series of recommendations for the Government and the bodies representing managers, leaders and their employers as to how they can influence the market to provide qualifications and learning in line with these qualifications.

Recommendation 1: Publicising the Strategy

The criteria and the strategy for meeting them (the MLELQS) should be widely publicised by the Management Standards Centre and its partners in the different countries and sectors.

Recommendation 2: Foundation Degrees

The DfES should fund the development and marketing of Foundation Degrees in Management and Leadership, based on the Management and Leadership Standards, which allow candidates to develop their knowledge, skills and competence through a diversity of modes of learning which can be accumulated over time, commensurate with candidates' employment commitments.

Recommendation 3: Database of Management and Leadership Learning Opportunities

The Management Standards Centre should be given the responsibility and funding to develop a database of management and leadership learning opportunities, using, as the primary key, units of the Management and Leadership Standards, to encourage providers of unaccredited learning opportunities to base these on the National Occupational Standards.

This will help to build accessibility, understanding, credibility and confidence in management and leadership provision. Initially, this would be simple registration of the learning opportunity against the relevant unit(s) of the Management and Leadership Standards. Over time, a quality assurance system could be developed to provide endorsement of the provision.

Recommendation 4: Vocational Qualifications

The education regulatory bodies should require awarders of S/NVQs and VRQs to demonstrate the tangible benefits these deliver to managers, leaders and their organisations.

Assessment strategies should be reviewed to require a clear statement of improved individual and business performance as a condition of award of a S/NVQ or VRQ. The education regulatory bodies should set aside a fund for developing and promoting case studies of improved individual and business performance as a result of vocational qualifications.

Recommendation 5: Professional Qualifications

The Management Standards Centre should be given the responsibility and funding to promote the acquisition of management and leadership professional qualifications based on the Management and Leadership Standards, including the development of case studies demonstrating the benefits of these to both individuals and their organisations.

Recommendation 6: CPD

Since many individuals become managers and leaders following a successful first career as professionals in technical specialisms, CPD has particular importance in developing management and leadership knowledge, skills and competence. DfES should therefore fund the Management Standards Centre to engage with all major professional bodies to use the Management and Leadership Standards as the basis for planned and accredited CPD for their members.

Recommendation 7: Academic Qualifications

The Management Standards Centre, in partnership with the management and leadership representative bodies in Wales, Northern Ireland and Scotland, should be given the responsibility and funding to work with Higher Education Institutions to help them link their qualifications to relevant NOS, ensure the learning programmes help students acquire the essential skills required for employment and articulate the tangible benefits their qualifications offer to managers, leaders and their organisations.

Annex 1: A1 Certificates

Overview

Academic Certificates range from Entry Level through to Postgraduate Certificates of Higher Education. There is very little difference between Scotland and the rest of the UK when it comes to post graduate study.

Each educational centre (Further and Higher Education Colleges, Universities and Open University) decide on the form and content of the Certificate. Although there are differences with course content across the educational centres, all certificates are required to meet the standards of the QAA benchmark. Furthermore, courses may not link to Management and Leadership National Occupational Standards. There may be some overlap but this is not purposely designed.

The length of learning for Academic Certificates is usually 1 to 3 years full time, however, there are part time options. Lower level Academic Certificates target audience tend to be mainly post-secondary education students, however candidates can be of any age. Certificates of Higher Education and Graduate Certificates target audience is mainly 17/18 year olds, however candidates can be of any age. Graduates or persons with equivalent qualifications can enrol for Postgraduate Certificates. Candidates may be able to use their prior experience and learning as part admission to the course only (particularly with higher level certificates).

The type of assessment depends on the centre but will take the form of examinations, coursework, observations or a combination of these. The methods of assessment, depending on the course, will include demonstration of knowledge of topic area forming sound judgement. When carrying out postgraduate study, students will need to experience a work placement, where they will need to report and analyse on live cases within a business.

Key Features

Levels	<p>Certificates cover Entry Level through to Level 3 in the revised NQF plus:</p> <p>Undergraduate Certificates of Higher Education are Level 1 of the HEQF; Level 7 of the SCQF; Level 4 in the revised NQF; Level C of the FHEQ; Level 4 of the EWN credit levels</p> <p>Graduate Certificates of Higher Education are Level 3 of the HEQF; Level 7 of the SCQF; Level 6 in the revised NQF; Level H of the FHEQ; Level 6 of the EWN credit levels</p> <p>Postgraduate Certificates of Higher Education are Level 4 of the HEQF; Level 7 in the revised NQF; Level M of the FHEQ; Level 7 of the EWN credit levels</p>
Curriculum developed by	<p>Each centre (Universities, Higher Education Institution or Open University) decides the form and content of its own certificate examinations and requirements.</p>
Coverage	<p>The Certificates syllabus does not necessarily link to Management and Leadership National Occupational Standards. There may be some overlap but this will be down to luck than purposely designed. There are exceptions of course.</p>
Generalist or Specialist	<p>There are generic management and leadership certificates and also sector specific certificates.</p>
Awarded by	<p>Generic and specialist management and leadership certificates, are awarded by Further Education Centres (Entry Level to Level 3 of the revised NQF) and Universities, Higher Education Institutions or Open University (Level 4 to 7 of the revised NQF).</p>
Delivered by	<p>Further Education Colleges, Universities, Open University and Higher Education Institutions nationwide.</p> <p>There may also be approved centres such as Further and Higher Education Colleges that can deliver a university's certificates.</p> <p>Specialist certificates may only be delivered by specific institutions specialising in that area.</p>
Length of learning	<p>Usually between 1 and 3 years. Mainly full time but there are part time options. In Scotland, the certificate of Higher Education is obtained after one successful year or equivalent number of credits or who have completed, successfully, part of a degree course.</p>

Mode of learning	<p>There is usually a carefully defined course in a specialised or vocational subject.</p> <p>Modes of learning are mainly taught courses/ modules, coursework, examinations, group work, project work and seminar work.</p>
Target market	<p>Mainly post-secondary education students however candidates can be of any age.</p> <p>Levels 4 and 6 Certificates on the revised NQF – mainly 17/18 year old students, however candidates can be of any age</p> <p>Level 7 Certificates on the revised NQF – graduates or persons with equivalent qualifications</p>
Entry requirements	<p>Mainly, there are no formal entry requirements for certificates at Entry level through to Level 3 of the revised NQF.</p> <p>Higher level certificate requirements are usually expressed in terms of subjects passed at GCSE, GCE A level or an alternative qualification. Entry requirements are dependant on the course and the institution delivering the course, however, candidates must be at least 16, and 18 for Level 6 and above.</p> <p>Entry Qualification and length of programme vary according to the individual programme of study. Students may be admitted to certain of these studies on the basis of suitable experience and proven ability instead of formal qualification.</p>
Type of assessment	<p>The type of assessment depends on the centre but will take the form of examinations, coursework, observations or a combination of these. The criterion for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.</p>
Modular approach?	<p>There is not a modular approach as such within a course, however, a certificate may be a gateway to the next level of the qualifications framework. Under CATS, courses are broken down into distinct, free-standing modules. Modules can be studied at an individual pace, with flexible attendance modes, such as part-time and Distance Learning and so on. Credits are awarded on successful completion of each module. As credits build up from individual modules, they will eventually contribute towards the final qualification. You can decide to stop at staged points, such as a Certificate in Higher Education, or continue towards a final qualification, such as an Honours Degree.</p>

<p>Credit transfer?</p>	<p>The purpose of The Credit Accumulation and Transfer scheme is to offer flexibility for getting onto and studying Higher Education courses and gaining higher-level qualifications.</p> <p>Higher Education courses that participate in the CATS scheme can be of an academic, vocational and professional nature. In the UK, some of these schemes work across the Further Education and Higher Education divide. Under the CATS scheme, a student builds up a number of credits which, when accumulated, result in a qualification. Generally speaking, the higher the qualification, the more credits you will acquire. For example;</p> <ul style="list-style-type: none"> ❑ 120 credits for a Certificate in Higher Education at Level C of the FHEQ <p>Postgraduate modules are valued as 10, 20, 30 or 40 CATS points.</p> <p>The Scottish credit point scheme offers 120 points to Certificates in Higher Education at Level 7 of the SCQF.</p> <p>The CQFW offers 60 credits for Postgraduate Certificates and 120 points for Undergraduate Certificates.</p> <p>Entry points</p> <ul style="list-style-type: none"> ❑ Credits can be awarded to individuals even before they start a course. ❑ When applying for a course you may receive a credit rating for any previous study, work-based learning / experience or life experience you have. ❑ Depending on the number of credits you have, you may be able to gain exemption from one or more parts of the course. ❑ You may be admitted with advanced standing. For example, you could move directly to the second year of a three-year course. <p>Choices</p> <ul style="list-style-type: none"> ❑ It may be possible to transfer from one Higher Education Institution to another under the CATS scheme. ❑ It may be possible to negotiate your own programme of study by combining modules from different subject disciplines.
<p>APEL</p>	<p>Candidates may be able to use their prior experience and learning as part admission to the course only (particularly with higher level certificates).</p>

Links to workplace	When carrying out a postgraduate study there are placements within the work place when students will need to report and analyse on live cases within a business in a local area.
Geographical availability	UK-wide through Further Education Colleges, Higher Educational Institutions, Universities and Business Schools
Approximate number of learners per year	See table below.
Cost range	Lower level certificates will cost approximately £200 for tuition fees plus examinations, reading material, trips away and specialist equipment. Higher level certificates could cost approximately £2,000 for European Students and £4,000 for Overseas Students.
Examples	Level 3 Certificates in First Line Management Level 3 Award and Certificate in Leadership Certificate in Management Consultancy Essentials Certificates of Higher Education in Project Management Certificates of Higher Education in Business Management Management for Personnel and Development (CIPD) (PCMPD) PGCert - Industrial Relations and Personnel Management PGCert- Team Management PGCert – Pharmacy Management PGCert – Business Administration

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	Certificates are designed by the Institution and not managers and leaders and their organisations. However, they are designed to meet tangible benefits.
2. The MLELQS should be based on National Occupational Standards as the common currency	R	Although, there may be some overlap it is not purposely designed
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	R	
5. Learning and qualifications should be portable	A	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	R	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	Academic Certificates are quality assured through QAA
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	Public funding is used to support development and delivery
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	A	

Annex2: A2 Diplomas

Overview

Academic Diplomas range from Level 2 through to Postgraduate Certificates of Higher Education at level 7 on the revised National Qualifications Framework. There is very little difference between Scotland and the rest of the UK when it comes to Postgraduate Study.

Each educational centre (Further and Higher Education Colleges, Universities and Open University) decide on the form and content of the Diploma. Although there are differences with course content across the educational centres, all Diplomas are required to meet the standards of the QAA benchmark. Furthermore, courses may not link to Management and Leadership National Occupational Standards. There may be some overlap but this is not purposely designed.

The length of learning for academic diplomas is usually 1 to 3 years full time, however, there are part time options. Mainly post-secondary education students can take lower level Academic Diplomas however candidates can be of any age. Certificates of Higher Education and Graduate Certificates mainly 17/18 year olds can enrol, however candidates can be of any age. Graduates or persons with equivalent qualifications can enrol for Postgraduate Certificates. Candidates may be able to use their prior experience and learning as part admission to the course only (particularly with higher level certificates).

The type of assessment depends on the centre but will take the form of examinations, coursework, observations or a combination of these. The methods of assessment, depending on the course, will include demonstration of knowledge of topic area forming sound judgement. When carrying out a postgraduate study, students will need to experience a work placement, where they will need to report and analyse on live cases within a business.

Key Features

Levels	<p>Diplomas cover Level 2 to Level 3 in the revised NQF plus:</p> <p>Undergraduate Diplomas of Higher Education are Level 2 of the HEQF; Level 8 of the SCQF; Level 5 in the revised NQF; Level I of the FHEQ</p> <p>Graduate Diplomas of Higher Education are Level 3 of the HEQF; Level 10 of the SCQF; Level 6 in the revised NQF; Level H of the FHEQ</p> <p>Postgraduate Certificates of Higher Education are Level 4 of the HEQF; Level 7 in the revised NQF; Level M of the FHEQ</p>
Curriculum developed by	<p>Each centre (Universities, Higher Education Institution or Open University) decides the form and content of its own diploma examinations and requirements.</p>
Coverage	<p>The Diploma syllabus does not necessarily link to Management and Leadership National Occupational Standards. There may be some overlap but this will be down to luck than purposely designed. There are exceptions of course.</p>
Generalist or Specialist	<p>There are generalist management and leadership diplomas and also sector specific diplomas.</p>
Awarded by	<p>Generic and specialist management and leadership diplomas are awarded by Universities, Higher Education Institutions or Open University</p>
Delivered by	<p>Further Education Colleges, Universities, Open University and Higher Education Institutions nationwide.</p> <p>There may also be approved centres such as Further and Higher Education Colleges that can deliver a university's diploma.</p> <p>Specialist diplomas may only be delivered by specific institutions specialising in that area.</p>
Length of learning	<p>Usually between 1 and 3 years. Mainly full time but there are part time options. In Scotland, the Diploma of Higher Education is obtained after two successful years, or equivalent number of credits or when have completed successfully part of a degree course.</p>
Mode of learning	<p>Modes of learning are mainly taught courses/ modules, coursework, examinations, group work, project work and seminar work.</p>

Target market	<p>Mainly post-secondary education students however candidates can be of any age.</p> <p>Levels 5 and 6 Diplomas on the revised NQF – mainly 17/18 students, however candidates can be of any age</p> <p>Level 7 Diplomas on the revised NQF – mainly graduates or persons with equivalent qualifications</p>
Entry requirements	<p>Mainly, there are no formal entry requirements for Diplomas at Entry level through to Level 3 of the revised NQF. Candidates should be at least 16.</p> <p>Higher level Diploma requirements are usually expressed in terms of subjects passed at GCSE, GCE A level or an alternative qualification. Entry requirements are dependant on the course and the institution delivering the course, however, candidates must be at least 18 for Level 5 and above.</p> <p>Entry Qualification and length of programme vary according to the individual programme of study. Students may be admitted to certain of these studies on the basis of suitable experience and proven ability instead of formal qualification.</p>
Type of assessment	<p>The type of assessment depends on the centre but will take the form of examinations, coursework, observations or a combination of these. The criterion for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.</p>
Modular approach?	<p>There is not a modular approach as such within a course, however, a diploma may be a gateway to the next level of the qualifications framework. For example, completing a postgraduate diploma allows students to enter and complete a Master's degree.</p> <p>Under CATS, courses are broken down into distinct, free-standing modules. Modules can be studied at an individual pace, with flexible attendance modes, such as part-time and Distance Learning and so on. Credits are awarded on successful completion of each module. As credits build up from individual modules, they will eventually contribute towards the final qualification. You can decide to stop at staged points, such as a Certificate in Higher Education, or continue towards a final qualification, such as an Honours Degree.</p>

Credit transfer?	<p>The purpose of The Credit Accumulation and Transfer scheme is to offer flexibility for getting onto and studying Higher Education courses and gaining higher-level qualifications.</p> <p>Higher Education courses that participate in the CATS scheme can be of an academic, vocational and professional nature. In the UK, some of these schemes work across the Further Education and Higher Education divide. Under the CATS scheme, a student builds up a number of credits which, when accumulated, result in a qualification. Generally speaking, the higher the qualification, the more credits you will acquire. For example;</p> <ul style="list-style-type: none"> • Diploma in Higher Education is valued at 240 credits at Level I of the FHEQ • Postgraduate Diploma is valued at 120 points at Level M of the FHEQ <p>Postgraduate modules are valued as 10, 20, 30 or 40 CATS points.</p> <p>The Scottish credit point scheme offers 240 points to Diplomas in Higher Education at Level 8 of the SCQF.</p> <p>The CQFW offers 120 points for Postgraduate Diplomas and 240 points for Undergraduate Diplomas.</p> <p>Entry points</p> <ul style="list-style-type: none"> • Credits can be awarded to individuals even before they start a course. • When applying for a course you may receive a credit rating for any previous study, work-based learning / experience or life experience you have. • Depending on the number of credits you have, you may be able to gain exemption from one or more parts of the course. • You may be admitted with advanced standing. For example, you could move directly to the second year of a three-year course. <p>Choices</p> <ul style="list-style-type: none"> • It may be possible to transfer from one Higher Education Institution to another under the CATS scheme. • It may be possible to negotiate your own programme of study by combining modules from different subject disciplines.
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APEL	Candidates may be able to use their prior experience and learning as part admission to the course only (particularly with higher level diplomas).
Links to workplace	When carrying out a postgraduate study there are placements within the work place when students will need to report and analyse on live cases within a business in a local area.
Geographical availability	UK-wide through Further Education Colleges, Higher Educational Institutions, Universities and Business Schools
Approximate number of learners per year	See table below.
Cost range	Lower level diplomas will cost approximately £200 for tuition fees plus examinations, reading material, trips away and specialist equipment. Higher level diplomas could cost approximately £2,600 for European Students and £5,500 for Overseas Students.
Examples	Business & Management, Dip Biology/Business & Management, Dip Business & Management/Creative Studies in Eng, Dip Business Information Management, Dip Marketing Management, Dip PgDip Human Resource Management PgDip Business Administration PgDip Management, Innovation and Change Retail Store Management BTEC Level 2 First Diploma

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	Diplomas are designed by the Institution and not managers and leaders and their organisations. However, they are designed to deliver tangible benefits.
2. The MLELQS should be based on National Occupational Standards as the common currency	R	Although some overlap may occur this is not purposely designed
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	R	
5. Learning and qualifications should be portable	A	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	R	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	Academic Diplomas are quality assured through QAA
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	Public funding is used to support development and delivery
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	A	

Annex 3: A3 Foundation Degrees

Overview

Foundation Degrees are Level 2 of the HEQF or Level 5 in the revised NQF (they do not exist in Scotland). Foundation Degree content and assessment designed by Universities (or institutions) in consultation with employers. The Foundation Degrees syllabus does not necessarily link to Management and Leadership National Occupational Standards. There may be some overlap but this will be down to luck rather than purposely designed. There are exceptions of course. However, all foundation degrees are designed to meet the needs of businesses and their employees within the business.

The length of learning for Foundation Degrees tend to take 2 years full time, this depends on the subject of study, part-time option is often three to four years pro-rata. Foundation Degrees target audience are both students of any age (17/18+) to complete the course in full time education and current workers of any age to complete the course part time and use it as continuing professional development.

The university or college offering the course will decide if the candidate is eligible. Entry requirements are dependant on the course and the institution delivering the course, however, candidates must be aged 17/18. Appropriate commercial and industrial experience may be more relevant than educational qualifications but institutions will need to see proof of ability to study. Candidates may be able to use their prior experience and learning to gain admission to the course.

Prior experience and learning may be accredited in order for students to by pass certain subject units within a Foundation degree – this will be authorised by the deliverer and award giver of the foundation degree. Employers will be involved in the design and review of a programme of study. The content of the foundation degree is heavily linked to the workplace as designed in consultation by employers. Observations and assignments are linked to work placements or current employment.

Key Features

Levels	Foundation Degrees are Level 2 of the HEQF; Level 5 in the revised NQF. Foundation Degrees do not exist in Scotland.
Curriculum developed by	Foundation Degree content and assessment designed by Universities (or institutions) in consultation with employers.
Coverage	<p>The Foundation Degrees syllabus does not necessarily link to Management and Leadership National Occupational Standards. There may be some overlap but this will be down to luck than purposely designed. There are exceptions of course.</p> <p>However, all foundation degrees are designed to meet the needs of businesses and their employees within the business.</p>
Generalist or Specialist	There are generalist management and business courses, but then many Universities and HEIs specialise in specific areas of management, for example animal studies management, small business management and event management.
Awarded by	Until recently foundation degrees had been awarded solely by HEIs with degree awarding powers. Many larger Universities in association with the smaller HEIs will award the foundation certificates. In September 2004 Edexcel introduced a range of BTEC- branded Foundation degrees.
Delivered by	Further Education Colleges, Universities, Open University and Higher Education Institutions nationwide.
Length of learning	Depending on the subject of study, a full-time course takes two years. Part-time is often three to four years pro-rata.
Mode of learning	Foundation degrees offer work-based assignments mode of learning.
Target market	Foundation Degrees target audience are both students of any age (17/18+) to complete the course in full time education and current workers of any age to complete the course part time and use as a continuous professional development
Entry requirements	<p>The university or college offering the course will decide if you are eligible. The general requirements are usually expressed in terms of subjects passed at GCSE, GCE A level or an alternative qualification. Entry requirements are dependant on the course and the institution delivering the course, however candidates must be aged 17/18.</p> <p>Appropriate commercial and industrial experience may be more relevant than educational qualifications but institutions will need to see proof of ability to study.</p>

<p>Type of assessment</p>	<p>The type of assessment depends on the university but will take the form of coursework, observations or a combination of these and some examinations. The focus for foundation degrees is placed on portfolios, observations and coursework rather than examinations. The criterion for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.</p>
<p>Modular approach?</p>	<p>There is not a modular approach as such within a foundation degree, however, it may be a gateway to the next level of the qualifications framework.</p> <p>Under CATS, courses are broken down into distinct, free-standing modules. Modules can be studied at an individual pace, with flexible attendance modes, such as part-time and Distance Learning and so on. Credits are awarded on successful completion of each module. As credits build up from individual modules, they will eventually contribute towards the final qualification. You can decide to stop at staged points, such as a Certificate in Higher Education, or continue towards a final qualification, such as an Honours Degree.</p>

<p>Credit transfer?</p>	<p>The purpose of The Credit Accumulation and Transfer scheme is to offer flexibility for getting onto and studying Higher Education courses and gaining higher-level qualifications.</p> <p>Higher Education courses that participate in the CATS scheme can be of an academic, vocational and professional nature. In the UK, some of these schemes work across the Further Education and Higher Education divide. Under the CATS scheme, a student builds up a number of credits which, when accumulated, result in a qualification. Generally speaking, the higher the qualification, the more credits you will acquire. For example;</p> <ul style="list-style-type: none"> • 240 credits for a Foundation Degree <p>Entry points</p> <ul style="list-style-type: none"> • Credits can be awarded to individuals even before they start a course. • When applying for a course you may receive a credit rating for any previous study, work-based learning / experience or life experience you have. • Depending on the number of credits you have, you may be able to gain exemption from one or more parts of the course. • You may be admitted with advanced standing. For example, you could move directly to the second year of a three-year course. <p>Choices</p> <ul style="list-style-type: none"> • It may be possible to transfer from one Higher Education Institution to another under the CATS scheme. • It may be possible to negotiate your own programme of study by combining modules from different subject disciplines.
<p>APEL</p>	<p>Candidates may be able to use their prior experience and learning to gain admission to the course. Prior experience and learning may be accredited in order for students to by pass certain subject units within a Foundation Degree – this will be authorised by the deliverer and award giver of the Foundation Degree.</p>
<p>Links to workplace</p>	<p>Employers will be involved in the design and review of a programme of study. The content of the Foundation Degree is heavily linked to the workplace, as designed in consultation by employers. Observations and assignments are linked to work placements or current employment.</p>

Geographical availability	UK-wide through Higher Educational Institutions, Universities and Business Schools. Specialist subjects may only be delivered at specific centres.
Approximate number of learners per year	2003/04 over 24,000 individuals enrolled on Foundations in total (not specific to Management and Leadership courses)
Cost range	Foundation Degrees cost in the region of £3,000 for UK and other European Students and £6,800 for International Students.
Examples	<p>Management & Management Systems FdA</p> <p>Animal Studies with Management FdA</p> <p>Events & Attractions Management FdA</p> <p>Management Foundation Degree</p> <p>Entertainment Management FdA</p> <p>Management FdA</p> <p>Business and Management FdA</p> <p>Management - Business FdA</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	G	Organisations help to design Foundation Degrees ensuring tangible benefits for managers and leaders
2. The MLELQS should be based on National Occupational Standards as the common currency	R	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	R	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	G	
5. Learning and qualifications should be portable	A	Foundation Degrees includes work placements and assessments are conducted through case studies and assignments during and following work placements
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	G	Foundation Degrees can be used for CPD
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	G	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	Public funding support for both development and delivery

10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	G	
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Annex 4: A4 Bachelor Degrees

Overview

Bachelor Degrees are at Level 2 of the HEQF or Level 5 in the revised NQF. Bachelor Degrees with Honours are Level 3 of the HEQF or Level 6 in the revised NQF.

Each educational centre (Further and Higher Education Colleges, Universities and Open University) decide on the form and content of the Degree. Although there are differences with course content across the educational centres, all Degrees are required to meet the standards of the QAA benchmark. Furthermore, courses may not link to Management and Leadership National Occupational Standards. There may be some overlap but this is not purposely designed.

The length of learning for Bachelor Degrees and with Honours is mainly 1 to 4 years full time, however, there are part time options. On average, degree courses in Scotland are one year longer than in England. There are two distinct exit points for Scottish degrees; Honours degrees take a minimum of 4 years but an ordinary degree takes 3 years. Bachelor Degrees and with Honours target audience tend to be 17/18 years olds, however many mature students also apply. Most institutions have a general requirement for admission to a degree course, however special requirements may be in force for particular courses, for example medicine. Requirements are usually expressed in terms of subjects passed at GCE A level and the Higher Grade of the SCE. The universities have a clearing house to handle applications for university courses. The exception is for Open University where no formal educational qualifications are necessary for admission to degree courses. Candidates may be able to use their prior experience and learning as part admission to the course only.

The type of assessment depends on the university but will take the form of examinations, coursework, observations or a combination of these. The criteria for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.

Key Features

Levels	<p>Bachelor Degrees are Level 2 of the HEQF; Level 9 of the SCQF; Level 5 in the revised NQF; Level I of the FHEQ; Level 5 of the EWN credit levels</p> <p>Bachelor Degrees with Honours are Level 3 of the HEQF; Level 10 of the SCQF; Level 6 in the revised NQF; Level H of the FHEQ; Level 6 of the EWN credit levels</p>
Curriculum developed by	Each centre (Universities, Higher Education Institution or Open University) decides the form and content of its own degree examinations and requirements.
Coverage	The Degree syllabus does not necessarily link to Management and Leadership National Occupational Standards. There may be some overlap but this will be down to luck than purposely designed. There are exceptions of course.
Generalist or Specialist	There are generalist management and leadership degrees and also sector specific degrees.
Awarded by	Generic and specialist management and leadership undergraduate degrees and courses are awarded by Universities, HEI or Open University.
Delivered by	<p>University, Higher Education Institutes and Open University.</p> <p>Specialist degrees may only be delivered by specific institutions specialising in that area.</p>
Length of learning	Usually between 1-4 years depending on the University and degree course. Mainly full-time but there are part-time options. On average, degree courses in Scotland are one year longer than in England. There are two distinct exit points for Scottish degrees; Honours degrees take a minimum of 4 years but an ordinary degree takes 3 years.
Mode of learning	Modes of learning are mainly taught courses/ modules, coursework, examinations, group work, project work and seminar work. Degrees vary considerably in structure, not only between universities but between faculties as well.
Target market	Mainly post-secondary education students. Candidates can be of any age (17/18+) Mature students also enrol.

<p>Entry requirements</p>	<p>Most institutions have a general requirement for admission to a degree course; special requirements may be in force for particular courses for example medicine. Requirements are usually expressed in terms of subjects passed at GCE A level and the Higher Grade of the SCE. The universities have a clearing house to handle applications for university courses.</p> <p>No formal educational qualifications are necessary for admission to degree courses with the Open University, however, there can be exceptions. In Scotland, some degree courses permit direct second or third year entry to candidates with advanced or appropriate vocational qualifications.</p>
<p>Type of assessment</p>	<p>The type of assessment depends on the university but will take the form of examinations, coursework, observations or a combination of these. The criterion for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.</p>
<p>Modular approach?</p>	<p>There is not a modular approach as such within a degree, however, a degree may be a gateway to the next level of the qualifications framework. For example, completing a degree allows students to enter and complete a Masters.</p> <p>Under CATS, courses are broken down into distinct, free-standing modules. Modules can be studied at an individual pace, with flexible attendance modes, such as part-time and Distance Learning and so on. Credits are awarded on successful completion of each module. As credits build up from individual modules, they will eventually contribute towards the final qualification. You can decide to stop at staged points, such as a Certificate in Higher Education, or continue towards a final qualification, such as an Honours Degree.</p>
<p>Credit transfer?</p>	<p>The purpose of The Credit Accumulation and Transfer scheme is to offer flexibility for getting onto and studying Higher Education courses and gaining higher-level qualifications.</p> <p>Higher Education courses that participate in the CATS scheme can be of an academic, vocational and professional nature. In the UK, some of these schemes work across the Further Education and Higher Education divide. Under the CATS scheme, a student builds up a number of credits which, when accumulated, result in a qualification. Generally speaking, the higher the qualification, the more credits you will acquire. For example;</p> <ul style="list-style-type: none"> • 360 credits for a Bachelor Degree at Level H of the FHEQ

	<p>Postgraduate modules are valued as 10, 20, 30 or 40 CATS points.</p> <p>The Scottish credit point scheme offers 360 points to Bachelor Degrees at Level 9 of the SCQF and 480 points to Bachelor Degrees with Honours at Level 10 of the SCQF.</p> <p>The CQFW offers 360 credits to Bachelor Degrees with Honours.</p> <p>Entry points</p> <ul style="list-style-type: none"> • Credits can be awarded to individuals even before they start a course. • When applying for a course you may receive a credit rating for any previous study, work-based learning / experience or life experience you have. • Depending on the number of credits you have, you may be able to gain exemption from one or more parts of the course. • You may be admitted with advanced standing. For example, you could move directly to the second year of a three-year course. <p>Choices</p> <ul style="list-style-type: none"> • It may be possible to transfer from one Higher Education Institution to another under the CATS scheme. • It may be possible to negotiate your own programme of study by combining modules from different subject disciplines.
APEL	Candidates may be able to use their prior experience and learning to gain admission to the course only.
Links to workplace	Candidates on 'sandwich courses' or courses including a period of integrated industrial training can apply learning into the workplace and apply workplace learning to their academic qualifications.
Geographical availability	UK-wide through Further Education Colleges, Higher Educational Institutions, Universities and Business Schools.
Approximate number of learners per year	<p>The number of full time UK students to leave university in 03/ 04 was 181865 and 5990 other EU students.</p> <p>The number of part time UK students to leave university in 03/ 04 was 18900 and 320 other EU students.</p> <p>Also see table below.</p>

<p>Cost range</p>	<p>Tuition fees will be 3,000 pounds per year, paid directly to the university. Payment may not be up front but instead payment can begin once earning over 15,000 pounds per year.</p> <p>If you are a UK student and your family income is less than £17,500 a year, you will receive £2,700 per year.</p> <p>It is reported that the average degree student will pay £5,000 per year to gain their degree (this includes living and accommodation costs as well as possible fees).</p>
<p>Examples</p>	<p>BSc in Accounting with Management</p> <p>BSC in Economics with Management</p> <p>BSc (Hons) in Marine Resource Management</p> <p>BSc (Hons) in Health and Management</p> <p>BSc (Hons) in Public Policy, Government and Management</p> <p>BA (Hons) in Business Studies</p> <p>BA (Hons) in Business Administration</p> <p>BA (Hons) in Human Resource Management</p> <p>BA (Hons) in Business Administration</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	Bachelors Degrees designed by the HEI and not managers and leaders and their organisations but are designed to deliver tangible benefits.
2. The MLELQS should be based on National Occupational Standards as the common currency	R	Although may be some overlap it is not purposely designed
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	R	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	R	
5. Learning and qualifications should be portable	R	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	R	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	Bachelor Degrees (and with Honours) are quality assured through QAA
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	Public funding is used to support development and delivery
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	A	

Annex 5: A5 Masters Degrees

Overview

Masters Degrees are at Level 4 of the HEQF or Level 7 in the revised NQF.

Each educational centre (Further and Higher Education Colleges, Universities and Open University) decide on the form and content of the Masters Degree. Although there are differences with course content across the educational centres all Masters Degrees are required to meet the standards of the QAA benchmark. Furthermore, courses may not link to Management and Leadership National Occupational Standards. There may be some overlap but this is not purposely designed.

The length of learning for Masters Degrees is mainly 4 years full time for Undergraduate Masters. The first three years are generally identical to those of the equivalent bachelor's degree while the fourth year is a combination of higher-level taught courses and a research project. Postgraduate Masters can either be "taught" degrees, involving lectures, examination and a short dissertation, or "research" degrees (though the latter have largely been replaced by MPhil and MRes programmes, see below). Taught Masters programmes involve 1 or 2 years of full-time study. There are part time options for both Undergraduate and Postgraduate Masters.

Masters Degrees tend to be for graduates or persons with equivalent qualifications. Entry requirements to postgraduate qualifications normally require an honours degree as part of their entrance qualifications and a number of years work experience. There are exceptions depending on the University or Business School. Candidates for a Masters Degree are required to prepare a thesis for presentation to examiners, who may afterwards question them on it orally or to take written examination papers, or they may be required to do both.

Postgraduate Masters in the United Kingdom can either be "taught" degrees, involving lectures, examination and a short dissertation, or "research" degrees (though the latter have largely been replaced by MPhil and MRes programmes). The programmes are often very intensive and demanding, and concentrate on one very specialised area of knowledge. Some universities also offer a Masters by Learning Contract scheme, where a candidate can specify his or her own learning objectives; these are submitted to supervising academics for approval, and are assessed by means of written reports, practical demonstrations and presentations.

The type of assessment depends on the university but will take the form of examinations, coursework, observations or a combination of these. The methods of assessment will depend on the course which will include demonstration of knowledge of topic area forming sound judgement.

Key Features

Levels	Masters Degrees are Level 4 of the HEQF; Level 11 of the SCQF; Level 7 in the revised NQF; Level M of the FHEQ
Curriculum developed by	Each centre (Universities, Higher Education Institution or Open University) decides the form and content of its own Masters Degree examinations and requirements.
Coverage	The Masters Degree syllabus does not necessarily link to Management and Leadership National Occupational Standards. There may be some overlap but this will be down to luck than purposely designed. There are exceptions of course.
Generalist or Specialist	There are generalist management and leadership Masters and also sector specific Masters.
Awarded by	Generic and specialist management and leadership Masters are awarded by Universities, Higher Education Institutions or Open University
Delivered by	Further Education Colleges, Universities, Open University and Higher Education Institutions nationwide. There may also be approved centres such as Further and Higher Education Colleges that can deliver a university's Masters Degrees. Specialist Masters Degrees may only be delivered by specific institutions specialising in that area.
Length of learning	Undergraduate Masters tend to be 4 year courses. The first three years are generally identical to those of the equivalent Bachelors Degree while the fourth year is a combination of higher-level taught courses and a research project. Postgraduate Masters can either be "taught" degrees, involving lectures, examination and a short dissertation, or "research" degrees (though the latter have largely been replaced by MPhil and MRes programmes). Taught masters programmes involve 1 or 2 years of full-time study. There are part time options
Mode of learning	Modes of learning are mainly taught courses/ modules, coursework, examinations, group work, project work and seminar work.
Target market	Graduates or persons with equivalent qualifications - Target candidate is required to have a 1st degree, although it need not have been obtained at the same university.

<p>Entry requirements</p>	<p>Entry requirements to postgraduate qualifications normally require an honours degree as part of their entrance qualifications and a number of years work experience. There are exceptions depending on the University or Business School.</p> <p>Candidates for a Masters Degree are required to prepare a thesis for presentation to examiners, who may afterwards question them on it orally, or to take written examination papers; they may be required to do both.</p> <p>Some Scottish Higher Education Institutions may convert a Post Graduate Diploma course to a Masters Degree by writing a dissertation in a further 3 months.</p>
<p>Type of assessment</p>	<p>Postgraduate masters in the United Kingdom can either be "taught" degrees, involving lectures, examination and a short dissertation, or "research" degrees (though the latter have largely been replaced by MPhil and MRes programmes). The programmes are often very intensive and demanding, and concentrate on one very specialised area of knowledge. Some universities also offer a Masters by Learning Contract scheme, where a candidate can specify his or her own learning objectives; these are submitted to supervising academics for approval, and are assessed by means of written reports, practical demonstrations and presentations</p> <p>The type of assessment depends on the university but will take the form of examinations, coursework, observations or a combination of these. The criteria for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.</p>
<p>Modular approach?</p>	<p>There is not a modular approach as such within a course, however, a Masters Degree may be a gateway to the next level of the qualifications framework.</p> <p>Under CATS, courses are broken down into distinct, free-standing modules. Modules can be studied at an individual pace, with flexible attendance modes, such as part-time and Distance Learning and so on. Credits are awarded on successful completion of each module. As credits build up from individual modules, they will eventually contribute towards the final qualification. You can decide to stop at staged points, such as a Certificate in Higher Education, or continue towards a final qualification.</p>

<p>Credit transfer?</p>	<p>The purpose of The Credit Accumulation and Transfer scheme is to offer flexibility for getting onto and studying Higher Education courses and gaining higher-level qualifications.</p> <p>Higher Education courses that participate in the CATS scheme can be of an academic, vocational and professional nature. In the UK, some of these schemes work across the Further Education and Higher Education divide. Under the CATS scheme, a student builds up a number of credits which, when accumulated, result in a qualification. Generally speaking, the higher the qualification, the more credits you will acquire. For example:</p> <ul style="list-style-type: none"> ❑ a Masters Degree is valued at 180 credit points at NQF Level 7 ❑ a Masters Degree written dissertation of between 15,000 and 20,000 words is valued at 60 CATS points at NQF Level 7. ❑ a Masters Degree is valued at 180 credit points at SCQF Level 11 ❑ a Masters Degree is valued at 180 credit points through the CQFW framework. <p>Entry points</p> <ul style="list-style-type: none"> • Credits can be awarded to individuals even before they start a course. • When applying for a course you may receive a credit rating for any previous study, work-based learning / experience or life experience you have. • Depending on the number of credits you have, you may be able to gain exemption from one or more parts of the course. • You may be admitted with advanced standing. For example, you could move directly to the second year of a three-year course. <p>Choices</p> <ul style="list-style-type: none"> • It may be possible to transfer from one Higher Education Institution to another under the CATS scheme. • It may be possible to negotiate your own programme of study by combining modules from different subject disciplines.
<p>APEL</p>	<p>Candidates may be able to use their prior experience and learning to as part admission to the course only.</p>
<p>Links to workplace</p>	<p>Masters of Business Administration is intended to prepare individuals for middle to senior level general managerial positions.</p>

Geographical availability	UK-wide through Universities and Business Schools
Approximate number of learners per year	See table below.
Cost range	The average fee for a one-year Masters course is £2,740, although the figure varies depending on the institution and the course you take. MBAs, for example, may cost as much as £13,000. Students from outside the European Economic Area (EEA) often pay as much as double the EEA-student rate.
Examples	<p>Applied Social Research (Business and Management)</p> <p>Air Transport Management</p> <p>Accounting and Management</p> <p>Management, Innovation and Change, MSc</p> <p>Business Administration, MBA</p> <p>Management, MBA</p> <p>Strategy and Procurement Management MBA</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	Masters Degrees are designed by the Institution and the student; not managers and leaders and their organisations. However, they are designed to deliver tangible benefits.
2. The MLELQS should be based on National Occupational Standards as the common currency	R	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	R	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	R	
5. Learning and qualifications should be portable	R	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	R	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	Although in general terms Masters Degrees can be accessible and easily understood, the Masters content or research is decided by the student and may not be easily understood
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	Masters Degrees (and with Honours) are quality assured through QAA

9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	Public funding is used to support development and delivery
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	A	

Annex 6: A6 Doctorates

Overview

Doctorates are Level 5 of the HEQF or Level 8 in the revised NQF.

Universities have been offering doctorates in business related subjects as PhDs for some time. In the last few years another type of doctorate has been offered. This is the DBA or Doctorate of Business Administration. Both courses take the academic principles of the Masters Degree to a higher level, but the PhD is more research focused, while the DBA couples research to a core taught programme.

In academic circles the PhD is still considered to be the more "serious" qualification, but most managers seeking a higher level qualification the DBA is likely to be the more useful route to take. Both involve a serious piece of academic research however and participants on a DBA are likely to feel stretched.

Each educational centre (Higher Education Institutions, Universities and Open University) decide on the form and content of the Doctorate with the candidate. Doctorates may not link to Management and Leadership National Occupational Standards. There may be some overlap but this is not purposely designed.

The length of learning for Doctorates is usually 3 years full time, however, they can take up to 10 years depending upon the specific field of study, prior experience and/or training, and the progress made by the doctoral candidate in his or her studies. Doctorates' target audience are those who have achieved a Masters Degree or professionals with a number of years experience mostly in a senior management role.

Studies leading to the Ph.D. degree are designed to give the candidate thorough and comprehensive knowledge of his or her professional field, as well as training in research methods. The criteria for granting the degree shall be the candidate's comprehension of the subject matter and a demonstrated ability to perform independent research. In addition, the candidate must have the ability to express thoughts clearly, both verbally and in written form. The Ph.D. program aims to develop an understanding of their field beyond the Master's degree, with emphasis on the conduct of original research, the production of significant research findings, and the contribution of such findings to public knowledge.

Studies leading to the DBA degree are designed to be practice and portfolio based, aimed at the experienced manager. Candidates undertake a programme of leading edge management studies, with contributions by leading practitioners and researchers and offering contrasting perspectives on Management and Organisation Development. An extensive programme of philosophy and methodology in management research also underpins the programme of research that students undertake as a key part of their studies. This structured programme of learning makes full use of the added benefits of working with a cohort of like minded peers. Candidates not only increase their effectiveness as managers, but bring added benefits to their organisations from their learning and research outputs.

Key Features

Levels	Doctorates are Level 5 of the HEQF; Level 8 in the revised NQF; Level 12 of the SCQF; Level D of the FHEQ; Level 8 of the EWNI credit levels
Curriculum developed by	The candidate normally decides their area of research for their dissertation; although tutors at the University oversee and advise to make sure it fulfils the Ph.D. / DBA curriculum.
Coverage	The Doctorates syllabus does not necessarily link to Management and Leadership National Occupational Standards. There may be some overlap but this will be down to luck than purposely designed. There are exceptions of course.
Generalist or Specialist	Generally PhD/DBA students work within a general school within the university e.g. The School of Business and Management, but specialise in a specific area for their own research. Written on a special topic on the results of a written examination and also, in some cases, a thesis.
Awarded by	Doctorates are awarded by Universities, Higher Education Institutions or Open University
Delivered by	Universities, Open University and Higher Education Institutions nationwide.
Length of learning	The successful completion of a doctoral program typically takes 3 to 10 years depending upon the specific field of study, prior experience and/or training, and the progress made by the doctoral candidate in his or her studies. In the British-patterned universities, the Ph.D. program is much shorter because the coursework component is assigned to the masters' and bachelors' degrees, and the Ph.D. course is concerned purely with research for a dissertation. The target time is nominally three years, but some students finish earlier and many take a few years longer. The actual time depends strongly on the discipline being studied. The DBA tends to be 3 years full time and 5 years part time.
Mode of learning	Research doctorates are nearly always awarded in recognition of academic research that is of a publishable standard (even if not actually published) and that represents at least a modest contribution to human knowledge. The research is usually assessed by submission and defence of a doctoral thesis or dissertation, though in some cases a coherent body of published literature can be accepted instead. Professional doctorates are awarded in certain fields where most

	<p>holders of the degree are not engaged primarily in scholarly research and academic activities, but, rather in a profession, e.g., law, medicine, religious ministry.</p> <p>Honorary doctorates are awarded for a substantial contribution to a field that need not be academic in character.</p> <p>Based on an individual's research interests and the approach one wishes to apply to that research. Very self led.</p> <p>A DBA is a taught programme which is practice and portfolio based, aimed at the experienced manager.</p>
Target market	Post Masters Degrees or professionals.
Entry requirements	<p>Candidates who have at least a Masters Degree of the awarding university. Senior Doctorates are conferred on more mature and established workers, usually on the basis of published contributions to knowledge.</p> <p>An example for entry to a DBA requires a first degree or equivalent plus a Masters Degree normally in business or management and at least five years in a senior management role (or in a professional capacity with significant managerial responsibility, or be MD/CEO of a small or medium size enterprise or equivalent).</p>
Type of assessment	<p>The doctoral candidate's progress is usually overseen by a dissertation advisor or supervisor, who chairs a dissertation committee, consisting of two to three department readers and usually a reader from outside of the program or department, that supervise the doctoral candidate. In most countries doctoral programs typically require a series of required and optional courses at the beginning of the program, but education in the latter portion of the program, after completion of required courses, language requirements and comprehensive examinations, tends to consist of informal discussions with the dissertation advisor and individual research by the student toward completion of a dissertation. Many universities separate the program into several portions: Ph.D. student/candidate (completing coursework), Ph.D. with date of completion of all requirements except the dissertation, Ph.D. with dissertation defended date, or the more advanced letters or publication or research equivalents traditionally found in higher education systems throughout the world, such as the Doctor of Letters (D.Litt.) or Doctor of Science (D.Sc.).</p> <p>The criteria for granting the degree shall be the candidate's comprehension of the subject matter and a demonstrated ability to perform independent research. In addition, the candidate must have the ability to express thoughts clearly, both verbally and in written form.</p>

Modular approach?	No
Credit transfer?	Postgraduate research programmes are not currently credit-rated. However, the Higher Education in Wales Credit Specification and Guidance document from the ELWa website identifies Professional Doctorate qualification as being awarded a minimum of 360 credits at level 8 of the Credit and HE Qualifications for EJNI (2001).
APEL	Candidates may be able to use their prior experience and learning too as part admission to the course.
Links to workplace	Doctorates of Business Administration is intended to prepare individuals management and leadership positions. Candidates not only increase their effectiveness as managers by completing a DBA, but bring added benefits to their organisations from their learning and research outputs.
Geographical availability	UK-wide through Universities and Business Schools
Approximate number of learners per year	Unknown.
Cost range	Fees for University of Newcastle Upon Tyne UK/EU: full time £3,250 part time £1,625 Overseas: full time £8,500 part time £4,250
Examples	Universities which currently offer DBAs include: Hull, Kingston and Cranfield. PhDs can be studied at most business schools but are often only available as full-time, three year courses which means they mainly appeal to those who want an academic position. Schools offering full time PhDs include Imperial, LBS and Warwick. Lancaster University – Ph.D. in Management University of Sheffield - Environmental Management of Urban Land and Water University of Newcastle Upon Tyne - Research in Management MPhil; Ph.D. Kings College London - International Business and Comparative Management (IBCM) University of Hertfordshire - Doctorate in Business Administration

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	Although Doctorates are designed by the Institution and the student and not by managers and leaders and their organisations, they are designed to bring added benefits to managers and leaders and their organisations from their learning and research outputs
2. The MLELQS should be based on National Occupational Standards as the common currency	R	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	R	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	R	
5. Learning and qualifications should be portable	R	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	R	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	Although in general terms Doctorates can be accessible and easily understood the Doctorates content or research is decided by the student and may not be easily understood
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	Doctorates are quality assured through QAA

9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	Public funding is used to support development and delivery
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	A	Doctorates are designed to bring added benefits to managers and leaders and their organisations from their learning and research outputs

Annex 7: P1 Professional Qualifications

Overview

Professional Qualifications range from Level 2 through to level 7 on the revised National Qualifications Framework. Many professional qualifications are Vocationally Related Qualifications (VRQs).

Each professional body decides on the syllabus of the qualification which are accredited by the Qualifications and Curriculum Authority (QCA). The coverage of the qualifications vary according to the professional body/awarding body. Some base their qualifications on all MSC Management and Leadership National Occupational Standards others only partly cover the standards. There are a number of approved centres, including FE colleges and independent training providers, across the UK that will deliver the professional qualifications.

The length of learning for professional qualifications is flexible. Approved centres are given guided number of learning hours which range from 30 hours for an introductory certificate to 320 hours for a Diploma at Level 7 of the revised NQF. Approved Centres have different methods of delivery and qualifications can be delivered from 1 week to 18 months full time.

Target market for professional qualifications is dependant on the qualification or course and the approved centre. The real target market are individuals starting their career and working managers and leaders of any age.

The type of assessment depends on the centre but will take the form of examinations, coursework, reports, work-based assignments, observations or a combination of these. The criteria for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.

Key Features

Levels	Qualifications cover Levels 2 to 7 on the revised NQF.
Curriculum developed by	Curriculum or the syllabus of the professional qualifications is developed by the professional bodies/awarding bodies. Qualifications are accredited by the Qualifications and Curriculum Authority (QCA).
Coverage	This varies according to the professional body/awarding body. Some base their qualifications against all MSC Management and Leadership National Occupational Standards others only partly cover the Standards. This changes across the professional bodies / awarding bodies.
Generalist or Specialist	There are generalist management and leadership professional qualifications or courses and also sector specific.
Awarded by	<p>Generic professional management and leadership qualifications are awarded by a wide range of awarding bodies, including:</p> <ul style="list-style-type: none"> • ACCA • APM • CIMA • CIPD • CMI • Edexcel • ILM • OCR • SQA <p>Specialist professional management qualifications are awarded by a wide range of awarding bodies, including:</p> <ul style="list-style-type: none"> • CILT • CMI • IHM • ILM • IMI
Delivered by	<p>A national network of approved centres, each of which is linked to at least one awarding body. Approved centres include:</p> <ul style="list-style-type: none"> • FE colleges • training and assessment centres within organisations • independent training and assessment providers.

<p>Length of learning</p>	<p>Flexible</p> <p>Approved centres are given guided number of learning hours which range from 30 hours for an introductory certificate to 320 hours for a Diploma at Level 7 of the revised NQF.</p> <p>Approved Centres have different methods of delivery and qualifications can be delivered from 1 week to 18 months full time. There are various part time options to suit individual needs.</p>
<p>Mode of learning</p>	<p>Flexible.</p> <p>Modes of learning range from purely experiential learning with assessment only provided on a formal basis, through to taught courses with assignments, projects, reports and workplace assessments. The MBA course is delivered by supported distance learning, including self-study, workshops, tutorials and coaching.</p> <p>An open programme option means individuals can attend 'open programmes' with participants from other organisations. This option is suitable for organisations with a small number of managers or those with managers that particularly require interactive learning and networking with external managers.</p> <p>A particular benefit of running a tailored programme for a group of team leaders or managers is the close link to organisational objectives. The programme can be specifically designed to meet organisational needs whilst offering a flexible approach, benchmarked against national standards.</p> <p>Throughout the programme participants are assessed on work-based assignments and projects, ensuring that the learning is relevant and contributing to the overall success of the organisation.</p>
<p>Target market</p>	<p>Dependent on the qualification or course and the approved centre professional qualifications can be gained from post-secondary education students, 17/18 year old students, graduates or persons with equivalent qualifications, however candidates can be of any age.</p> <p>The real target market are individuals starting their career and working managers and leaders of any age.</p>
<p>Entry requirements</p>	<p>Entry requirements are dependant on the qualification being studied and the approved centre delivering the course. It will range from no formal entry requirements necessary for 'lower' level qualifications and courses through to requiring specific qualifications or level of qualifications or equivalent for the higher level qualifications. Work experience may also be used for admittance to the course – dependant on the approved centre and qualification being delivered.</p>

Type of assessment	This varies across approved centres and qualifications centre but will take the form of examinations, coursework, reports, work-based assignments, observations or a combination of these. The criteria for the assessment, depending on the course, will include demonstration of knowledge of topic area, forming sound judgement.
Modular approach?	Candidates can apply for accreditation unit by unit. Some qualifications may be under CATS scheme, courses are broken down into distinct, free-standing modules. Modules can be studied at an individual pace, with flexible attendance modes, such as part-time and Distance Learning and so on. Credits are awarded on successful completion of each module. As credits build up from individual modules, they will eventually contribute towards the final qualification. You can decide to stop at staged points, such as a Certificate in Higher Education, or continue towards a final qualification, such as an Honours Degree.
Credit transfer?	<ul style="list-style-type: none"> • Units that have been accredited within a management and leadership S/NVQ have full credit in other S/NVQs, and vice versa. There is limited credit transfer between S/NVQs and academic qualifications. • There are close links between S/NVQs and VRQs such as those awarded by CMI and ILM as part of their professional qualifications. • Higher Education courses that participate in the CATS scheme can be of an academic, vocational and professional nature. In the UK, some of these schemes work across the Further Education and Higher Education divide. Under the CATS scheme, a student builds up a number of credits which, when accumulated, result in a qualification. Generally speaking, the higher the qualification, the more credits you will acquire. It is generally 120 points for every year studied.
APEL	Candidates can use their prior experience and learning but this depends on the approved centre and professional body / awarding body.
Links to workplace	Varies according to the qualification being gained by the individual. For example: <ul style="list-style-type: none"> • NVQs candidates need to demonstrate their competence in the workplace. They will show evidence of their competence using their real work and assessors often visit the workplace to carry out assessments on the job. • Other qualifications may include work placements or use current role as case studies and observations.
Geographical availability	UK-wide through local centres and national providers.

<p>Approximate number of learners per year</p>	<p>Example of approximate number of learners for one professional body include full qualifications 13,500 learners in one year and Introductory certificates 4,200 learners in one year. It is thought that there will be a 10% year on year increase on these numbers.</p>
<p>Cost range</p>	<p>This varies according to the approved centre and qualifications or course being studied. Qualifications from the traditional method learning such as Further Education colleges and Higher Education Institutions can be free due to funding streams to approximately £500.</p> <p>Independent Training Providers can charge up to £3,500. There are also the more elite training providers where cost will be significantly higher than this and Training Providers where they offer a bespoke package to groups of individuals or organisations.</p>
<p>Examples</p>	<ul style="list-style-type: none"> • Certificate in Team Leading • Certificate in Management • Diploma in Management (DMS Part 1) • Diploma in Management Studies (DMS Part 2/MBA Stage - Error! Hyperlink reference not valid.) • Introductory Executive Diploma in Management • Executive Diploma in Strategic Management <p>Specialist Qualifications</p> <ul style="list-style-type: none"> • Diploma in Energy Management • Diploma in Automotive Retail

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	
2. The MLELQS should be based on National Occupational Standards as the common currency	A	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	A	
5. Learning and qualifications should be portable	A	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	A	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	G	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	G	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	R	
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	N/A	

Annex 8: P2 Accredited Continuing Professional Development

Overview

Continuing Professional Development (CPD) is an educational system which seeks to:

- operate throughout the working life of a professional
- mirror the requirements imposed upon professionals by their professional organisations and equally importantly, by their clients
- operate in a systematic and structured manner
- cover the full range of knowledge and skills, personal, technical and commercial, required by a professional in his or her working life.

Accredited CPD is a system run by professional bodies and is an important part of their role of maintaining the standards of competence within their membership and to keep their members up-to-date. These standards can be communicated efficiently to the membership through the use of CPD. It is important to note that there are other training providers who deliver training programmes to help members meet the requirements of their CPD.

CPD must improve the level of competence of the professional member. The emphasis, therefore is upon measuring individual levels of competence, both before and after CPD activities, rather than just measuring the number of hours spent on CPD. It is vital that the type of CPD required is accurately identified and that the acquired skills are then put into practice. An assessment and review process will seek to establish

- gaps in the current levels of professional competence
- opportunities for career development and additional skills required
- aims and objectives of the CPD process as applied to the individual
- evaluation of CPD activities to date

It is important for CPD to produce structured training programmes, ideally leading to post-graduate/post-experience qualifications. However, it is felt that additional work needs to be undertaken to provide further links between discrete CPD training events and potential qualification structures. Moves are currently afoot within a number of professional sectors to formally link CPD activities undertaken as part of qualification for NVQs and other recognised standards. The provision of such linkages will also help provide further focus to CPD activities.

Assessment of CPD differs across professional Institutions, however, upon completion of a learning activity a CPD Assessor will take an independent view as to whether accrediting the CPD is appropriate.

Key Features

Levels	Courses taken through CPD could reach qualification status. Level 2 to Level 7 of the revised NQF.
Curriculum developed by	The syllabus of courses provided for accredited CPD tend to be developed or approved by Professional Bodies and Awarding Bodies
Coverage	<p>This varies according to the professional body/awarding body. Some base their qualifications against all MSC Management and Leadership National Occupational Standards others only partly cover the Standards. This changes across the professional bodies / awarding bodies. For example, ACCA uses the Management and Leadership Standards as part of their CPD.</p> <p>Part of the process of CPD is to assess current strengths and development needs which, in most cases, be against the Management and Leadership National Occupational Standards and will cover the full range of management and leadership activities.</p>
Generalist or Specialist	The are generalist management and leadership CPD and also sector-specific CPD.
Awarded by	Generic management and leadership CPD are awarded by a wide range of awarding bodies, including CMI for example. Specialist management CPD are awarded by a wide range of awarding bodies, including BMA for example.
Delivered by	<p>Some awarding bodies and professional institutions will provide the mechanism for CPD and some of the relevant learning together with approved centres. The following organisations provide information relating to management issues, training courses and literature:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cranfield School of Management <input type="checkbox"/> Institute of Directors <input type="checkbox"/> Chartered Management Institute <input type="checkbox"/> Institute of Personnel and Development <input type="checkbox"/> Chartered Institute of Marketing <input type="checkbox"/> Chartered Institute of Purchasing & Supply
Length of learning	This will differ between Institutions and Professions according to requirements and individual needs. Currently, the average is 35 hours per annum but this is generally regarded as an acceptable minimum and most professions recommend a good deal more – usually 70 hours or the equivalent of almost nine working days.

Mode of learning	<p>CPD tends to be formal off the job training courses, seminars or workshops. Increasingly many professional bodies also recognise the relevance of other modes of learning including:</p> <ul style="list-style-type: none"> ❑ Distance and open learning, including CBT (computer based training) and CAL (computer assisted learning) ❑ The use of problem orientated approaches to learning, including action-learning and self-managed learning ❑ Structured reading ❑ Authorship of technical papers ❑ Membership of committees within nominated professional institutions
Target market	Professional Managers and Leaders needing and wanting to keep their skills and knowledge up-to-date.
Entry requirements	Entry requirements to CPD programme will tend to be in the form of becoming a member of a professional Institution and Continuous Professional Development is obligatory in most professional Institutions to maintain their membership.
Type of assessment	Assessment of CPD differs across professional Institutions; however completion of a learning activity a CPD Assessor will take an independent view as to whether accrediting the CPD is appropriate.
Modular approach?	<p>It is important that CPD produces a structured training programme, ideally leading to post-graduate/post-experience qualifications. However, it is felt that additional work needs to be undertaken to provide further links between discrete CPD training events and potential qualification structures. Moves are currently afoot within a number of professional sectors to formally link CPD activities undertaken as part of qualification for S/NVQs and other recognised standards. The provision of such linkages will also help provide further focus to CPD activities.</p>
Credit transfer?	<p>Some Continuing Professional Development courses are for updating skills only, but others also carry university recognised "points" that could count towards a qualification if you choose to continue your studies.</p> <p>A number of the courses offered by various independent organisations are accredited and allow doctors to obtain continuing medical education (CME) points and work towards a professional qualification such as an MBA degree.</p>

APEL	The ultimate aim is to provide the professional with up-to-date knowledge, skills and competence in their workplace – accredited prior experience and learning may be used depending on relevance, when, and the Professional Institution.
Links to workplace	The ultimate aim is to provide the professional with up-to-date knowledge, skills and competence in their workplace.
Geographical availability	Courses run nationwide over the country, although people may have to travel to attend a specific course relevant and beneficial for their CPD.
Approximate number of learners per year	Unknown
Cost range	In order to work on CPD, professionals may have to become a member of a professional Institution and this will include a membership fee. Cost of learning activities, qualifications, short course etc will depend on the type of qualification, learning and approved centre delivering the course.
Examples	CMI CPD Scheme BMA – Doctor Management Role – CPD ACCA – uses the Management and Leadership Standards as part of their CPD.

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	G	
2. The MLELQS should be based on National Occupational Standards as the common currency	A	May not always be against the NOS
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	G	In terms of the accredited CPD as a meaningful 'qualification'
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	G	
5. Learning and qualifications should be portable	A	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	G	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	G	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	G	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	R	
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	N/A	

Annex 9: V1 National and Scottish Vocational Qualifications

Overview

S/NVQs are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the S/NVQ framework represents.

S/NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Within reason, S/NVQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college students with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.

S/NVQs are achieved through assessment and training. Assessment is normally through on-the-job observation and questioning. Candidates produce evidence to prove they have the competence to meet the S/NVQ standards. Assessors sign off units when the candidates are ready. The assessor tests candidates' knowledge, understanding and work-based performance to make sure they can demonstrate competence in the workplace.

When new candidates start an S/NVQ, the assessor will usually help them to:

- identify what they can do already
- agree on the standard and level they are aiming for
- analyse what they need to learn
- choose and agree on activities that would allow them to learn what they need.

At this point, candidates might take a course if that seems the best way to learn what they need. Or they might agree with their employer or supervisor to do slightly different work to gain the evidence of competence they need.

Candidates compare their performance with the standards as they learn. They look at what they have achieved, how much they still need to do and how they should go about it, until they are assessed as competent for a unit or a whole S/NVQ. The system is right for candidates who already have skills and want to increase them, but also for those who are starting from the beginning. As the system is so flexible, new ways of learning can be used immediately.

Key Features

Levels	Levels 2 – 5 in the S/NVQ framework. Not yet included in the NQF.
Curriculum developed by	Scottish and National Vocational Qualifications are based on standards of competence that describe a candidate's ability to work in real conditions - having an S/NVQ is a confirmation that they are competent to the standards on which the S/NVQ is based. The standards of competence are developed by Sector Skills Councils on behalf of industry (the Standards-setting body). S/NVQs are based entirely on NOS.
Coverage	S/NVQs cover the full range of management and leadership activities through a core and options approach.
Generalist or Specialist	The are generalist management and leadership S/NVQs and also sector-specific S/NVQs for those working in management roles which incorporate units of the management and leadership NOS.
Awarded by	<p>Generic management and leadership S/NVQs are awarded by a wide range of awarding bodies, including:</p> <ul style="list-style-type: none"> • CIPD • City and Guilds • CMI • Edexcel • ILM • OCR • SQA <p>Specialist management S/NVQs are awarded by a wide range of awarding bodies, including:</p> <ul style="list-style-type: none"> • ABBE • CABWI • CITB and City and Guilds • EAL • EMP • FDQ • NPTC • PAA/VQSET • WAMITAB

Delivered by	<p>A national network of approved centres, each of which is linked to at least one awarding body. Approved centres include:</p> <ul style="list-style-type: none"> • FE colleges • training and assessment centres within organisations • independent training and assessment providers.
Length of learning	<p>Flexible.</p> <p>Usually between six months and two years to complete.</p> <p>There is a '10 week rule' from registration that S/NVQs cannot be attained in less than 10 weeks. The length can vary from intense S/NVQs of 12 weeks, to as long as three years for people doing part time and distance learning.</p>
Mode of learning	<p>Flexible.</p> <p>Modes of learning range from purely experiential learning with assessment only provided on a formal basis, through to taught courses with assignments and workplace assessments.</p>
Target market	<p>Working managers and leaders of any age.</p>
Entry requirements	<p>No previous qualifications requirements, however, candidates must be doing a job at the appropriate level in order to provide evidence of their competence.</p>
Type of assessment	<p>Demonstration of competent performance in the workplace.</p> <p>Assessment is normally through on-the-job observation and questioning. Candidates produce evidence to prove they have the competence to meet the S/NVQ standards. Assessors 'sign-off' units when the candidates are ready - the assessor tests candidates' underpinning knowledge, understanding and work-based performance to make sure they can demonstrate competence in the workplace.</p> <p>Assessor will also want to see evidence of underpinning knowledge to perform competently across the range of specified situations.</p>
Modular approach?	<p>Candidates can apply for accreditation unit by unit, but this option is rarely taken up because it is expensive and unit accreditation has little market value.</p> <p>Smaller "cluster" awards are now being proposed in some areas.</p>

Credit transfer?	<p>Units that have been accredited within a management and leadership S/NVQ have full credit in other S/NVQs, and vice versa.</p> <p>There is limited credit transfer between S/NVQs and academic qualifications.</p> <p>There are close links between S/NVQs and VRQs such as those awarded by CMI and ILM as part of their professional qualifications.</p>
APEL	Candidates can use their prior experience and learning as evidence of their competence and/or underpinning knowledge.
Links to workplace	Candidates need to demonstrate their competence in the workplace. They will show evidence of their competence using their real work and assessors often visit the workplace to carry out assessments on the job.
Geographical availability	UK-wide through local centres and national providers.
Approximate number of learners per year	Note that registrations are collected on the basis of new registrations recorded during each calendar quarter period rather than the total number of candidates registered for a qualification at any one point in time.

Certificates and registrations for "Management" NVQs by Title and Level
data for the 2004/2005 Academic Year

AcYear	Title	Level	Registrations	Certificates
04-05	Management	3	6235	3291
04-05	Management	4	8464	4362
04-05	Management	5	7	0

Certificates and registrations for "Management" NVQs by Title and Level
data for the period 1 October to 31 December 2005

Quarter	Title	Level	Registrations	Certificates
2005.4	Management	3	1486	1006
2005.4	Management	4	1400	1217
2005.4	Management	5	132	0

Management SVQs			2001		2002		2003		2004		2005		2006	
code	level		entri es	awar ds	entri es	awar ds	entri es	awar ds	entri es	awar ds	entri es	awar ds	entri es	awar ds
G47 B	2 3	Level 3	168	83	625	160	864	383	135 6	496	129 5	103 4	551	594
G4G B	2 4	Level 4	118	72	328	128	310	153	610	183	752	399	356	392
G81 R	2 4	Level 4	-	-	-	-	-	-	-	-	-	-	172	2
G81 T	2 3	Level 3	-	-	-	-	-	-	-	-	-	-	256	3
G82 0	2 5	Level 5	-	-	-	-	-	-	-	-	-	-	11	0

Cost range

Example of costs: Edexcel – note that registration fees vary with the differing levels.

Level 1&2- £84

Level 3- £110

Levels 4&5- £125

If they want to add an additional unit it is £15.50 per unit

Examples

Level 2, 3, 4 and 5 S/NVQ in Management and Leadership

Level 4 NVQ in Utilities Network Planning and Management

Level 4 NVQ in Police Organisational Management

Level 4 NVQ in Planning and Management of Munitions Clearance Operations

Level 4 NVQ in Agriculture (Livestock Management

Level 4 NVQ in Waste Management Operations: Managing Landfill Non-Hazardous Waste

Level 4 NVQ in Gas Network Engineering Management

Level 4 NVQ in Building Services Engineering Technology and Project Management

Level 4 NVQ in Engineering Technology Management

Level 4 NVQ in Meat Processing Management

Level 4 NVQ in Spatial Data Management

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	
2. The MLELQS should be based on National Occupational Standards as the common currency	G	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	G	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	A	
5. Learning and qualifications should be portable	G	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	R	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	G	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	G	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	N/A	

Annex 10: V2 VRQs

Overview

Vocationally-Related Qualifications (VRQs) are government-recognised awards which are accredited by the Qualifications and Curriculum Authority (QCA) and form part of the National Qualifications Framework.

VRQs are work-based and work-related qualifications designed primarily for delivery post-16, including Apprenticeship programmes, of which they form core elements. Herein lies one of the major attractions for those young learners who can benefit from a broad curriculum mix, including practical, work-focused learning delivered off-site at a college or training provider in an 'adult' environment. VRQs are related to employment but do not necessarily require work placement. This means that people can undertake training for a different job or a new career, or they may train to advance within their current occupation.

Although linked to National Occupational Standards, VRQs are more knowledge than competence-based qualifications. VRQs reflect the skills and knowledge needed to do a job effectively and are based on the underpinning knowledge and skills of national occupational standards. NOS cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Within reason, VRQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college students with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements.

VRQs are achieved through assessment typically involving a mix of examination and portfolio. VRQs have a variety of titles, including:

- Award/Certificate/Diploma
- First/Introductory Certificate/Diploma
- Foundation/Intermediate/National Certificate
- Progression Award

Key Features

Levels	Level 2 through to 7 on the revised NQF
Curriculum developed by	Vocationally Related Qualifications are based on the underpinning knowledge and skills of standards of competence that describe a candidate's ability to work in real conditions. The National Occupational Standards setting body develops the curriculum of VRQs.
Coverage	Although linked to National Occupational Standards, VRQs are more knowledge than competence-based qualifications. A wide range of vocational qualifications (VQs) are accredited into the National Qualifications Framework (NQF). These cover almost every industry sector, and every level of the NQF - covering the full range of management and leadership activities.
Generalist or Specialist	VRQs cover both generic management and leadership and sector specific. However, the courses tend to be on very focused aspects of management. They range from broad-based VQs to specialist qualifications designed for a particular sector. In many cases, suites of qualifications are available, offering progression through the levels of the NQF.
Awarded by	VRQs are awarded by a large number of awarding bodies including: <ul style="list-style-type: none"> • City and Guilds • CMI • Edexcel • ILM • OCR • SQA
Delivered by	A national network of approved centres, each of which is linked to at least one awarding body. Approved centres include: <ul style="list-style-type: none"> • FE colleges • Training and assessment centres with organisations • Independent training with assessment providers.
Length of learning	Flexible. Generally between two weeks to one year for the lower level qualifications up to 3 years for the higher level qualifications.
Mode of learning	They have a practical approach to learning with taught courses, assignments and tests. Assessment varies according to the qualification but typically involves a mix of examination and portfolio.
Target market	Everyone- students, workers, anyone looking to train in a specific vocation. Awards mainly given to those in age brackets 17 upwards, and 25-60.

Entry requirements	No previous qualifications requirements.
Type of assessment	<p>Assessment varies according to the qualification but typically involves a mix of examination and portfolio. Made up of units which are assessed through assignments, tests or practical tasks. They may also build a portfolio of evidence of their knowledge, skills and understanding of their chosen work area.</p> <p>VRQs have a variety of titles, including:</p> <ul style="list-style-type: none"> • Award/Certificate/Diploma • First/Introductory Certificate/Diploma • Foundation/Intermediate/National Certificate • Progression Award
Modular approach?	Candidates can apply for accreditation unit by unit
Credit transfer?	
APEL	Candidates can use their prior experience and learning as evidence of their competence and/or underpinning knowledge.
Links to workplace	Inevitably as the courses are so specific to a particular vocation, there will be strong links with the working world.
Geographical availability	UK-wide through local centres and national providers

Approximate number of learners per year

Certificates awarded for VRQs in "Management" in the 2004/2005 Academic Year

AcYear	Subject	Level	Certificates
04-05	Coaching for Team Leaders and First Line Managers	3	90
04-05	Credit Management	3	161
04-05	Credit Management	5	12
04-05	Critical Path Management: Fashion Industry	3	0
04-05	Facilities Management	5	0
04-05	First Line Management	3	4847
04-05	Investment Management	3	1548
04-05	Management	3	2556
04-05	Management	4	2627
04-05	Management	5	200
04-05	Management	7	813
04-05	Management (Supervision and Leadership)	3	177
04-05	Management Coaching and Mentoring	4	45
04-05	Management Studies	5	77
04-05	Management Studies	7	24
04-05	Operations Management	3	62
04-05	Operations Management	5	0
04-05	Principles and Practice of Management	3	51
04-05	Quality (Assurance and Management)	5	45
04-05	Selling and Sales Management	3	6
04-05	Small Business Financial Management	3	0
04-05	Strategic Management	7	64
04-05	Training and Operational Management	3	0

Certificates awarded for VRQs in "Management" in the period 1 October to 31 December 2005

Quarter	Subject	Level	Certificates
2005.4	Coaching for Team Leaders and First Line Managers	3	64
2005.4	Credit Management	3	0
2005.4	Credit Management	5	0
2005.4	Critical Path Management: Fashion Industry	3	0
2005.4	Facilities Management	5	0
2005.4	First Line Management	3	4468
2005.4	Investment Management	3	463
2005.4	Management	3	697
2005.4	Management	4	574
2005.4	Management	5	397
2005.4	Management	7	179
2005.4	Management (Supervision and Leadership)	3	59
2005.4	Management Coaching and Mentoring	5	53
2005.4	Management Studies	5	27
2005.4	Management Studies	7	12
2005.4	Operations Management	3	15
2005.4	Operations Management	5	0
2005.4	Principles and Practice of Management	3	11
2005.4	Quality (Assurance and Management)	5	3
2005.4	Selling and Sales Management	3	1
2005.4	Small Business Financial Management	3	0
2005.4	Strategic Management	7	40

Cost range	Varies according to qualification and approved centres delivering qualifications. Examples of costs range from £100 to £1000. However, some VRQs provision can be bespoke and is priced accordingly.
Examples	<p>VQA in zoo animal management</p> <p>OCR Level 3 Certificate in Off-Site Safety Management</p> <p>City & Guilds Level 2 Certificate in Conflict Management</p> <p>EDEXCEL Level 3 BTEC National Award in Fish Management</p> <p>EDEXCEL Level 3 BTEC National Diploma in Animal Management</p> <p>NAEA Level 3 Award in Residential Letting and Property Management</p> <p>ABC Level 3 Award in Data Management for Web Design</p> <p>OCNW Level 2 Certificate in Stress Management</p> <p>ASET Level 3 Certificate in Project Management</p> <p>Level 5 (new NQF) Diploma in Management Coaching & Mentoring</p> <p>Introductory Certificate in Team Leading</p> <p>Certificate in Team Leading</p> <p>Introductory Certificate in First Line Management</p> <p>Certificate in First Line Management</p> <p>Introductory Certificate in Management</p> <p>Certificate in Management</p> <p>Introductory Diploma in Management</p> <p>Diploma in Management</p> <p>Introductory Executive Diploma in Management</p> <p>Executive Diploma in Management</p> <p>Executive Diploma in Strategic Management</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	
2. The MLELQS should be based on National Occupational Standards as the common currency	G	VRQs are more knowledge than competence-based qualifications.
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	VRQs are not relatively small units
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	A	
5. Learning and qualifications should be portable	G	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	A	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	A	
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	A	VRQs are more knowledge based.

Annex 11: L1 Group Learning

Overview

Courses, seminars, workshops, conferences and professional meetings are all examples of Group Learning and can be delivered by independent training providers, regional development agencies' delivery partners and businesses, further and higher institutions, cross sector bodies, sector councils or professional bodies.

The content of group learning tends to be developed by the provider whether they are independent training providers, further and higher institutions, professional speakers and so on. Group learning can be tailored according to clients needs and so organisations help providers to identify the content or guidelines of the learning and can cover all aspects of management and leadership activities.

Managers and leaders at any age or those aspiring to become managers and leaders are the ideal candidates for group learning. There are no entry requirements to group learning, however, some course candidates may require suitable experience or have a relevant job. The mode of learning ranges from participative learning, taught courses, group work and passive learning. Candidates are likely to have to complete certain tasks such as presentations, practical exercises during courses, workshops and even seminars.

Key Features

Levels	Not linked to the NQF.
Curriculum developed by	Curriculum of group learning tends to be developed by the provider whether they are independent training providers or professional bodies. Group learning can be tailored according to clients needs and so organisations help providers to identify the content or guidelines but will not develop the group learning.
Coverage	Group learning will not necessarily be linked to Management and Leadership National Occupational Standards. This very much depends on the provider; professional bodies will more likely link group learning to NOS than the independent training providers. However, group learning could cover all aspects of management and leadership activities.
Generalist or Specialist	Group learning covers both generic management and leadership activities and sector specific particularly if courses or workshops are tailored to business needs.
Awarded by	There is no award given but candidates can be provided with certificates of attendance.
Delivered by	Group learning is delivered by independent training providers, regional development agencies' delivery partners and businesses, further and higher institutions, cross sector bodies, sector councils or professional bodies.
Length of learning	Length of learning varies according to the type of group learning but tends to be in the range of 1 hour for a seminar through to 3 days for a course (this could be consecutive days or over a period of time).
Mode of learning	Mode of learning varies according to type and style of group learning. Modes of learning range from participative learning, taught courses, group work and passive learning.
Target market	Managers and leaders at any age or those aspiring to become managers and leaders.
Entry requirements	Generally there are no entry requirements, however, some course candidates may require suitable experience or hold a relevant role. Group Learning offered by professional bodies may only be open to members.
Type of assessment	Generally there are no assessments as such, some courses or workshops will require candidates to complete certain tasks such as presentations, practical exercises and so on.

Modular approach?	No modular approach as such.
Credit transfer?	No credit transfer.
APEL	Accredited prior experience and learning not required or necessary for group learning.
Links to workplace	Group learning tends to use workplace practices as examples management and leadership activities. Tailored group learning such as courses, workshops and so on can be linked and be specific to the workplace.
Geographical availability	UK-wide through local centres / providers and national providers. In-company group learning is also available.
Approximate number of learners per year	Unknown
Cost range	Too vast to provide cost range; some group learning are offered for free others are bespoke to client's needs. Group Learning offered by professional bodies generally charge members less than non-members.
Examples	<p>Introduction to Management by Spearhead Training; 3 days residential £1395. Other courses offered by Spearhead Training include:</p> <ul style="list-style-type: none"> ❑ Executive Leadership ❑ Managing the Sales Force ❑ Management Skills ❑ Managing Conflict <p>CMI Regional Conventions:</p> <ul style="list-style-type: none"> ❑ Inspiring Managers: members cost £35, non-members £45 and students £20 ❑ Managing Better: Can You? Will You?: £60 <p>The Effective Leader Manager; 2 day training seminar £700 + VAT – The Corporate Coach</p> <p>Moving into Management; Workshop £625 through Exemplas</p> <p>Developing Management Skills – Leadership Skills Workshop by Business West: 1 day+ £216 for workshop to £1320 for series.</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	Tailored programmes will deliver tangible benefits for managers and leaders and their organisations
2. The MLELQS should be based on National Occupational Standards as the common currency	R	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	Group learning tends to be available when learners require them in relatively small units but are not accumulated into meaningful qualifications
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	A	Only on the different learning needs and styles for group learning
5. Learning and qualifications should be portable	A	You can transfer the knowledge and skills from one situation to another but they are not NOS based
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	A	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	R	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	R	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	R	

10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	N/A	
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Annex 12: L3 Structured Remote Learning

Overview

Open-learning, books, e-learning, DVDs/videos are all examples of Structured Remote Learning allowing for managers and leaders to flexibly self-study at work or home. This method of learning suits the self-motivated individual who prefers to study alone and on their own terms.

There are no entry requirements, however, some course candidates may require suitable experience or hold a relevant role. Generally there are no assessments as such, but depending on the type of learning, candidates may be asked to complete exercises, tasks or an on-line test/assessment.

Key Features

Levels	Not linked to the NQF.
Curriculum developed by	Curriculum of structured remote learning tends to be developed by the provider/consultant/trainer/author.
Coverage	Structured remote learning will not necessarily be linked to management and leadership Standards. This very much depends on the provider, their understanding of NOS and ability to connect learning to NOS. However, structured remote learning could cover all aspects of management and leadership activities.
Generalist or Specialist	Structured remote learning covers both generic management and leadership activities and sector specific particularly if courses or workshops are tailored to business needs.
Awarded by	There is no award given but candidates can be provided with certificates of attendance.
Delivered by	Structured remote learning is delivered remotely through books, on-line, videos/DVDs/ CD-ROMs and so on.
Length of learning	Flexible. Structured remote learning tends to be of self-study allowing flexibility of length of learning for candidates. Length of learning varies according to the type of structured remote learning. Guidance of number of hours the learning will take will be provided by the learning provider.
Mode of learning	Mode of learning will be self study at work or at home. Depending on the type of structured remote learning candidates may learn through course manuals, assignments, study guides, books and visual aides.
Target market	Managers and Leaders of any age or those aspiring to become managers and leaders.
Entry requirements	There are no entry requirements, however, some courses candidates may require suitable experience or hold a relevant role.
Type of assessment	Generally there are no assessments as such, depending on the type of learning candidates may be asked to complete exercises, tasks or an on-line test/assessment.
Modular approach?	No modular approach as such.
Credit transfer?	No credit transfer.

APEL	Accredited prior experience and learning not required or necessary for structured remote learning.
Links to workplace	Depends on the type of learning whether it is linked to the workplace. Due to the flexibility of Structured Remote Learning time can be taken by candidates and examples given relating to workplace situations.
Geographical availability	Individual's study place whether that is within their workplace or home.
Approximate number of learners per year	Unknown
Cost range	Too vast to provide cost range; examples of costs are providing below against examples of Structured Remote Learning.
Examples	<p>Books:</p> <p>Incredibly Easy Project Management Author: Norman Willoughby Paperback • A5 • 234pp • £14.99</p> <p>Five Steps to Successful Business Leadership Author: Graham Little Paperback • A5 • 192pp • £12.99</p> <p>The Logibook for Business Author: William Lockhart Paperback • A5 • 360pp • £14.99</p> <p>Managing in the Discomfort Zone Dealing with uncomfortable and embarrassing management situations Patrick Forsyth Paperback - A5 - 160pp - £14.99</p> <p>Supervisory Management Author: Sidney Callis Paperback • A5 • 180pp • £14.99</p> <p>DVDs/Videos:</p> <p>Bill What You're Worth ... and collect what you bill (100 mins) <i>Includes: Effective billing; Tools for negotiating fees</i> : £45 + VAT</p> <p>Leadership Style: £985.00</p> <p>Find Your Voice: How to Manage People : £795.00</p> <p>E-Learning:</p> <p>Building the Team: 3.5 hours over 3months £65.00</p> <p>Leadership: 4.5 hours over 3 months £65.00</p> <p>Waste Management: 100 hours TBC – funding may be available.</p> <p>Project Management Skills: 9 hours</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	
2. The MLELQS should be based on National Occupational Standards as the common currency	R	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	Tends to be available when learners require them in relatively small units but are not accumulated into meaningful qualifications
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	A	Only on the different learning needs and styles for Structured Remote Learning
5. Learning and qualifications should be portable	A	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	A	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	Easily accessible but not easily understood in terms of relationship between different types and levels of learning
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	Some learning will be fit for purpose and quality assured but there are vast amounts that are not
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	R	
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	N/A	

Annex 13: L3 Structured Experiential Learning

Overview

Structured experiential learning happens at the same time that real business issues are being addressed. It is based on the principle that people learn best from what they are doing and experiencing, reflecting on their own practice and feeling more responsible for their task.

There are many methods to ensure a structure to experiential learning through mentoring, coaching, action learning, project work, supervised practice and reflective practice.

Structured Experiential Learning can be delivered by independent training providers, consultants, trainers, mentors and the content is dictated by work and business events experienced by the participants.

Participants will learn through assigned tasks, analysed video recordings, questionnaires, information sheets, action plans, practical experiences, one on one sessions, discussions, continuous learning, seminars and personal development plans.

The length of learning varies according to the type of structured experiential learning and the objectives set. Learning is increased by allowing the time and space to deal with problems, to ask questions and reflect on what happened and when encouraged and supported through workplace and business events.

Key Features

Levels	Not linked to the NQF.
Curriculum developed by	Curriculum of structured experiential learning tends to be developed by the provider, consultant, trainer and by the participants themselves.
Coverage	Structured experiential learning will not necessarily be linked to Management and Leadership Standards. However, structured experiential learning can cover all aspects of management and leadership activities as learning happens at the same time that real business, management and leadership issues are being addressed.
Generalist or Specialist	Structured experiential learning covers both generic management and leadership activities and sector specific especially as learning occurs through experiences.
Awarded by	Not applicable
Delivered by	Structured experiential learning is delivered by consultants, professionals, independent training providers and the participants themselves.
Length of learning	Length of learning varies from a demonstration time to day/residential basis learning, a course of six 2-hour sessions over 6 weeks to on-going work with mentors and coaches.
Mode of learning	The mode of learning varies according to the specific needs of the participants. Tasks, video recordings which are then analysed, notes taken, questionnaires, information sheets, action plans, practical experiences, one on one sessions, discussions, continuous learning, seminars and personal development plans are all common.
Target market	Managers and leaders at any age and those aspiring to become managers and leaders.
Entry requirements	Generally, there are no entry requirements as such apart from commitment and a willingness to participate.
Type of assessment	No examinations or assessments, however participants may be required to complete tasks such as action plans, presentations and assignments.
Modular approach?	There is no modular approach as such.
Credit transfer?	Not applicable.

APEL	APEL is not compulsory for structured experiential learning but is beneficial for senior management and leaders.
Links to workplace	Structured experiential learning tends to use real life workplace examples for the candidates to work on. Participants are engaged in real tasks that are based on events that have done or may occur in the workplace.
Geographical availability	Nationwide through local and national mentors, consultants and providers.
Approximate number of learners per year	Unknown
Cost range	Too vast to provide cost range; some structured experiential learning can be cost free (for example in-house mentoring) to bespoke learning according to client needs.
Examples	<p>Action learning: Management development for senior managers, directors and chief executives by Action Learning Associates</p> <p>Mentoring: Invest Northern Ireland – Business to Business Bridge at no charge North Star – Panel of experienced business people to act as mentors through the Northstar Programme. Participation fee of 450 GBP +VAT</p> <p>Experiential Learning Courses Spearhead Training – tailored to day or residential training sessions Impact Factory – Leadership Development courses run on set days at 750GBP +VAT</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	G	
2. The MLELQS should be based on National Occupational Standards as the common currency	R	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	Learning is available when learners require them in small units but is not accumulated into meaningful qualifications
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	A	
5. Learning and qualifications should be portable	A	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	A	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	R	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	R	
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	N/A	

Annex 14: L4 Opportunistic Learning

Overview

Opportunistic learning is based on learning from one's own experience, talking to others, observing team members, peers and colleagues, interacting or dealing with particular situations and networking with fellow managers and leaders to learn how others deal with aspects of managing and leadership.

Reflection is a valuable method when experiencing opportunistic learning. In order to move forward and to learn from one's experience it is important to reflect on what went well and not so well, the reasons for this and what would be done differently in the future. It is equally important to keep track of opportunistic learning through the use of a learning log. A learning log will enable an individual to note down the experience, what the individual has learned, what went well and not so well and what would be done differently in the future.

Opportunistic learning does not provide individuals with qualifications but it is learning that is available at all times within the workplace and can provide specific workplace learning.

Key Features

Levels	Not linked to NQF
Curriculum developed by	No curriculum developed
Coverage	Opportunistic learning will not be linked to Management and Leadership Standards. However, opportunistic learning could cover aspects of management and leadership activities.
Generalist or Specialist	Opportunistic learning would cover both general management and leadership activities and sector specific activities.
Awarded by	There are no awards for opportunistic learning in an unaccredited situation. However, in an accredited situation opportunistic learning can be logged as evidence to help gain an award (e.g. S/NVQs).
Delivered by	Opportunistic learning is informally delivered by the individual and their peers, colleagues, team members - all who have contributed to the opportunistic learning experience.
Length of learning	Varies according to the 'experience', however, opportunistic learning is on going.
Mode of learning	Individuals learn through observing others within and outside of their own organisation, networking, talking to others and one's own experiences through working practices.
Target market	Managers and leaders at any age. Students at any qualification level of study.
Entry requirements	Not applicable
Type of assessment	Assessment of opportunistic learning is through one's reflective practice of their experiences.
Modular approach?	Not applicable
Credit transfer?	No credit transfer systems with Opportunistic Learning.
APEL	Opportunistic learning is ad hoc and prior experience and learning does not need to be taken into account. However, opportunistic learning can be used for APEL.

Links to workplace	Opportunistic Learning is greatly linked to the workplace. It is one's experience within the workplace that provides opportunistic learning together with observation of others, talking to others and networking.
Geographical availability	Individual's workplace whether that is office based or 'off-site'.
Approximate number of learners per year	Unknown
Cost range	Cost of opportunistic learning is free.
Examples	<p>Opportunistic learning can cover all aspects of management and leadership and can happen at any time.</p> <p>One can learn through various experiences such as managing team conflict, meeting deadlines and project management. One can observe others' behaviours and how others have dealt with particular situations. Networking and talking to others provide opportunities to find out how others deal with aspects of managing and leadership.</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	Managers and leaders taking the initiative and taking opportunities when seeing it but not by designed
2. The MLELQS should be based on National Occupational Standards as the common currency	R	
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	A	Fits into individuals work and lifestyle and meets learning needs and styles
5. Learning and qualifications should be portable	A	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	A	Should be able to use less formal learning to encourage managers and leaders to continue their knowledge and skills.
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	R	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	R	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	R	
10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	N/A	

Annex 15: L5 Unaccredited Assessment

Overview

Skills tests, psychometric testing and behavioural tests are all examples of unaccredited assessments. Although, no formal learning is experienced through unaccredited assessments individuals benefit from them by understanding their personality, behaviour and preferences. Ultimately, an individual will understand what it means for their personal and professional life and they then can play to their strengths.

Examples of professional unaccredited assessments include Cattell's 16PF Personality test, Myers Briggs' Personality test, Belbin's Team Roles, Honey and Munford learning preferences and Performer that helps workers to perform to National Occupational Standards.

Key Features

Levels	Not linked to NQF.
Curriculum developed by	No curriculum as such within unaccredited assessments. Content of assessment developed by provider. Some providers will use quality assured content / standards
Coverage	Unaccredited assessments generally cover personality, behaviours and learning styles.
Generalist or Specialist	There are general psychometric testing and specialist testing – formal and informal.
Awarded by	There is no award given but candidates are provided with feedback following assessments.
Delivered by	Delivered by independent training providers, consultants, psychologists, human resource specialists, and professional bodies.
Length of learning	No real length of learning – only time taken to be provided with results and reflection of results.
Mode of learning	Through feedback of assessment results and reflection of results
Target market	Managers and Leaders of any age and/or those aspiring to become managers and leaders.
Entry requirements	No entry requirements
Type of assessment	Assessments can be conducted in controlled environments, on-line tools, paper-based.
Modular approach?	Not applicable
Credit transfer?	Not applicable
APEL	Not applicable
Links to workplace	Not applicable
Geographical availability	UK-wide

Approximate number of learners per year	Unknown
Cost range	Cost range varies according to provider and quality of assessment. Costs tend to be in the range of £25 - £50 per capita for use of the assessment tool, plus cost of feedback (approximately £50 - £100 per capita).
Examples	<p>PerformerPlus by MAPS Ltd; helps workers to perform to National Occupational Standards</p> <p>Cattell 16PF Personality Test</p> <p>PeoplesMAPS Psychometric Testing</p> <p>Honey and Munford Learning Styles</p> <p>Myers Briggs Personality Type</p> <p>Belbin Team Roles</p>

Meeting the Criteria

Criterion	R, A, G	Comments
1. The MLELQS should deliver tangible benefits for managers and leaders and their organisations	A	In the sense that there is greater awareness of one's strengths and weaknesses, personality type and behaviour type and learning style
2. The MLELQS should be based on National Occupational Standards as the common currency	A	However, PerformerPlus helps managers and leaders to performer to National Occupational Standards
3. Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	A	Easily available and in small units but does not accumulate to meaningful qualifications
4. Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	R	
5. Learning and qualifications should be portable	R	
6. The MLELQS should encourage continuing professional and personal development of managers and leaders	A	
7. The MLELQS should be accessible and easily understood by managers and leaders and their organisations	A	
8. Management, leadership and enterprise learning and qualifications should be credible and inspire confidence in managers and leaders and their employers	A	
9. Public funding should be used to support the development of the MLELQS but not to finance delivery	R	

10. Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	R	
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Annex 16: Numbers in Higher Education

All HE students by level of study, mode of study, subject of study (#6), domicile and gender 2004/05

					United Kingdom			Other European Union			Non-European-Union			
	Total HE students	FT UGs	FT PGs	PT UGs	PT PGs	Total	Female	Male	Total	Female	Male	Total	Female	Male
Business & administrative studies	299310	150260	38720	47430	62900	221040	111290	109750	18600	8560	10035	59670	28600	31070
Broadly-based programmes within business & administrative studies	1815	1665	5	120	25	1140	550	590	205	110	95	470	270	200
Business studies	127515	65540	15045	20895	26030	94555	44400	50155	9015	3880	5135	23940	10235	13705
Management studies	70135	29760	7975	11415	20980	54430	26095	28335	3825	1790	2035	11885	5525	6360
Finance	16335	6750	5880	1500	2205	7520	2785	4730	1270	380	895	7545	3605	3935
Accounting	30855	20580	1685	7540	1055	23480	10975	12505	865	320	545	6510	3660	2850

Marketing	22315	12935	4485	2185	2710	15660	9055	6600	1580	940	640	5075	2775	2300
Human resource management	15910	3240	2135	2005	8530	13480	10285	3190	570	375	195	1860	1225	635
Office skills	890	40	0	805	40	885	775	110	0	0	0	0	0	0
Tourism, transport & travel	11180	8695	1060	645	775	8315	5800	2515	1035	650	385	1830	1125	705
Others in business & administrative studies	2365	1055	450	315	550	1575	560	1015	230	115	115	560	185	375

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