Qualification specification

NCFE Level 4 NVQ Diploma in Business Administration
QN: 601/3966/3
This qualification is now withdrawn

Contents

Summary of changes

This section summarises the changes to this qualification specification. Please check the qualification page on our website for the most recent version.

Version	Publication Date	Summary of amendments
v4.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1 (page 15).
v5.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.
v5.1	June 2022	Further information added to the <u>how the qualification is assessed</u> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the <u>entry guidance</u> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. <u>Support handbook</u> section added to section 1 with information about how to access support handbooks.

Section 1

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 4 NVQ Diploma in Business Administration.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 4 NVQ Diploma in Business Administration.

The NCFE Level 4 NVQ Diploma in Business Administration is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a realistic work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy please visit the qualifications page on the NCFE website.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3966/3.

This is a cross sector qualification aimed at current and prospective business administrators. This qualification covers the skills needed to be successful at a managerial level, and covers competencies applicable to a wide range of contexts.

Things you need to know

- Qualification number (QN): 601/3966/3
- Aim reference: 60139663
- Total qualification time (TQT): 570
- Guided learning hours (GLH): 296
- Credit value: 57
- Level: 4
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

Aims and objectives of this qualification

This qualification aims to:
- provide learners with the skills they need to operate as a successful senior business administrator
- confirm competence of those already fulfilling a business administration role
- allow learners to develop skills in a range of areas relevant to business administration roles, such as communication,

- presentation skills and providing administrative support.

The objectives of this qualification are to help learners to:

- develop the skills and qualities valued in employees by employers
- understand and work on their strengths and weaknesses as a business administrator.

Entry guidance

This qualification is designed for learners who are working, or would like to work, in a senior business administration role within any sector or industry. It's ideal for those who have worked in an entry- level business administration role or who've been working at that level for a short period of time and are looking to further develop their managerial skills.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 3 Business Administration or related qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 18 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning
may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE Level 4 NVQ Diploma in Business Administration, learners must achieve a minimum of **57 credits**:

- a total of **18** credits from group A
- a minimum of **26** credits from group B
- and the remaining credits can come from either group B or C.

A minimum of **30** credits must be achieved at level 4 or above. This qualification consists of **4** mandatory

units:

Group A

Unit 01   Resolve administrative problems (6 credits)
Unit 02   Manage the work of an administrative function (5 credits)
Unit 03   Communicate in a business environment (4 credits)
Unit 04   Manage personal and professional development (3 credits)

and **40** optional units from 2 optional groups:

Group B

Unit 05   Contribute to the design and development of an information system (5 credits)
Unit 06   Manage information systems (6 credits)
Unit 07   Prepare specifications for contracts (4 credits) Unit 08   Manage events (6 credits)*
Unit 09   Support environmental sustainability in a business environment (4 credits)
Unit 10   Contribute to the improvement of business performance (6 credits)
Unit 11   Monitor information systems (8 credits)
Unit 12   Negotiate in a business environment (4 credits)
Unit 13   Evaluate the provision of business travel or accommodation (5 credits)
Unit 14   Develop a presentation (3 credits)
Unit 15   Manage an office facility (4 credits)
Unit 16   Deliver a presentation (3 credits)
Unit 17   Analyse and present business data (6 credits)
Unit 18   Create bespoke business documents (4 credits)

Group C

Unit 19   Manage a budget (4 credits)
Unit 20   Manage knowledge in an organisation (5 credits)
Unit 21   Develop working relationships with stakeholders (4 credits)
Unit 22   Develop and maintain professional networks (3 credits)
Unit 23   Manage physical resources (4 credits)
Unit 24   Prepare for and support quality audits (3 credits)
Unit 25   Manage business risk (6 credits)
Unit 26   Encourage learning and development (3 credits)
Unit 27   Manage a project (7 credits)
Unit 28   Initiate and implement operational change (4 credits)
Unit 29   Conduct quality audits (3 credits)
Unit 30   Develop and implement an operational plan (5 credits)
Unit 31   Design business processes (5 credits)
Unit 32   Optimise the use of technology (6 credits)
Unit 33   Establish business risk management processes (5 credits)
Unit 34   Promote equality of opportunity, diversity and inclusion (5 credits)
Unit 35   Manage team performance (4 credits)
Unit 36   Manage individuals' performance (4 credits)
Unit 37   Manage conflict within a team (5 credits)
Unit 38   Implement and maintain business continuity plans and processes (4 credits)
Unit 39   Procure products and/or services (5 credits)
Unit 40   Collaborate with other departments (3 credits)
Unit 41   Chair and lead meetings (3 credits)
Unit 42   Champion customer service (4 credits)
Unit 43   Encourage innovation (4 credits)
Unit 44   Recruitment, selection and induction practice (6 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 19).

The units above marked * are available as stand-alone unit programmes and are available for individual registration. Please visit the NCFE website for further information.

To achieve the NCFE Level 4 NVQ Diploma in Business Administration, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Barred units

This qualification contains barred units. These are units that can't be counted together as part of a rule of combination for a qualification. One unit is usually barred against another if there is a lot of overlap between the unit content. If a learner completes units that are barred, they won't all be recognised towards this qualification. Only one of the units will count towards the credit total required to achieve this qualification. Barred units are identified below.

- Manage business risk (L/506/2004)
- Establish business risk management processes (J/506/2048)

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment strategy for a unit/qualification allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 4 NVQ Diploma in Management
- NCFE Level 4 NVQ Certificate in Customer Service
- Foundation degree in Business Administration or a related discipline
- Employment within a senior Administrative/Business Support role

It may also be useful to learners studying qualifications in the following sector(s):

- Customer Service
- Business
- Marketing
- Retail
- Leisure, Travel and Tourism

Progression to Higher Level Studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these

skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications https://register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effective

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications

- Level 5 NVQ Diploma in Business Administration
- Degree in Administrative Management (or similar)
- Staff must hold or be working towards an assessor qualification
- Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified Assessor/Verifier.

Examples of work experience

- Staff must have recent and relevant experience of working in a mid-level management or leadership role
- Teaching specialist in Management or Leadership discipline.

As this qualification competence-based, please refer to the assessment strategy document available on the qualifications page on the NCFE website.

Resource requirements

The following document is essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills CFA Assessment Strategy.

This document can be downloaded from the qualifications page on the NCFE website

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers - including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the Skills CFA NOS for Business and Administration.

Further information on the NOS used in this qualification be found on the Instructus Skills website https://www.instructus-skills.org/.

Section 2

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in a qualification.

This qualification must be assessed in line with Skills CFA Assessment Strategy.

The NCFE Level 4 NVQ Diploma in Business Administration is internally assessed.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 19).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation
- witness testimony
- work product
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro- formas on the NCFE website.

Evidence must be drawn from actual work situations, with simulation used only in exceptional circumstances. Please refer to the Skills CFA Assessment Strategy for further information.

This can be found on the qualifications page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Resolve administrative problems (D/506/1956)

This unit aims to equip learners with the skills and knowledge required to identify and resolve administrative problems.

Guided learning hours: 56 Credit value: 6
Level: 4
This unit is **mandatory**

Unit 02 Manage the work of an administrative function (T/506/1946)

This unit has been designed to provide learners with the skills and knowledge required to organise and manage the work of an administrative function.

Guided learning hours: 27 Credit value: 5
Level: 4
This unit is **mandatory**

Unit 03 Communicate in a business environment (Y/506/1910)

This unit provides learners with an understanding of business communication models, systems and processes. Learners will be able to communicate both verbally and in writing within a business environment.

Guided learning hours: 24 Credit value: 4
Level: 3
This unit is **mandatory**

Unit summaries (cont'd)

Unit 04 Manage personal and professional development (T/506/2952)

The aim of this unit is to equip learners with the ability to identify areas of personal and professional development and to create, fulfil and maintain a personal and professional development plan.

Guided learning hours: 12 Credit value: 3
Level: 3
This unit is **mandatory**

Unit 05 Contribute to the design and development of an information system (A/506/1950)

The aim of this unit is to provide learners with the skills and knowledge required to contribute to the specification of an information system and recommend options for its development.

Guided learning hours: 23 Credit value: 5
Level: 4
This unit is **optional**

Unit 06 Manage information systems (F/506/1951)

This unit provides learners with the skills and knowledge required to set up and manage information systems and their processes.

Guided learning hours: 30 Credit value: 6
Level: 4
This unit is **optional**

Unit 07 Prepare specifications for contracts (H/506/1957)

This unit provides learners with the skills and knowledge required to prepare specifications for contracts.

Guided learning hours: 23 Credit value: 4
Level: 4
This unit is **optional**

Unit summaries (cont'd)

Unit 08 Manage events (M/506/1959)

This unit provides learners with the skills and knowledge required to manage the planning and execution of an event.

Guided learning hours: 49 Credit value: 6
Level: 4
This unit is **optional**

Unit 09 Support environmental sustainability in a business environment (R/506/1954)

This unit helps the learner understand the principles of supporting environmental sustainability in a business environment and able to implement best practices.

Guided learning hours: 38 Credit value: 4
Level: 4
This unit is **optional**

Unit 10 Contribute to the improvement of business performance (D/506/1911)

The aim of this unit is to equip learners with an understanding of the principles of resolving business problems and of improvement techniques and processes. Learners will be able to solve problems in business and contribute to the improvement of business activities.

Guided learning hours: 33 Credit value: 6
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 11 Monitor information systems (F/506/1917)

The aim of this unit is to equip learners with the skills and knowledge required to monitor information systems.

Guided learning hours: 43 Credit value: 8
Level: 3
This unit is **optional**

Unit 12 Negotiate in a business environment (H/506/1912)

This unit provides learners with the ability to prepare for and carry out business negotiations and provide an understanding of the principles that underpin business negotiation.

Guided learning hours: 18 Credit value: 4
Level: 3
This unit is **optional**

Unit 13 Evaluate the provision of business travel or accommodation (J/506/1918)

This unit aims to provide learners with an understanding of the provision of business travel or accommodation arrangements. The learner will be able to evaluate the quality of business travel or accommodation arrangements and recommend improvements.

Guided learning hours: 30 Credit value: 5
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 14 Develop a presentation (K/506/1913)

This unit provides learners with an understanding of presentation development and the ability to develop them.

Guided learning hours: 11 Credit value: 3
Level: 3
This unit is **optional**

Unit 15 Manage an office facility (K/506/1944)

The aim of this unit is to equip learners with the underpinning knowledge and ability required to manage and maintain an office facility.

Guided learning hours: 21 Credit value: 4
Level: 3
This unit is **optional**

Unit 16 Deliver a presentation (M/506/1914)

This unit aims to provide learners with an understanding of the principles underpinning the delivery of presentations. Learners will then be able to prepare and deliver a presentation.

Guided learning hours: 17 Credit value: 3
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 17 Analyse and present business data (M/506/1945)

The aim of this unit is to provide learners with an understanding of the analysis and presentation of business data. Learners will be able to analyse quantitative and qualitative data and present their findings.

Guided learning hours: 24 Credit value: 6
Level: 3
This unit is **optional**

Unit 18 Create bespoke business documents (T/506/1915)

This unit aims to provide learners with the understanding and skills required to design and create bespoke business documents.

Guided learning hours: 23 Credit value: 4
Level: 3
This unit is **optional**

Unit 19 Manage a budget (A/506/1995)

This unit provides learners with the skills and knowledge required to identify financial requirements and set, manage and evaluate the use of a budget.

Guided learning hours: 26 Credit value: 4
Level: 4
This unit is **optional**

Unit 20 Manage knowledge in an organisation (A/506/2032)

This unit aims to equip learners with the ability to identify and then manage knowledge within an organisation.

Guided learning hours: 34 Credit value: 5
Level: 4
This unit is **optional**

Unit summaries (cont'd)

Unit 21 Develop working relationships with stakeholders (F/506/1982)

This unit provides learners with the knowledge and skills required to work with stakeholders and to develop productive working relationships.

Guided learning hours: 20 Credit value: 4
Level: 4
This unit is **optional**

Unit 22 Develop and maintain professional networks (J/506/1949)

The aim of this unit is to provide learners with the ability to identify and maintain a professional network.

Guided learning hours: 15 Credit value: 3
Level: 4
This unit is **optional**

Unit 23 Manage physical resources (K/506/1989)

This unit is designed to enable learners to identify the need for and obtain physical resources and manage their use.

Guided learning hours: 26 Credit value: 4
Level: 4
This unit is **optional**

Unit summaries (cont'd)

Unit 24 Prepare for and support quality audits (K/506/1992)

This unit aims to equip learners with the ability to prepare for and support quality audits, providing the underpinning knowledge of quality management.

Guided learning hours: 17 Credit value: 3
Level: 4
This unit is **optional**

Unit 25 Manage business risk (L/506/2004)

This unit has been designed to provide learners with the ability to address and mitigate business risk.

Guided learning hours: 27 Credit value: 6
Level: 4
This unit is **optional**

Unit 26 Encourage learning and development (M/506/1962)

This unit aims to provide learners with the knowledge and skills required to support and evaluate individuals' learning and development.

Guided learning hours: 16 Credit value: 3
Level: 4
This unit is **optional**

Unit 27 Manage a project (R/506/1999)

The purpose of this unit is to enable learners to plan, manage and evaluate the effectiveness of a project.

Guided learning hours: 38 Credit value: 7
Level: 4
This unit is **optional**

Unit summaries (cont'd)

Unit 28 Initiate and implement operational change (T/506/1980)

The purpose of this unit is to enable learners to plan, manage and evaluate the effectiveness of operational change.

Guided learning hours: 19 Credit value: 4
Level: 4
This unit is **optional**

Unit 29 Conduct quality audits (T/506/1994)

This unit aims to equip learners with the knowledge and skills required to carry out and conduct quality audits.

Guided learning hours: 21 Credit value: 3
Level: 4
This unit is **optional**

Unit 30 Develop and implement an operational plan (Y/506/1955)

The purpose of this unit is to enable learners to develop, implement and evaluate the effectiveness of an operational plan.

Guided learning hours: 24 Credit value: 5
Level: 4
This unit is **optional**

Unit 31 Design business processes (D/506/2055)

This unit aims to equip learners with an understanding of the techniques and tools that support businesses, and the ability to develop and evaluate the effectiveness of business processes.

Guided learning hours: 23 Credit value: 5
Level: 5
This unit is **optional**

Unit summaries (cont'd)

Unit 32 Optimise the use of technology (F/506/2064)

This unit aims to provide learners with an understanding of the principles underpinning the optimisation of technology. Learners will be able to scope and manage the use of technology and optimise the use of technological solutions.

Guided learning hours: 29 Credit value: 6
Level: 5
This unit is **optional**

Unit 33 Establish business risk management processes (J/506/2048)

This unit aims to equip learners with the knowledge and skills required to develop risk management processes and evaluate their effectiveness.

Guided learning hours: 29 Credit value: 5
Level: 5
This unit is **optional**

Unit 34 Promote equality of opportunity, diversity and inclusion (R/506/2053)

This purpose of this unit is to enable learners to promote and evaluate organisational strategies, policies and practices which address equality, diversity and inclusion in the workforce.

Guided learning hours: 26 Credit value: 5
Level: 5
This unit is **optional**

Unit summaries (cont'd)

Unit 35 Manage team performance (A/506/1821)

This unit aims to increase learners' knowledge of team performance management so they can allocate work, assure quality and manage communications within a team.

Guided learning hours: 21 Credit value: 4
Level: 3
This unit is **optional**

Unit 36 Manage individuals' performance (J/506/1921)

This unit aims to increase the learners understanding of underperformance in the workplace so they can manage individuals' performance.

Guided learning hours: 20 Credit value: 4
Level: 3
This unit is **optional**

Unit 37 Manage conflict within a team (K/506/1927)

This unit aims to increase the learners understanding of conflict management. Learners will be able to reduce the potential for conflict and deal with conflict within a team.

Guided learning hours: 25 Credit value: 5
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 38 Implement and maintain business continuity plans and processes (K/506/1930)

This unit aims to enable the learner to plan for, implement and maintain business continuity plans and processes.

Guided learning hours: 25 Credit value: 4
Level: 3
This unit is **optional**

Unit 39 Procure products and/or services (M/506/1928)

This unit aims to enable learners to identify procurement requirements, select suppliers and buy products and/or services.

Guided learning hours: 35 Credit value: 5
Level: 3
This unit is **optional**

Unit 40 Collaborate with other departments (M/506/1931)

This unit aims to enable the learner to collaborate with other departments.

Guided learning hours: 14 Credit value: 3
Level: 3
This unit is **optional**

Unit 41 Chair and lead meetings (Y/506/1924)

This unit aims to enable learners to chair and lead meetings, and to deal with post-meeting matters.

Guided learning hours: 10 Credit value: 3
Level: 3
This unit is **optional**

Unit summaries (cont'd)

Unit 42 Champion customer service (D/506/2153)

This unit is designed to give learners the ability to champion customer service and identify scope for improvement.

Guided learning hours: 17 Credit value: 4
Level: 4
This unit is **optional**

Unit 43 Encourage innovation (J/506/2292)

This unit aims to enable the learner to generate, test and implement ideas for innovation and improvement.

Guided learning hours: 14 Credit value: 4
Level: 3
This unit is **optional**

Unit 44 Recruitment, selection and induction practice (R/506/2909)

This unit provides learners with the knowledge and skills required to recruit, select and induct people into an organisation.

Guided learning hours: 33 Credit value: 6
Level: 4
This unit is **optional**

Unit 01 Resolve administrative problems (D/506/1956)

The learner will:

1.   Understand the principles underpinning the resolution of administrative problems

The learner can:

1.1   Evaluate the effectiveness of different types of information on an administrative function
1.2   Explain the basis for selecting tools, techniques and strategies to analyse administrative functions
1.3   Explain the constraints attached to the use of resources needed to resolve administrative problems.
1.4   Explain how to apply risk assessment and management techniques to identify and resolve administrative problems
1.5   Analyse the effectiveness of different techniques used to resolve administrative problems

The learner will:

2.   Be able to identify administrative problems

The learner can:

2.1   Collect information relevant to the administrative problem
2.2   Use analytical techniques that are appropriate to the administrative problem
2.3   Clarify whether an administrative problem is recurrent, intermittent or a sole instance
2.4   Identify patterns of issues and problems
2.5   Identify the likely cause of an administrative problem

The learner will:

3   Be able to resolve administrative problems

The learner can:

3.1   Select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
3.2   Develop a plan that addresses the administrative problem whilst minimising disruption to business
3.3   Identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
3.4   Implement a problem-solving plan within the agreed timescale and constraints
3.5   Take action to ensure that systems and processes are capable of preventing future reoccurrences
3.6   Evaluate the effectiveness of problem solving activities
3.7   Adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems

Unit 01 Resolve administrative problems (D/506/1956) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 02 Manage the work of an administrative function (T/506/1946)

The learner will:

1　　Understand the management of an administrative function

The learner can:

1.1　Evaluate the way in which the purpose and values of an organisation affect the design and delivery of administrative services
1.2　Analyse the role of IT systems in the delivery of administrative services
1.3　Explain how budgetary constraints affect administrative functions
1.4　Analyse techniques to manage team members
1.5　Evaluate the role of stakeholder feedback in the design and delivery of administrative services
1.6　Explain techniques used to monitor and evaluate administrative work
1.7　Explain techniques to manage bottlenecks and downtime in a way that meets volume targets and quality standards

The learner will:

2　　Be able to organise the work of an administrative function

The learner can:

2.1　Agree specific, measurable, achievable, realistic and time- bound (SMART) objectives with their team
2.2　Specify how business targets and objectives will be achieved
2.3　Develop systems and standard operating procedures for administrative processes that meet organisational and legal requirements
2.4　Set key performance indicators (KPIs) that are capable of measuring the progress and efficiency of the work of an administrative function
2.5　Obtain resources likely to enable targets and objectives to be met within the agreed timescale
2.6　Allocate workloads in a way that is likely to meet targets, deadlines and budgetary constraints

Unit 02 Manage the work of an administrative function (T/506/1946) (cont'd)

The learner will:

3   Be able to manage administrative workflows

The learner can:

3.1   Manage workflow in a way that is likely to meet volume targets and quality standards
3.2   Minimise downtime and productivity waste
3.3   Provide support that facilitates the development of team members and the achievement of targets and objectives
3.4   Produce timely management reports that address workflow information requests
3.5   Use feedback to prevent and resolve problems
3.6   Evaluate the efficiency and effectiveness of administrative services
3.7   Implement improvements to administrative services based on the results of evaluation
3.8   Adhere to organisational policies and procedures, legal and ethical requirements in managing administrative workflows

Unit 02 Manage the work of an administrative function (T/506/1946) (cont'd)

Assessment guidance

1.1 **Values** of an organisation refer to how an organisation will behave towards stakeholders and employees in order to achieve its goals

1.3 **Administrative functions** may include those relating to:
- Finance
- Organisation
- IT
- Human resources

1.4 **Techniques** to manage team members may include but are not exclusive to:
- encouraging autonomy and self-management
- delegating
- delineating individual's responsibilities
- ensuring channels of communication function between team members.

1.6 **Techniques** may include but are not exclusive to:
- pulse meetings
- variance reports
- programme reviews
- technical reviews
- project forecasting
- problem-solving
- management reviews
- use of dashboards/logs.

1.7 **Techniques** may include but are not exclusive to:
- monitoring work closely to identify bottlenecks/downtime promptly
- putting in place a 'safety buffer' to avoid running out of work
- cross-training employees so they can be reallocated as required.

3.1 **Quality standards** may refer to:
- Legislation
- British Standards and ISO
- Kitemark
- CE Mark
- Royal Warrants
- Branding

Unit 03 Communicate in a business environment (Y/506/1910)

The learner will:

1   Understand business communication models, systems and processes

The learner can:

1.1   Analyse the communication needs of internal and external stakeholders
1.2   Analyse the different communication models that support administration
1.3   Evaluate the effectiveness of different communication systems
1.4   Explain the factors that affect the choice of communication media
1.5   Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
1.6   Explain the factors to be taken into account in planning and structuring different communication media
1.7   Explain ways of overcoming barriers to communication
1.8   Explain the use of communications theories and body language
1.9   Explain proof-reading techniques for business communications

The learner will:

2   Be able to communicate in writing in business

The learner can:

2.1   Identify the purpose and audience of the information to be communicated
2.2   Select communication media that are appropriate to the audience and information to be communicated
2.3   Present information in the format, layout and style that is appropriate to the information to be communicated
2.4   Follow agreed business practices when communicating in writing
2.5   Adapt the style and content of a communication, appropriate to specific audiences
2.6   Present written communications that are clear, expressed in correct grammar and reflect what is intended
2.7   Meet agreed deadlines in communicating with others

Unit 03 Communicate in a business environment (Y/506/1910) (cont'd)

The learner will:

3   Be able to communicate verbally in business

The learner can:

3.1   Identify the nature, purpose, audience and use of the information to be communicated
3.2   Use language that is correct and appropriate for the audience's needs
3.3   Use appropriate body language and tone of voice to reinforce messages
3.4   Identify the meaning and implications of information that is communicated verbally
3.5   Confirm that a recipient has understood correctly what has been communicated
3.6   Respond in a way that is appropriate to the situation and in accordance with organisational policies
        and standards

Unit 03 Communicate in a business environment (Y/506/1910) (cont'd)

Assessment guidance

1.1 **Stakeholders** may include, but are not exclusive to:
- shareholders
- directors
- colleagues and managers
- customers
- the local community in which a business operates
- standards agencies.

1.2 **Communication systems** may include, but are not exclusive to:
- telephone
- email
- face-to-face
- letter.

2.4 **Agreed business practices** to include house styles, and in line with organisational policies.

Unit 04 Manage personal and professional development (T/506/2952)

The learner will:

1   Be able to identify personal and professional development requirements

The learner can:

1.1   Compare sources of information on professional development trends and their validity
1.2   Identify trends and developments that influence the need for professional development
1.3   Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation

The learner will:

2   Be able to fulfil a personal and professional development plan

The learner can:

2.1   Evaluate the benefits of personal and professional development
2.2   Explain the basis on which types of development actions are selected
2.3   Identify current and future likely skills, knowledge and experience needs using skills gap analysis
2.4   Agree a personal and professional development plan that is consistent with business needs and personal objectives
2.5   Execute the plan within the agreed budget and timescale
2.6   Take advantage of development opportunities made available by professional networks or professional bodies

The learner will:

3   Be able to maintain the relevance of a personal and professional development plan

The learner can:

3.1   Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
3.2   Obtain feedback on performance from a range of valid sources
3.3   Review progress toward personal and professional objectives
3.4   Amend the personal and professional development plan in the light of feedback received from others

Unit 04 Manage personal and professional development (T/506/2952) (cont'd)

Assessment guidance

2.1 **Benefits** may include, but are not limited to:
   - promotion prospects
   - improved knowledge and skills
   - use of new skills
   - opportunity to increase work responsibilities/salary.

2.3 A **skills gap analysis** is a tool used to identify the difference between a current state and a future goal state within a business.

3.2 **Sources** may include, but are not exclusive to:
   - management reviews
   - feedback reports from other internal departments
   - external customer feedback reporting.

Unit 05 Contribute to the design and development of an information system (A/506/1950)

The learner will:

1   Understand information system design requirements

The learner can:

1.1   Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation
1.2   Assess the ways in which information can be used by an organisation
1.3   Evaluate the implications of data protection requirements for the design of an information system

The learner will:

2   Be able to contribute to the specification of an information system

The learner can:

2.1   Identify the users and stakeholders of an information system
2.2   Identify the information that will be managed within a system
2.3   Analyse the impact of budgetary constraints on the design of an information system
2.4   Specify the functionality of a system that is capable of delivering agreed requirements
2.5   Specify access and security restrictions and systems that meet the design specification of an information system
2.6   Identify resources needed to implement and operate the system
2.7   Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system

The learner will:

3   Be able to recommend options for the development of an information system

The learner can:

3.1   Evaluate the advantages and limitations of proprietary and customised information systems
3.2   Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source
3.3   Identify the implications of testing information systems before finalising the specification
3.4   Justify recommendations for the development of an information system based on an analysis of cost- effectiveness and functionality

Unit 05 Contribute to the design and development of an information system (A/506/1950) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 06 Manage information systems (F/506/1951)

The learner will:

1   Understand the management of information systems

The learner can:

1.1   Explain the uses of an information system
1.2   Describe typical information system interfaces
1.3   Analyse the implications of system updates and system developments to an organisation
1.4   Analyse the use of stakeholders' feedback on the effectiveness of an information system
1.5   Evaluate the implications of data protection requirements for the management and use of an information system

The learner will:

2   Be able to set up information system processes

The learner can:

2.1   Develop standard operating procedures for administrative processes that meet organisational and legal requirements
2.2   Implement management processes that are capable of identifying and resolving problems
2.3   Analyse users' training needs for an information system

The learner will:

3   Be able to manage an information system

The learner can:

3.1   Monitor the quality of information against agreed key performance indicators (KPIs)
3.2   Update information systems in line with business and users needs
3.3   Provide training and support in the use of information systems to users and stakeholders
3.4   Manage problems in the information system in a way that minimises disruption to business
3.5   Evaluate the effectiveness of an information system
3.6   Make recommendations for improvements that will enhance the efficiency of an information system
3.7   Adhere to organisational policies and procedures, legal and ethical requirements in the management of an information system

Unit 06 Manage information systems (F/506/1951) (cont'd)

Assessment guidance

1   **Information system interfaces** may include but are not exclusive to:
- touch screens
- storage devices
- file-sharing software.

Unit 07 Prepare specifications for contracts (H/506/1957)

The learner will:

1   Understand the principles supporting the preparation of specifications for contracts

The learner can:

1.1   Explain the scope of contract specifications
1.2   Explain the roles and interests of those who should be involved in a tender process
1.3   Analyse the legal implications of a range of types of contracts and agreements
1.4   Explain the requirements of confidentiality and data protection
1.5   Evaluate the risks associated with procurement and tendering processes
1.6   Explain the basis for the design of a tender evaluation process

The learner will:

2   Be able to prepare specifications for contracts

The learner can:

2.1   Confirm the requirements for the contract specification
2.2   Draft contract specifications that meet the requirements including post-contractual requirements
2.3   Specify the parameters of the contract in line with the requirements
2.4   Provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification
2.5   Define objective selection criteria to evaluate tender proposals
2.6   Establish a selection process that meets organizational requirements
2.7   Adhere to organisational policies and procedures, legal and ethical requirements when preparing specifications for contracts

Unit 07 Prepare specifications for contracts (H/506/1957) (cont'd)

Assessment guidance

1.3   **Contracts** may cover:
  - distribution agreements
  - partnership agreements
  - joint ventures.

Unit 08 Manage events (M/506/1959)

The learner will:

1   Understand the management of an event

The learner can:

1.1   Explain how organisational objectives will be met by an event
1.2   Explain the flexibilities and constraints of an event's budget
1.3   Evaluate the use of project management techniques in event management
1.4   Analyse how models of contingency and crisis management can be applied to event management
1.5   Analyse the use of customer relationship management (CRM) systems to attract attendees
1.6   Evaluate the application of the principles of logistics to event management
1.7   Describe the insurance requirements of an event

The learner will:

2   Be able to manage the planning of an event

The learner can:

2.1   Identify the purpose of an event and the key messages to be communicated
2.2   Identify target attendees for an event
2.3   Assess the impact of an event on an organisation and its stakeholders
2.4   Establish requirements for resources, location, technical facilities, layout, health and safety
2.5   Identify how event-related risks and contingencies will be managed
2.6   Develop an event plan that specifies objectives, success and evaluation criteria
2.7   Make formal agreements for what will be provided, by whom and when
2.8   Determine methods of entry, security, access and pricing

The learner will:

3   Be able to manage an event

The learner can:

3.1   Manage the allocation of resources in accordance with the event management plan
3.2   Respond to changing circumstances in accordance with contingency plans
3.3   Deliver agreed outputs within the timescale
3.4   Manage interdependencies, risks and problems in accordance with the event management plan
3.5   Comply with the venue, insurance and technical requirements
3.6   Apply the principles and good practice of customer care when managing an event
3.7   Adhere to organisational policies and procedures, legal and ethical requirements when managing an event

Unit 08 Manage events (M/506/1959) (cont'd)

The learner will:

4   Be able to follow up an event

The learner can:

4.1   Ensure that all post-event leads or actions are followed up
4.2   Optimise opportunities to take actions that are likely to further business objectives
4.3   Evaluate the effectiveness of an event against agreed criteria

Unit 08 Manage events (M/506/1959) (cont'd)

Assessment guidance

1.3   **Project management techniques** may include:
- critical path
- crash
- milestone
- Gantt
- PERT (programme evaluation review techniques).

Unit 09 Support environmental sustainability in a business environment (R/506/1954)

The learner will:

1   Understand the principles supporting environmental sustainability in a business environment

The learner can:

1.1   Describe current legislation in relation to environmental sustainability in a business environment
1.2   Explain government incentives that support environmental sustainability in a business environment
1.3   Analyse the relationship between environmental sustainability and corporate social responsibility
1.4   Explain the health and safety considerations for environmental sustainability and waste management
1.5   Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures

The learner will:

2   Be able to implement best practice in environmental sustainability in a business environment

The learner can:

2.1   Identify the environmental standards that are relevant to an organisation
2.2   Evaluate the impact of an organisation's business on its environment
2.3   Promote a culture of efficient consumption of energy in line with an organisation's energy management policies
2.4   Establish procedures to minimise waste and maximise the recycling of materials
2.5   Establish procedures to meet hazardous waste regulations
2.6   Adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment

Unit 09 Support environmental sustainability in a business environment (R/506/1954) (cont'd)

Assessment guidance

1.4　**Techniques** may include, but are not exclusive to:
- compliance audit
- issues audit
- health and safety audit
- site audit
- corporate audit
- due diligence audit
- activity or operational audit
- product or life cycle audit.

Unit 10 Contribute to the improvement of business performance (D/506/1911)

The learner will:

1   Understand the principles of resolving business problems

The learner can:

1.1   Explain the use of different problem-solving techniques
1.2   Explain the organisational and legal constraints relating to problem-solving
1.3   Describe the role of stakeholders in problem-solving
1.4   Describe the steps in the business decision-making process
1.5   Analyse the implications of adopting recommendations and implementing decisions to solve
        business problems

The learner will:

2   Understand improvement techniques and processes

The learner can:

2.1   Describe the purpose and benefits of continuous improvement
2.2   Analyse the features, use and constraints of different continuous improvement techniques and
        models
2.3   Explain how to carry out a cost-benefit analysis
2.4   Explain the importance of feedback from customers and other stakeholders in continuous
          improvement

The learner will:

3   Be able to solve problems in business

The learner can:

3.1   Identify the nature, likely cause and implications of a problem
3.2   Evaluate the scope and scale of a problem
3.3   Analyse the possible courses of action that can be taken in response to a problem
3.4   Use evidence to justify the approach to problem-solving
3.5   Develop a plan and success criteria that are appropriate to the nature and scale of a problem
3.6   Obtain approval to implement a solution to a problem
3.7   Take action to resolve or mitigate a problem
3.8   Evaluate the degree of success and scale of the implications of a solved problem

Unit 10 Contribute to the improvement of business performance (D/506/1911) (cont'd)

The learner will:

4   Be able to contribute to the improvement of activities

The learner can:

4.1   Identify the nature, scope and scale of possible contributions to continuous improvement activities
4.2   Measure changes achieved against existing baseline data
4.3   Calculate performance measures relating to cost, quality and delivery
4.4   Justify the case for adopting improvements identified with evidence
4.5   Develop standard operating procedures and resource plans that are capable of implementing agreed changes

Unit 10 Contribute to the improvement of business performance (D/506/1911) (cont'd)

Assessment guidance

1.1   **Problem-solving techniques** may include but are not exclusive to:
   - Define and clarify the issue
   - Gather all the facts and understand their causes.
   - Brainstorm possible options and solutions.
   - Consider and compare the pros and cons of each option
   - Select the best option
   - Explain your decision to those involved and affected

1.2   **Legal constraints** refer to a limit that is set out to regulate how far a person or an organisation can go in regards to a specific matter

1.3   **Stakeholders** may include, but are not exclusive to:
   - Shareholders
   - Directors
   - Colleagues and managers
   - Customers
   - The local community in which a business operates
   - Standards agencies

1.4   **The business decision-making process:** The description of how a decision is made will need to be in line with organisational policies and procedures

2.2   **Continuous improvement techniques and models** could include:
   - Training programmes
   - Surveys
   - Time studies
   - Brainstorming sessions

2.3   **Cost-benefit analysis** refers to a systematic approach for estimating the strengths and weaknesses of different options

3.2   The **scope** of a problem refers to those affected and may include, but not be exclusive to:
   - colleagues
   - departments
   - organisation
   - customers
   - resources.

3.6   **Approval** must be from the relevant higher authority.

4.5   **Standard operating procedures** set out the method, practice and procedures specific to the organisation.

Unit 11 Monitor information systems (F/506/1917)

The learner will:

1   Understand how information systems are used

The learner can:

1.1   Explain how the intended use of reports affects the choice of format and language
1.2   Explain how the audience of reports affects the choice of format and language
1.3   Explain the features of different problem-solving techniques related to information systems
1.4   Evaluate the suitability of possible problem-solving actions related to information systems
1.5   Explain techniques to validate the reliability of information
1.6   Analyse the suitability of different evaluation techniques related to information systems
1.7   Assess the potential consequences of breaches of confidentiality
1.8   Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information

The learner will:

2   Be able to monitor information systems

The learner can:

2.1   Develop a plan to monitor information systems that specifies objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements
2.2   Carry out monitoring activities in accordance with the plan
2.3   Provide training and support to system users that is appropriate to their needs
2.4   Identify the cause of problems with an information system
2.5   Suggest solutions to problems with an information system
2.6   Recommend adaptations to the system in response to identified problems or developments
2.7   Adhere to organisational policies and procedures, and legal and ethical requirements when monitoring information systems

Unit 11 Monitor information systems (F/506/1917) (cont'd)

Assessment guidance

1   **Information systems** may include:
   - hardware
   - software
   - infrastructure.

1.3   **Different problem-solving techniques** may include, but not be exclusive to:
   - means end analysis
   - inductive reasoning
   - rule of thumb (heuristic).

1.7   **Consequences** cover the effects on:
   - the individual
   - the organisation
   - the stakeholders.

Unit 12 Negotiate in a business environment (H/506/1912)

The learner will:

1   Understand the principles underpinning negotiation

The learner can:

1.1   Describe the requirements of a negotiation strategy
1.2   Explain the use of different negotiation techniques
1.3   Explain how research on the other party can be used in negotiations
1.4   Explain how cultural differences might affect negotiations

The learner will:

2   Be able to prepare for business negotiations

The learner can:

2.1   Identify the purpose, scope and objectives of the negotiation
2.2   Explain the scope of their own authority for negotiating
2.3   Prepare a negotiating strategy
2.4   Prepare fall back stances and compromises that align with the negotiating strategy and priorities
2.5   Assess the likely objectives and negotiation stances of the other party
2.6   Research the strengths and weaknesses of the other party

The learner will:

3   Be able to carry out business negotiations

The learner can:

3.1   Carry out negotiations within responsibility limits in a way that optimises opportunities
3.2   Adapt the conduct of the negotiation in accordance with changing circumstances
3.3   Maintain accurate records of negotiations, outcomes and agreements made
3.4   Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

Unit 12 Negotiate in a business environment (H/506/1912) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 13 Evaluate the provision of business travel or accommodation (J/506/1918)

The learner will:

1   Understand the provision of business travel or accommodation arrangements

The learner can:

1.1   Explain the factors to be taken into account in setting evaluation criteria for the provision of
         business travel or accommodation
         Explain different travel or accommodation-related needs and services
1.3   Explain different arrangements that could be made for the provision of business travel or
         accommodation
1.4   Explain the scope of legal and organisational security and confidentiality requirements relating to
         business travel or accommodation

The learner will:

2   Be able to evaluate the quality of organisational business travel or accommodation arrangements

The learner can:

2.1   Assess the performance of providers of travel or accommodation against agreed criteria
2.2   Identify instances of exceptional and inadequate performance
2.3   Evaluate the benefits and limitations of existing arrangements for organising business travel or
         accommodation and their implications
2.4   Identify alternative potential providers and ways of providing travel or accommodation

The learner will:

3   Be able to recommend improvements to organisational business travel or accommodation
         arrangements

The learner can:

3.1   Produce costed plans that set out different options, their benefits, limitations and implications
3.2   Shortlist alternative potential providers of business travel or accommodation against agreed
         criteria
3.3   Adhere to organisational policies and procedures, and legal and ethical requirements when
         recommending improvements to arrangements for business travel or accommodation

Unit 13 Evaluate the provision of business travel or accommodation (J/506/1918)

Assessment guidance

1.1 **Evaluation criteria** may include:
- availability
- suitability
- effectiveness.

Unit 14 Develop a presentation (K/506/1913)

The learner will:

1   Understand how to develop a presentation

The learner can:

1.1   Explain best practice in developing presentations
1.2   Explain who needs to be consulted on the development of a presentation
1.3   Explain the factors to be taken into account in developing a presentation
1.4   Analyse the advantages and limitations of different communication media

The learner will:

2   Be able to develop a presentation

The learner can:

2.1   Identify the purpose, content, style, timing and audience for a presentation
2.2   Select a communication media that is appropriate to the nature of a presentation, message and audience
2.3   Tailor a presentation to fit the timescale and audience's needs
2.4   Prepare a presentation that is logically structured, summarises the content and addresses the brief
2.5   Take action to ensure that a presentation adheres to organisational guidelines and policies
2.6   Develop materials that support the content of a presentation

Unit 14 Develop a presentation (K/506/1913) (cont'd)

Assessment guidance

1.1   Various Presentations can be electronic or paper based methods of delivering a message to individuals or a group.

1.5   Communication media refers to the manner in which the information is to be presented:
- visually – on screen, flip chart, white board, paper
- verbally – face to face, teleconference.

2.1   Audiences may include, but are not exclusive to:
- internal – colleagues, managers, other departments
- external – individuals, companies.

2.6   Materials may include, but are not exclusive to:
- handouts
- models.

Unit 15 Manage an office facility (K/506/1944)

The learner will:

1   Understand the management of an office facility

The learner can:

1.1   Explain the requirements of establishing and implementing office management procedures
1.2   Explain how to manage the effectiveness of work and systems
1.3   Explain how to manage any constraints attached to office facilities and related budgets
1.4   Explain the factors to be taken into account in the design of
         office systems, procedures and guidance documents
1.5   Explain how to create an environment that is conducive to productive work

The learner will:

2   Be able to manage and maintain an office facility

The learner can:

2.1   Maintain equipment and consumables to agreed levels
2.2   Establish systems to evaluate the effectiveness of office systems and procedures
2.3   Review the effectiveness of office systems and procedures to meet users' needs, adapting them
         to meet changing demands
2.4   Manage the maintenance of office equipment to meet users' needs and expectations
2.5   Manage effective relationships with suppliers
2.6   Take action to ensure that administrative services are provided to agreed standards

Unit 15 Manage an office facility (K/506/1944) (cont'd)

Assessment guidance

1.2   **Constraints** in a business could include, but not be limited to:
  • time
  • financial
  • policies
  • staffing
  • regulations.

2.3   **Users** may include, but are not limited to:
  • colleagues
  • customers.

Unit 16 Deliver a presentation (M/506/1914)

The learner will:

1   Understand the principles underpinning the delivery of presentations

The learner can:

1.1   Analyse the advantages and limitations of different methods of, and media for, making
         presentations
1.2   Explain how the type and size of the audience affects the delivery of a presentation
1.3   Explain the factors to be taken into account in developing contingency plans when delivering
         presentations
1.4   Explain voice projection and timing techniques when delivering presentations
1.5   Explain the factors to be taken into account in responding to questions from an audience
1.6   Explain different methods for evaluating the effectiveness of a presentation

The learner will:

2   Be able to prepare to deliver a presentation

The learner can:

2.1   Confirm the layout of the venue and correct functioning of equipment and resources prior to
         making a presentation
2.2   Develop contingency plans for potential equipment and resource failure
2.3   Take action to ensure that the presentation fits the time slot available

The learner will:

3   Be able to deliver a presentation

The learner can:

3.1   Speak clearly and confidently, using language that is appropriate for the topic and the audience
3.2   Vary their voice tone, pace and volume appropriately when delivering a presentation
3.3   Use body language in a way that reinforces messages
3.4   Use equipment and resources effectively when delivering a presentation
3.5   Deliver a presentation within the agreed timeframe
3.6   Respond to questions in a way that meets the audience's needs
3.7   Evaluate the effectiveness of a presentation

Unit 16 Deliver a presentation (M/506/1914) (cont'd)

Assessment guidance

1.1　**Methods/media** may include:
- chalk and talk
- OHP (Overhead projection)
- PowerPoint
- video clips
- interactive white board
- handouts.

1.3　**Contingency plans** may include:
- agreement for post event hand outs
- use of USB sticks
- secondary emergency equipment
- pre-event testing of equipment.

1.6　**Factors** may include:
- timing
- listening
- understanding
- considering
- responding
- referring.

Unit 17 Analyse and present business data (M/506/1945)

The learner will:

1   Understand the analysis and presentation of business data

The learner can:

1.1   Explain the uses and limitations of primary and secondary data
1.2   Explain the uses and limitations of quantitative and qualitative data
1.3   Evaluate the issues relating to the validity and reliability of data and its analysis
1.4   Explain the use of IT tools to carry out research
1.5   Assess the risks attached to making judgments based on limited or unrepresentative samples
1.6   Assess the risks attached to generalizing research findings
1.7   Explain different formats and techniques for the presentation of the analysis

The learner will:

2   Be able to analyse quantitative and qualitative business data

The learner can:

2.1   Agree the parameters of the analysis
2.2   Clarify any ethical requirements of the analysis
2.3   Organise the data in a way that will facilitate its analysis
2.4   Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives
2.5   Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
2.6   Confirm the accuracy of data analysis and make necessary adjustments
2.7   Draw conclusions that are valid and supported by evidence

The learner will:

3   Be able to present the analysis of business data

The learner can:

3.1   Present data in the agreed reporting format and house style
3.2   Acknowledge the limitations of the analysis
3.3   Reference data sources

Unit 17 Analyse and present business data (M/506/1945) (cont'd)

Assessment guidance

2.5   **Techniques** may include:
- comparing
- contrasting
- measuring
- monitoring.

2.7   **Conclusions** are:
- within limits of own responsibility
- linked to original brief
- in an agreed format.

Unit 18 Create bespoke business documents (T/506/1915)

The learner will:

1   Understand how to create bespoke business documents

The learner can:

1.1   Explain the use of bespoke business documents
1.2   Describe the factors to be taken into account in selecting the appropriate method of presenting a business document
1.3   Describe the use of technology to create bespoke business documents
1.4   Explain the purpose and requirements of corporate identity in bespoke business documents
1.5   Analyse different design techniques used to create attractive bespoke business documents
1.6   Explain the factors to be taken into account in evaluating the impact of bespoke business documents

The learner will:

2   Be able to design bespoke business documents

The learner can:

2.1   Confirm the purpose, nature, content, style, quality standards, audience and deadline of the document
2.2   Identify the optimum method of presenting the document
2.3   Create design options that meet the specification
2.4   Take into account feedback from stakeholders

The learner will:

3   Be able to create bespoke business documents

The learner can:

3.1   Include content that meets the brief, is accurate and grammatically correct
3.2   Use design techniques to create documents that meet the specification
3.3   Integrate non-text items into the agreed layout
3.4   Present documents within the agreed timescale

Unit 18 Create bespoke business documents (T/506/1915) (cont'd)

Assessment guidance

1.1   **Bespoke** means something that has been tailored, personalised or custom made.

1.2   **Technology** may include, but is not exclusive to:
- word processing
- graphic design
- publishing software
- online publishing
- digital printing
- blogs, vlogs and other social media formats.

1.4   **Corporate identity** is a collection of visual elements which are used in various applications to promote the image of an organisation.

1.5   **Design techniques** may include, but are not exclusive to:
- graphic design
- logotype
- fonts
- icons
- symbols.

2.4   **Stakeholders** may include, but are not exclusive to:
- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates

3.1   A **brief** is a set of instructions about a job or task

3.3   **Non-text items** may include, but are not exclusive to:
- icons
- symbols
- images/diagrams
- graphs/charts
- tables
- photographs.

Unit 19 Manage a budget (A/506/1995)

The learner will:

1   Understand how to identify financial requirements

The learner can:

1.1   Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
1.2   Analyse the components of a business case to meet organisational requirements
1.3   Analyse the factors to be taken into account to secure the support of stakeholders
1.4   Describe the business planning and budget-setting cycle

The learner will:

2   Understand how to set budgets

The learner can:

2.1   Explain the purposes of budget-setting
2.2   Analyse the information needed to enable realistic budgets to be set
2.3   Explain how to address contingencies
2.4   Explain organisational policies and procedures on budget- setting

The learner will:

3   Be able to manage a budget

The learner can:

3.1   Use the budget to control performance and expenditure
3.2   Identify the cause of variations from budget
3.3   Explain the actions to be taken to address variations from budget
3.4   Propose realistic revisions to budget, supporting recommendations with evidence
3.5   Provide budget-related reports and information within agreed timescales
3.6   Explain the actions to be taken in the event of suspected instances of fraud or malpractice

The learner will:

4   Be able to evaluate the use of a budget

The learner can:

4.1   Identify successes and areas for improvement in budget management
4.2   Make recommendations to improve future budget setting and management

Unit 19 Manage a budget (A/506/1995) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 20 Manage knowledge in an organisation (A/506/2032)

The learner will:

1   Understand the principles of knowledge management

The learner can:

1.1   Explain the concept, scope and importance of knowledge management
1.2   Explain the concept of intellectual property
1.3   Identify the business drivers that lead to effective knowledge management
1.4   Explain the risks associated with knowledge management and their potential implications
1.5   Explain the importance of engaging others and
         communicating knowledge management issues and activities
1.6   Explain best practice principles and techniques for effective knowledge management
1.7   Describe strategies to manage tacit and explicit knowledge

The learner will:

2   Be able to identify knowledge to be managed within an organisation

The learner can:

2.1   Identify the criteria against which knowledge will be managed
2.2   Engage colleagues in identifying the knowledge to be managed

The learner will:

3   Be able to manage knowledge within an organisation

The learner can:

3.1   Implement actions in accordance with the knowledge management plan
3.2   Adhere to security processes for the collection, storage and retrieval of knowledge
3.3   Evaluate the extent to which current knowledge management systems and processes are fit for
         purpose
3.4   Recommend improvements to processes and systems to
         manage knowledge
3.5   Assess the likely impact and implications of the loss of knowledge

Unit 20 Manage knowledge in an organisation (A/506/2032) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 21 Develop working relationships with stakeholders (F/506/1982)

The learner will:

1   Understand working relationships with stakeholders

The learner can:

1.1   Analyse stakeholder mapping techniques
1.2   Explain how influencing skills and techniques can be used to enhance the relationship with stakeholders
1.3   Explain how expectation management and conflict resolution techniques are applied to stakeholder management
1.4   Analyse the advantages and limitations of different types of stakeholder consultation
1.5   Evaluate the risks and potential consequences of inadequate stakeholder consultation

The learner will:

2   Be able to determine the scope for collaboration with stakeholders

The learner can:

2.1   Identify the stakeholders with whom relationships should be developed
2.2   Explain the roles, responsibilities, interests and concerns of stakeholders
2.3   Evaluate business areas that would benefit from collaboration with stakeholders
2.4   Evaluate the scope for and limitations of collaborating with different types of stakeholder

The learner will:

3   Be able to develop productive working relationships with stakeholders

The learner can:

3.1   Create a climate of mutual trust and respect by behaving openly and honestly
3.2   Take account of the advice provided by stakeholders
3.3   Minimise the potential for friction and conflict amongst stakeholders

The learner will:

4   Be able to evaluate relationships with stakeholders

The learner can:

4.1   Monitor relationships and developments with stakeholders
4.2   Address changes that may have an effect on stakeholder relationships
4.3   Recommend improvements based on analyses of the effectiveness of stakeholder relationships

Unit 21 Develop working relationships with stakeholders (F/506/1982) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 22 Develop and maintain professional networks (J/506/1949)

The learner will:

1   Understand the principles of effective networking

The learner can:

1.1   Describe the interpersonal skills needed for effective networking
1.2   Explain the basis on which to choose networks to be developed
1.3   Evaluate the role of shared agendas and conflict management in relationship-building
1.4   Evaluate the role of the internet in business networking
1.5   Assess the importance of following up leads and actions
1.6   Analyse ethical issues relating to networking activities

The learner will:

2   Be able to identify professional networks for development

The learner can:

2.1   Identify potential networks for professional development from an analysis of their benefits
         compared with individual needs and aspirations
2.2   Shortlist networks for development against defined criteria
2.3   Assess the benefits and limitations of joining and maintaining selected network(s)

The learner will:

3   Be able to maintain professional networks

The learner can:

3.1   Identify the potential for mutual benefit with network members
3.2   Promote their own skills, knowledge and competence to network members
3.3   Provide information, services or support to network members where the potential for mutual
         benefit has been identified
3.4   Establish the boundaries of confidentiality
3.5   Agree guidelines for the exchange of information and resources
3.6   Take action to ensure that participation in networks reflects current and defined future aspirations
         and needs
3.7   Make introductions to people with common or complementary interest to and within networks

Unit 22 Develop and maintain professional networks (J/506/1949)

Assessment guidance

1.2   **Networks** may cover:
   - online networking (social media)
   - face-to-face networking
   - professional network services
   - formal networking (weekly/monthly meetings and referrals).

1.7   **Ethical issues** may relate to:
   - data protection conflicts of interest
   - social responsibility
   - morality.

3.4   **The boundaries of confidentiality** will vary, but must adhere to current data protection legislation

Unit 23 Manage physical resources (K/506/1989)

The learner will:

1   Be able to identify the need for physical resources

The learner can:

1.1   Identify resource requirements from analyses of organisational needs
1.2   Evaluate alternative options for obtaining physical resources
1.3   Evaluate the impact on the organisation of introducing physical resources
1.4   Identify the optimum option that meets operational requirements for physical resources

The learner will:

2   Be able to obtain physical resources

The learner can:

2.1   Develop a business case for physical resources that is supported by evidence, cost estimates,
        contingency arrangements and an analysis of likely benefits
2.2   Obtain authorisation and financial commitment for the required expenditure
2.3   Negotiate best value from contracts in accordance with organisational standards and procedures
2.4   Adhere to organisational policies and procedures, legal and ethical requirements when obtaining
        physical resources
2.5   Check that the physical resources received match those ordered

The learner will:

3   Be able to manage the use of physical resources

The learner can:

3.1   Take action to ensure physical resources are used in accordance with manufacturers' instructions
3.2   Evaluate the efficiency of physical resources against agreed criteria
3.3   Recommend improvements to the use of physical resources and associated working practices
3.4   Analyse the benefits of effective equipment in the conservation of energy and the environment

Unit 23 Manage physical resources (K/506/1989) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 24 Prepare for and support quality audits (K/506/1992)

The learner will:

1   Understand the principles underpinning the management of quality

The learner can:

1.1   Analyse the principles of quality management
1.2   Analyse the purpose and requirements of a range of quality standards
1.3   Analyse the advantages and limitations of a range of quality techniques
1.4   Assess how the management of quality contributes to the achievement of organisational
         objectives

The learner will:

2   Be able to prepare for quality audits

The learner can:

2.1   Establish the quality requirements applicable to the work being audited
2.2   Confirm that documentation is complete
2.3   Confirm that any previously agreed actions have been implemented
2.4   Make available information requested in advance by auditors

The learner will:

3   Be able to support quality audits

The learner can:

3.1   Provide access to information on request within scope of the audit
3.2   Agree actions and timescales with auditors that will remedy non-conformance or non-compliance
3.3   Identify instances where business processes, quality standards and/or procedures could be
         improved
3.4   Develop a quality improvement plan that addresses the issues raised

Unit 24 Prepare for and support quality audits (K/506/1992) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 25 Manage business risk (L/506/2004)

The learner will:

1   Understand the management of business risk

The learner can:

1.1   Explain what is meant by business risk
1.2   Analyse business risk identification theories and models
1.3   Explain measures and techniques to mitigate business risk
1.4   Explain their own level of authority in managing risk

The learner will:

2   Be able to address business risk

The learner can:

2.1   Monitor work in line with organisational risk procedures
2.2   Identify potential risks using agreed risk criteria
2.3   Assess identified risks, their potential consequences and the probability of them happening
2.4   Communicate to stakeholders the likelihood of the risk occurring and its potential consequences
2.5   Explain organisational business risk management policies

The learner will:

3   Be able to mitigate business risk

The learner can:

3.1   Develop risk management plans and processes that are proportionate to the risk and the available resources
3.2   Implement risk management plans in accordance with organisational requirements
3.3   Monitor on-going risk-related developments and amend plans in the light of changing circumstances
3.4   Keep stakeholders informed of any developments and their possible consequences
3.5   Evaluate the effectiveness of actions taken, identifying possible future improvements

Unit 25 Manage business risk (L/506/2004) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 26 Encourage learning and development (M/506/1962)

The learner will:

1   Understand the principles of learning and development

The learner can:

1.1   Assess the role of continuous professional development (CPD) in identifying and meeting
         individuals' learning and development for current and future business needs
1.2   Analyse the advantages and limitations of different learning and development methods
1.3   Explain how to identify individuals' learning and development needs
1.4   Evaluate the role of self-reflection in learning and development

The learner will:

2   Be able to support individuals' learning and development

The learner can:

2.1   Promote the benefits of learning to people in own area of responsibility
2.2   Support individuals in identifying their current and likely future learning and development needs
         from a range of information sources
2.3   Agree with individuals the learning activities to be undertaken, ensuring they are within agreed
         budgets and consistent with business needs
2.4   Summarise agreed learning objectives, learning activities, review mechanisms and success
         criteria in a personal development plan
2.5   Create an environment that encourages and promotes learning and development
2.6   Provide opportunities for individuals to apply their developing competence in the workplace

The learner will:

3   Be able to evaluate individuals' learning and development

The learner can:

3.1   Analyse information from a range of sources on individuals' performance and development
3.2   Evaluate the effectiveness of different learning and development methods
3.3   Agree revisions to personal development plans in the light of feedback

Unit 26 Encourage learning and development (M/506/1962) (cont'd)

Assessment guidance

1.3   **Learning and development methods** could include:
- conscious competence learning model
- learning evaluation methods
- Kirkpatrick's learning evaluation model
- experiential learning
- role-playing
- Kolb's learning styles model.

Unit 27 Manage a project (R/506/1999)

The learner will:

1   Understand the management of a project

The learner can:

1.1   Explain how to carry out a cost-benefit analysis for a project
1.2   Evaluate the use of risk analysis techniques
1.3   Evaluate project planning and management tools and techniques
1.4   Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources
1.5   Analyse the requirements of project governance arrangements

---

The learner will:

2   Be able to plan a project

The learner can:

2.1   Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work
2.2   Agree the objectives and scope of proposed projects with stakeholders
2.3   Assess the interdependencies and potential risks within a project
2.4   Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan
2.5   Develop proportionate and targeted plans to manage identified risks and contingencies
2.6   Apply project lifecycle approaches to the progress of a project

---

The learner will:

3   Be able to manage a project

The learner can:

3.1   Allocate resources in accordance with the project plan
3.2   Brief project team members on their roles and responsibilities
3.3   Implement plans within agreed budgets and timescales
3.4   Communicate the requirements of the plans to those who will be affected
3.5   Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
3.6   Keep stakeholders up to date with developments and problems
3.7   Complete close-out actions in accordance with project plans
3.8   Adhere to organisational policies and procedures, legal and ethical requirements when managing a project

Unit 27 Manage a project (R/506/1999) (cont'd)

The learner will:

4   Be able to evaluate the effectiveness of a project

The learner can:

4.1   Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
4.2   Evaluate the effectiveness of capturing and managing project-related knowledge
4.3   Report on the effectiveness of plans

Unit 27 Manage a project (R/506/1999) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 28 Initiate and implement operational change (T/506/1980)

The learner will:

1   Understand the implementation of operational change

The learner can:

1.1   Explain sources of information indicating the need for change
1.2   Analyse the advantages and limitations of different project and change management techniques
1.3   Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management

The learner will:

2   Be able to plan for operational change

The learner can:

2.1   Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
2.2   Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives
2.3   Provide colleagues with the support needed to implement operational change

The learner will:

3   Be able to manage operational change

The learner can:

3.1   Implement the change plan within the agreed timescale using available resources
3.2   Assess the significance of deviations from the change plan
3.3   Address interdependency issues and tensions that affect the achievement of change objectives
3.4   Assess the value and risks of unintended outcomes from operational change
3.5   Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken

The learner will:

4   Be able to evaluate the effectiveness of operational change

The learner can:

4.1   Evaluate the effectiveness of operational change
4.2   Identify areas for improvement, justifying conclusions and recommendations with evidence
4.3   Communicate to stakeholders the lessons learned from the change

Unit 28 Initiate and implement operational change (T/506/1980) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 29 Conduct quality audits (T/506/1994)

The learner will:

1   Understand the principles underpinning the management of quality

The learner can:

1.1   Analyse the principles of quality management
1.2   Analyse the purpose and requirements of a range of quality standards
1.3   Analyse the advantages and limitations of a range of quality techniques
1.4   Assess how the management of quality contributes to the achievement of organisational
       objectives

The learner will:

2   Be able to prepare to carry out quality audits

The learner can:

2.1   Establish the quality requirements applicable to the work being audited
2.2   Develop a plan for a quality audit
2.3   Prepare the documentation needed to undertake a quality audit
2.4   Specify data requirements to those who will support the audit

The learner will:

3   Be able to conduct quality audits

The learner can:

3.1   Confirm that any previously agreed actions have been implemented
3.2   Analyse information against agreed quality criteria
3.3   Identify instances where business processes, quality standards and/or procedures could be
       improved
3.4   Agree actions and timescales that will remedy non-conformance or non-compliance

Unit 29 Conduct quality audits (T/506/1994) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 30 Develop and implement an operational plan (Y/506/1955)

The learner will:

1   Understand the principles of operational planning

The learner can:

1.1   Evaluate the use of risk analysis techniques in operational planning
1.2   Explain the components of an operational plan
1.3   Analyse the relationship between strategic and operational plans
1.4   Evaluate the use of planning tools and techniques in the operational planning process
1.5   Explain how to carry out a cost-benefit analysis

The learner will:

2   Be able to develop an operational plan

The learner can:

2.1   Identify specific, measurable, achievable, realistic and time- bound (SMART) objectives and key performance indicators (KPIs)
2.2   Identify evaluation mechanisms appropriate to the plan
2.3   Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures
2.4   Develop proportionate and targeted plans to manage identified risks
2.5   Take action to ensure that plans complement and maximise synergy with other business areas
2.6   Adhere to organisational policies and procedures, legal and ethical requirements

The learner will:

3   Be able to implement an operational plan

The learner can:

3.1   Implement plans within agreed budgets and timescales
3.2   Communicate the requirements of the plans to those who will be affected
3.3   Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks

Unit 30 Develop and implement an operational plan (Y/506/1955) (cont'd)

The learner will:

4   Be able to evaluate the effectiveness of an operational plan

The learner can:

4.1   Conduct periodic reviews of the progress and effectiveness of the plans, using information from a
         range of sources
4.2   Report on the effectiveness of operational plans in the appropriate format

Unit 30 Develop and implement an operational plan (Y/506/1955) (cont'd)

Assessment guidance

1.1 **Risk analysis techniques** might include, but are not exclusive to:
- failure mode and criticality analysis
- fault trees
- identification of risk associated with health and safety, security, finance and environment.

1.4 **Planning tools** might include, but are not exclusive to**:**
- fishbone diagrams
- Gantt charts
- critical path analysis
- business process modelling.

4.1 **Periodic reviews** could include milestone reviews with teams or individuals and will be in relation to the length of the project plan.

Unit 31 Design business processes (D/506/2055)

The learner will:

1   Understand techniques and tools that support the design of business processes

The learner can:

1.1   Analyse the principles of business change and business process re-engineering
1.2   Evaluate the concept and application of workflow patterns and usability testing
1.3   Evaluate a range of modelling tools
1.4   Analyse the factors to be taken into account when evaluating the effectiveness of business processes

The learner will:

2   Be able to develop business processes

The learner can:

2.1   Evaluate the scope for business process improvement and constraints
2.2   Generate ideas that meet defined business needs
2.3   Test a proposed process through a modelling exercise
2.4   Evaluate the feasibility and viability of a proposed process against agreed criteria
2.5   Establish the degree of overlap between a proposed process and existing processes and systems
2.6   Resolve tensions between existing and proposed systems and processes
2.7   Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes

The learner will:

3   Be able to evaluate the effectiveness of business processes

The learner can:

3.1   Analyse valid information using techniques that are appropriate to the process being evaluated
3.2   Assess the cost and benefit of a business process to the organisation
3.3   Justify recommendations for the rejection, adoption or enhancements to processes with evidence

Unit 31 Design business processes (D/506/2055) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 32 Optimise the use of technology (F/506/2064)

The learner will:

1   Understand the principles underpinning the optimisation of technology

The learner can:

1.1   Explain how to keep up-to-date with technological developments
1.2   Analyse the requirements of organisational procurement processes
1.3   Evaluate the implications of technology for business continuity and crisis management plans
1.4   Evaluate the legal implications of changes to the use of technology
1.5   Analyse the requirements of a technology strategy

The learner will:

2   Be able to scope the use of technology

The learner can:

2.1   Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality
2.2   Evaluate the current use of technology against agreed criteria
2.3   Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems
2.4   Identify the strategic implications of changes to the use of technology
2.5   Assess the risks, limitations and benefits of changes to the use of technology

The learner will:

3   Be able to optimise the use of technological solutions

The learner can:

3.1   Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy
3.2   Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans
3.3   Recommend technological solutions that meet the specified objectives

The learner will:

4   Be able to manage the use of technology

The learner can:

4.1   Develop procedures that address all aspects of the technology and their implications
4.2   Take action to ensure that everyone using the technology is adequately trained and equipped
4.3   Promote the benefits of technology
4.4   Use monitoring techniques that are appropriate to the nature of the work carried out and the system
4.5   Take prompt corrective action in the event of problems arising

Unit 32 Optimise the use of technology (F/506/2064) (cont'd)

Assessment guidance

There is no specific assessment guidance for this unit.

Unit 33 Establish business risk management processes (J/506/2048)

The learner will:

1   Understand business risk management models and techniques

The learner can:

1.1   Analyse standards relating to the management of business risk
1.2   Analyse the factors influencing different types of risk
1.3   Evaluate the relationship between risk management, business continuity and crisis management
1.4   Evaluate a range of scenario planning and crisis management models
1.5   Analyse methods of calculating risk probability
1.6   Analyse the effectiveness of a range of risk monitoring techniques
1.7   Analyse the significance of risk governance structures and ownership

---

The learner will:

2   Be able to develop business risk management processes

The learner can:

2.1   Review periodically the effectiveness of risk management strategy, policy and criteria
2.2   Take action to ensure that risk profiles remain current and relevant
2.3   Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk
2.4   Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation
2.5   Take action to ensure that risk management processes are integrated into operational plans and activities

Unit 33 Establish business risk management processes (J/506/2048) (cont'd)

The learner will:

3   Be able to evaluate the effectiveness of business risk management processes

The learner can:

3.1   Appraise the suitability of a range of risk evaluation techniques to business risk management
3.2   Evaluate risk using valid quantitative and qualitative information
3.3   Identify areas for improvement in identifying and managing risk
3.4   Encourage a culture that accepts and manages risk

Unit 33 Establish business risk management processes (J/506/2048) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 34 Promote equality of opportunity, diversity and inclusion (R/506/2053)

The learner will:

1   Understand the principles underpinning equality, diversity and inclusion in the workforce

The learner can:

1.1   Analyse the development of equality, diversity and inclusion policies and practices in the
         workforce
1.2   Evaluate the application of approaches to equal opportunities
1.3   Evaluate the impact of equality, diversity and inclusion policy on workforce performance
1.4   Evaluate methods of managing ethical conflicts
1.5   Evaluate the business benefits of effective equality, diversity and inclusion policies and practices
1.6   Evaluate the impact of equality, diversity and inclusion on
         organisational practices
1.7   Evaluate the requirements of legislation, regulation and codes of practice affecting equality,
         diversity and inclusion in the workforce

The learner will:

2   Be able to evaluate organisational strategies, policies and practices which address equality,
         diversity and inclusion requirements

The learner can:

2.1   Identify the extent to which equality, diversity and inclusion strategies, policies and practices are
         fit for purpose
2.2   Identify strengths and weaknesses by benchmarking organisational equality, diversity and
         inclusion policies and practices internally and externally
2.3   Identify a range of areas for improvement in human resource practices, organisational systems,
         procedures and/or processes
2.4   Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and
         inclusion strategies, policies and practices

Unit 34 Promote equality of opportunity, diversity and inclusion (R/506/2053) (cont'd)

The learner will:

3   Be able to promote equality, diversity and inclusion policies and practices

The learner can:

3.1   Devise a communications strategy and plan that covers everyone within their area of responsibility
3.2   Use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion
3.3   Take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices
3.4   Promote a culture where actual and potential discrimination is challenged
3.5   Take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination

Unit 34 Promote equality of opportunity, diversity and inclusion (R/506/2053) (cont'd)

Assessment guidance

No specific assessment guidance for this unit.

Unit 35 Manage team performance (A/506/1821)

The learner will:

1   Understand the management of team performance

The learner can:

1.1   Explain the use of benchmarks in managing performance
1.2   Explain a range of quality management techniques to manage team performance
1.3   Describe constraints on the ability to amend priorities and plans

The learner will:

2   Be able to allocate and assure the quality of work

The learner can:

2.1   Identify the strengths, competences and expertise of team members
2.2   Allocate work on the basis of the strengths, competences and expertise of team members
2.3   Identify areas for improvement in team members' performance outputs and standards
2.4   Amend priorities and plans to take account of changing circumstances
2.5   Recommend changes to systems and processes to improve the quality of work

The learner will:

3   Be able to manage communications within a team

The learner can:

3.1   Explain to team members the lines of communication and authority levels
3.2   Communicate individual and team objectives, responsibilities and priorities
3.3   Use communication methods that are appropriate to the topics, audience and timescales
3.4   Provide support to team members when they need it
3.5   Agree with team members a process for providing feedback on work progress and any issues arising
3.6   Review the effectiveness of team communications and make improvements

Unit 35 Manage team performance (A/506/1821) (cont'd)

Assessment guidance

1.1 A **benchmark** is a standard or measurement that may include:
- key performance indicators (KPIs)
- best operational practices.

1.3 **Quality management techniques** may include:
- total quality management (TQM)
- statistical process control (SPC)
- continual improvement processes.

Unit 36 Manage individuals' performance (J/506/1921)

The learner will:

1   Understand the management of underperformance in the workplace

The learner can:

1.1   Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
1.2   Explain how to identify causes of underperformance
1.3   Explain the purpose of making individuals aware of their underperformance clearly but sensitively
1.4   Explain how to address issues that hamper individuals' performance
1.5   Explain how to agree a course of action to address underperformance

The learner will:

2   Be able to manage individuals' performance in the workplace

The learner can:

2.1   Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives
2.2   Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs
2.3   Apply motivation techniques to maintain morale
2.4   Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards
2.5   Monitor individuals' progress towards objectives in accordance with agreed plans
2.6   Recognise individuals' achievement of targets and quality standards
2.7   Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Unit 36 Manage individuals' performance (J/506/1921) (cont'd)

Assessment guidance

2.1 **Organisational objectives** are the overall goals, purpose and missions of a business as established by its management.

2.3 **Motivation techniques** may include, but are not exclusive to:
- incentives and rewards
- flexible working arrangements
- praise and gratitude
- coaching or mentoring.

Unit 37 Manage conflict within a team (K/506/1927)

The learner will:

1   Understand the principles of conflict management

The learner can:

1.1   Evaluate the suitability of different methods of conflict management in different situations
1.2   Describe the personal skills needed to deal with conflict between other people
1.3   Analyse the potential consequences of unresolved conflict within a team
1.4   Explain the role of external arbitration and conciliation in conflict resolution

The learner will:

2   Be able to reduce the potential for conflict within a team

The learner can:

2.1   Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
2.2   Explain to team members the constraints under which other colleagues work
2.3   Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures
2.4   Take action to minimise the potential for conflict within the limits of their own authority
2.5   Explain how team members' personalities and cultural backgrounds may give rise to conflict

The learner will:

3   Be able to deal with conflict within a team

The learner can:

3.1   Assess the seriousness of conflict and its potential impact
3.2   Treat everyone involved with impartiality and sensitivity
3.3   Decide a course of action that offers optimum benefits
3.4   Explain the importance of engaging team members' support for the agreed actions
3.5   Communicate the actions to be taken to those who may be affected by it
3.6   Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team

Unit 37 Manage conflict within a team (K/506/1927) (cont'd)

Assessment guidance

1.1 **Methods of conflict management** may include, but are not exclusive to:
- avoiding
- competing
- collaborating
- compromising
- accommodating.

1.2 **Personal skills** could include:
- withholding judgement
- empathic questioning
- active listening
- assertiveness
- objectivity.

1.4 **Potential consequences** may include, but are not limited to:
- organisational
- financial
- team dynamics
- productivity
- personal.

1.5 **External arbitration** may include, but is not limited to:
- supportive
- mediation
- investigative.

Unit 38 Implement and maintain business continuity plans and processes (K/506/1930)

The learner will:

1   Be able to plan for the implementation of business continuity plans and processes

The learner can:

1.1   Describe the components of a business continuity plan
1.2   Explain the uses of a business continuity plan
1.3   Explain the features of different business continuity planning models
1.4   Explain the potential consequences of inadequate business continuity plans and processes
1.5   Confirm the required aim, scope and objectives of business continuity plans
1.6   Engage stakeholders in developing business continuity plans and processes
1.7   Identify business-critical products and/or services and the activities and resources that support them

The learner will:

2   Be able to implement business continuity plans and processes

The learner can:

2.1   Develop a framework for business continuity management
2.2   Recommend resources that are proportionate to the potential impact of business disruption
2.3   Communicate the importance and requirements of business continuity plans and processes to stakeholders
2.4   Meet their own objectives within the plan

The learner will:

3   Be able to maintain the fitness for purpose of on-going business continuity plans and processes

The learner can:

3.1   Provide training for staff who may be affected
3.2   Validate and test the strength of business continuity plans and processes
3.3   Update plans and processes in the light of feedback from business continuity exercises and other sources of information

Unit 38 Implement and maintain business continuity plans and processes (K/506/1930) (cont'd)

Assessment guidance

1.1   A **business continuity plan** sets out how a business will operate following an incident and how it expects to return to 'business as usual' in the quickest possible time.

1.7   **Business critical** refers to anything that is necessary for a business to be successful.

2.1   **Business continuity management** is about identifying those parts of the business that cannot afford to be lost, such as:
- information
- premises
- stock
- staff.

Unit 39 Procure products and/or services (M/506/1928)

The learner will:

1   Be able to identify procurement requirements

The learner can:

1.1   Explain current and likely future procurement requirements
1.2   Decide whether the purchase of products and/or services offers the organisation best value
1.3   Evaluate ethical and sustainability considerations relating to procurement
1.4   Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits

The learner will:

2   Be able to select suppliers

The learner can:

2.1   Explain the factors to be taken into account in selecting suppliers
2.2   Explain organisational procurement policies, procedures and standards
2.3   Explain the effect of supplier choice on the supply chain
2.4   Use appropriate media to publicise procurement requirements
2.5   Confirm the capability and track record of suppliers and their products and/or services
2.6   Select suppliers that meet the procurement specification

The learner will:

3   Be able to buy products and/or services

The learner can:

3.1   Explain the action to be taken in the event of problems arising
3.2   Agree contract terms that are mutually acceptable within their own scope of authority
3.3   Record agreements made, stating the specification, contract terms and any post-contract requirements
3.4   Adhere to organisational policies and procedures, legal and ethical requirements

Unit 39 Procure products and/or services (M/506/1928) (cont'd)

Assessment guidance

1.3   **Sustainability** is defined as 'avoiding the depletion of natural resources in the procurement process'.

1.4   **Risk** includes risks to the business and organisation as well as health and safety risks.

2.5   **Capability and track record** may be in the context of internal to or external to the learner's organisation.

Unit 40 Collaborate with other departments (M/506/1931)

The learner will:

1   Understand how to collaborate with other departments

The learner can:

1.1   Explain the need for collaborating with other departments
1.2   Explain the nature of the interaction between their own team and other departments
1.3   Explain the features of effective collaboration
1.4   Explain the potential implications of ineffective collaboration with other departments
1.5   Explain the factors relating to knowledge management that should be considered when
       collaborating with other departments

The learner will:

2   Be able to identify opportunities for collaboration with other departments

The learner can:

2.1   Analyse the advantages and disadvantages of collaborating with other departments
2.2   Identify with which departments collaborative relationships should be built
2.3   Identify the scope for and limitations of possible collaboration

The learner will:

3   Be able to collaborate with other departments

The learner can:

3.1   Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements
3.2   Work with other departments in a way that contributes to the achievement of organisational
       objectives

Unit 40 Collaborate with other departments (M/506/1931) (cont'd)

Assessment guidance

1.1 **Collaborating** may include, but is not limited to:
- meeting to discuss ideas
- sharing information
- sharing resources
- working on a common project
- secondment of team members.

1.5 **Knowledge management** is the process of capturing, sharing, developing and effectively using organisational knowledge.

3.1 **Service level agreement (SLA)** is part of a service contract where the service is formally defined.

3.2 **Organisational objectives** are the overall goals, purpose and mission of a business as established by its management.

Unit 41 Chair and lead meetings (Y/506/1924)

The learner will:

1   Be able to prepare to lead meetings

The learner can:

1.1   Identify the type, purpose, objectives, and background to a meeting
1.2   Identify those individuals expected, and those required to attend a meeting
1.3   Prepare for any formal procedures that apply to a meeting
1.4   Describe ways of minimising likely problems in a meeting
1.5   Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale

The learner will:

2   Be able to chair and lead meetings

The learner can:

2.1   Follow business conventions in the conduct of a meeting
2.2   Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
2.3   Manage the agenda within the timescale of the meeting
2.4   Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements

The learner will:

3   Be able to deal with post-meeting matters

The learner can:

3.1   Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
3.2   Take action to ensure that post-meeting actions are completed
3.3   Evaluate the effectiveness of a meeting and identify points for future improvement

Unit 41 Chair and lead meetings (Y/506/1924) (cont'd)

Assessment guidance

1.3 **Formal procedures** may include:
- setting the time, date and place of meeting
- sending out invites
- setting an agenda.

2.1 **Business conventions** are a set of rules that govern the way each meeting is managed.

Unit 42 Champion customer service (D/506/2153)

The learner will:

1   Understand how to champion customer service

The learner can:

1.1   Evaluate the importance of viewing operations from the customer's viewpoint
1.2   Analyse the role of service partners in providing customer service
1.3   Evaluate the effectiveness of information collection systems and reports
1.4   Describe organisational decision-making processes and limits of their own authority
1.5   Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements
1.6   Describe activities that give added value to the service chain

The learner will:

2   Be able to identify the scope for improvements to customer service

The learner can:

2.1   Monitor customer service delivery to identify issues that are important to customer service
2.2   Analyse the implications of improvements to customer service
2.3   Identify customer service issues relating to new products and/or services
2.4   Identify the strategic and managerial implications of changes to customer service and the service offer

The learner will:

3   Be able to champion customer service

The learner can:

3.1   Promote the role of customer service within an organisation's operational plans
3.2   Inform individual staff members about their role in championing customer service
3.3   Promote the benefits of effective customer service
3.4   Provide validated customer service advice and information to colleagues
3.5   Support others to identify areas for improvement to customer service
3.6   Monitor the effectiveness of advice and information given
3.7   Take actions to ensure that customer service delivery meets agreed standards

Assessment guidance

1.1   The evaluation should include the impact on **operations** at a strategic business level.

1.2   **Service partners -** A service partnership can be formed when a minimum of two organisations or two departments of the same organisation combine in order to provide more effective customer service. A service partner may be one of those organisations or departments. As a minimum, the analysis should demonstrate that the learner has clearly identified their **service partners**, the contributions that they make, the interdependencies that exist and the implications of non-cooperation.

1.3   The **evaluation of effectiveness** should be based on **information collected** over a period of time. It should not rely on supposition.

1.5   The suitability of a **range of monitoring techniques** should be assessed in relation to specific key performance indicators which have been identified as a means of measuring customer service.

1.6   **Service chain** - A sequence of services where, for each subsequent service, occurrence of the first action/service is necessary for the occurrence of the second action/service.

2.1   It is expected that feedback will be sought from customers to help define issues that are important to **customer service.**

2.2   As a minimum, the **analysis of implications** should include cost, benefit, feasibility and impact on service partners. Learners are recommended to take a holistic approach and include **improvements** identified as part of AC1.5, 1.6 and 2.1

2.4   **Service offer** - A service offer defines the extent and limits of the customer service that an organisation is offering

3.1   The learner should be able to demonstrate their personal input to an organisation's mid to long term **operational plans**.

3.6   The monitoring should relate to the **advice and information given** as part of AC3.4 and should form a natural 'follow- through' as part of performance management activities.

Unit 43 Encourage innovation (J/506/2292)

The learner will:

1   Be able to identify opportunities for innovation

The learner can:

1.1   Analyse the advantages and disadvantages of techniques used to generate ideas
1.2   Explain how innovation benefits an organisation
1.3   Explain the constraints on their own ability to make changes
1.4   Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement
1.5   Engage team members in finding opportunities to innovate and suggest improvements
1.6   Monitor performance, products and/or services and developments in areas that may benefit from innovation
1.7   Analyse valid information to identify opportunities for innovation and improvement

The learner will:

2   Be able to generate and test ideas for innovation and improvement

The learner can:

2.1   Generate ideas for innovation or improvement that meet the agreed criteria
2.2   Test selected ideas that meet viability criteria
2.3   Evaluate the fitness for purpose and value of the selected ideas
2.4   Assess potential innovations and improvements against the agreed evaluation criteria

The learner will:

3   Be able to implement innovative ideas and improvements

The learner can:

3.1   Explain the risks of implementing innovative ideas and improvements
3.2   Justify conclusions of efficiency and value with evidence
3.3   Prepare costings and schedules of work that will enable efficient implementation
3.4   Design processes that support efficient implementation

Unit 43 Encourage innovation (J/506/2292) (cont'd)

Assessment guidance

1.1   **Techniques** may include, but are not exclusive to:
- brainstorming
- nominal group technique (NGT)
- use of customer feedback
- attribute listing
- need identification
- synetics
- idea screening.

1.5   **Stakeholders** may include, but are not exclusive to:
- shareholders
- directors
- colleagues and managers
- customers
- the local community in which a business operates
- standards agencies.

1.5   **Innovate** refers to making positive changes to current methods, ideas or products.

2.3   **Value** refers to the benefits of the ideas and could include: increased work place efficiency, greater market share, increased turnover, customer satisfaction, improved social/environmental reputation etc.

Unit 44 Recruitment, selection and induction practice (R/506/2909)

The learner will:

1   Understand the principles and theories underpinning recruitment, selection and induction practice

The learner can:

1.1   Explain workforce planning techniques
1.2   Describe the information needed to identify recruitment requirements
1.3   Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
1.4   Analyse the factors involved in establishing recruitment and selection criteria
1.5   Evaluate the suitability of different recruitment and selection methods for different roles
1.6   Analyse patterns of employment that affect the recruitment of staff
1.7   Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
1.8   Explain the induction process
1.9   Explain the relationship between human resource processes and the induction processes

---

The learner will:

2   Be able to recruit people into an organisation

The learner can:

2.1   Determine current staffing needs
2.2   Identify current skills needs from identified staffing needs
2.3   Identify future workforce needs
2.4   Develop a resourcing plan that addresses identified needs within budgetary limitations
2.5   Evaluate the cost-effectiveness of different methods of recruitment for an identified role
2.6   Explain how recruitment policies and practices meet legal and ethical requirements
2.7   Select the most appropriate method of recruitment for identified roles

Unit 44 Recruitment, selection and induction practice (R/506/2909) (cont'd)

The learner will:

3   Be able to select appropriate people for the role

The learner can:

3.1   Plan assessment processes that are valid and reliable
3.2   Provide those involved in the selection process with sufficient information to enable them to make informed decisions
3.3   Justify assessment decisions with evidence
3.4   Inform applicants of the outcome of the process in line with organisational procedures
3.5   Evaluate the effectiveness of the selection process
3.6   Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments

The learner will:

4   Be able to induct people into an organisation

The learner can:

4.1   Develop induction materials that meet operational and new starters' needs
4.2   Explain to new starters organisational policies, procedures and structures
4.3   Explain to new starters their role and responsibilities
4.4   Explain to new starters their entitlements and where to go for help
4.5   Assess new starters' training needs
4.6   Confirm that training is available that meets operational and new starters' needs
4.7   Provide support that meets new starters' needs throughout the induction period

Unit 44 Recruitment, selection and induction practice (R/506/2909)

Assessment guidance

No specific assessment guidance for this unit.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 4 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break the subject or complex situations into separate parts and examine each part in detail. Identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Clarify	Explain the information in a clear, concise way showing depth of understanding.
Classify	Organise accurately according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose.
Compare	Examine the subjects in detail, consider and contrast similarities and differences.
Critically compare	This is a development of compare where the learner considers and contrasts the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision showing how views and opinions have been developed.
Demonstrate	Show an in-depth understanding by describing, explaining or illustrating using examples.
Describe	Provide a broad range of detailed information about the subject or item in a logical way.
Discuss	Write a detailed account which includes contrasting perspectives.
Draw conclusions (which…)	Make a final decision or judgment based on reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment. Apply current research or theories to support the evaluation.
Critically evaluate	This is a development of 'evaluate' where the debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts. Responses could include examples to support these reasons.
Identify	Apply an in-depth knowledge to give the main points accurately. (A description may also be necessary to gain higher marks when using compensatory marking).
Justify	Give a detailed explanation of the reasons for actions or decisions.
Review and revise	Look back over the subject and make corrections or changes based on additional knowledge or experience.
Reflect	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for practice and professional development.
Summarise	Give the main ideas or facts in a concise way to develop key issues.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Candidates who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**