

# Qualification specification

**NCFE Level 5 NVQ Diploma in Management and  
Leadership**

**QN: 601/4034/3**

**This qualification is now withdrawn**

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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v5.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v5.2	June 2022	<p>Information added to the entry guidance section to advise that <a href="#">registration</a> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access <a href="#">support handbooks</a>.</p> <p>Further information added to the assessment and moderation section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <a href="#">assessment evidence</a> presented for external quality assurance must be in English.</p>

# Section 1

## Qualification overview

## 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 5 NVQ Diploma in Management and Leadership.

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 5 NVQ Diploma in Management and Leadership.

The NCFE Level 5 NVQ Diploma in Management and Leadership 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.

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## About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4034/3.

This is a cross sector qualification aimed at current and prospective managers and leaders. This qualification covers the skills needed to be a successful manager/leader, covering competencies applicable to a wide range of contexts.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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## Things you need to know

- Qualification number (QN): 601/4034/3
- Aim reference: 60140343
- Total Qualification Time (TQT): 530
- Guided learning hours (GLH): 237
- Credit value: 53
- Level: 5
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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## Aims and objectives of this qualification

This qualification aims to:

- provide learners with the skills they need to operate as a successful manager
- confirm competence of those already fulfilling a senior managerial role
- allow learners to develop skills in a range of areas relevant to senior managerial roles, such as business process, strategic change and risk management.

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 manager.
-

## Entry guidance

This qualification is designed for learners aged 18 and above who are working in in a senior managerial role.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 4 qualification.

Entry is at the discretion of the centre. 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.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

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## Achieving this qualification

To be awarded the NCFE Level 5 NVQ Diploma in Management and Leadership, learners must achieve a minimum of **53** credits:

- a total of **22** credits from Group A
- a minimum of **23** credits from Group B
- and the remaining credits can come from Group B or Group C

A minimum of 30 credits must be achieved at level 5 or above.

### Group A mandatory units

- Unit 01 Contribute to the development of a strategic plan (5 credits)
- Unit 02 Design business processes (5 credits)
- Unit 03 Manage strategic change (7 credits)
- Unit 04 Provide leadership and management (5 credits)

### Group B optional units

- Unit 05 Establish business risk management processes (5 credits)
- Unit 06 Promote equality of opportunity, diversity and inclusion (5 credits)
- Unit 07 Develop and manage collaborative relationships with other organisations (5 credits)
- Unit 08 Optimise the use of technology (6 credits)
- Unit 09 Manage product and/or service development (5 credits)
- Unit 10 Develop and maintain professional networks (3 credits)
- Unit 11 Develop and implement an operational plan (5 credits)
- Unit 12 Encourage learning and development (3 credits)
- Unit 13 Discipline and grievance management (3 credits)
- Unit 14 Develop working relationships with stakeholders (4 credits)
- Unit 15 Manage a tendering process (4 credits)
- Unit 16 Manage physical resources (4 credits)
- Unit 17 Prepare for and support quality audits (3 credits)
- Unit 18 Conduct quality audits (3 credits)
- Unit 19 Manage a budget (4 credits)
- Unit 20 Manage a project (7 credits)
- Unit 21 Manage business risk (6 credits)
- Unit 22 Manage knowledge in an organisation (5 credits)
- Unit 23 Manage redundancy and redeployment (6 credits)
- Unit 24 Lead the development of a quality strategy (4 credits)
- Unit 25 Lead the development of a continuous improvement strategy (5 credits)
- Unit 26 Manage strategic marketing activities (7 credits)
- Unit 27 Manage the impact of work activities on the environment (4 credits)
- Unit 28 Recruitment, selection and induction practice (6 credits)
- Unit 29 Lead the development of a knowledge management strategy (7 credits)

### Group C optional units

- Unit 30 Manage Health and Safety in own area of responsibility (5 credits)
- Unit 31 Contribute to the design and development of an information system (5 credits)



- Unit 32 Manage information systems (6 credits)
- Unit 33 Manage events (6 credits)\*
- Unit 34 Review the quality of customer service (4 credits)
- Unit 35 Developing sales proposals (5 credits)
- Unit 36 Prioritising information for sales planning (3 credits)
- Unit 37 Manage customer service operations (7 credits)

The learning outcome and assessment criteria for each unit are provided in Section 3.

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 5 NVQ Diploma in Management and Leadership, 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.

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

Where the assessment strategy for a unit/qualification allow[s], 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.

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### Progression opportunities

This qualification can provide progression to further qualifications at Level 5 or higher in the same and related subject areas.

It may also be useful to learners studying qualifications in the following sectors:

- Business
- Customer Service
- 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 5 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 5 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.

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### 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.

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## Exemption

Exemption allows learners to use evidence of certificated, achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

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## Equivalent units

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of this qualification. However, this qualification has no equivalent units identified.

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## 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.

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## Qualification dates

The qualification review date is the date by which we'll have carried out a review of the qualification.

We'll communicate changes relating to extensions to qualifications to centres.

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## 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 effectively.

## 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

- Degree in Management or Leadership-related subject
- MBA
- BSc Business Management
- 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 management or leadership role
- Teaching specialist in management or leadership discipline.

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

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## 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.

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## **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 don't have to use the LETL – you can devise your own evidence tracking document instead.

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## **Support for centres**

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

### **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.

### **Qualification Support Packs**

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful. If you would like to learn more, or to see which qualifications have QSPs then please visit the NCFE website.

### **Customer 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 our dedicated qualifications 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 Customer Support team on 0191 239 8000.

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## **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.

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## **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 Management and Leadership.

Further information on the NOS used in this qualification can be found on the Skills CFA website [www.skillscfa.org/](http://www.skillscfa.org/)

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# Section 2

## Assessment and moderation

## 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 5 NVQ Diploma in Management and Leadership 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.

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### 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.

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

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

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 Customer Support team on 0191 239 8000.

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## **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 Customer Support Guide.

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# Section 3

## Structure and content

## 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 Customer Support team on 0191 239 8000.

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## Unit summaries

### Unit 01 Contribute to the development of a strategic plan (A/506/2046)

This unit provides learners with an understanding of the principles of strategic planning, enabling learners to analyse the factors affecting the development of strategic plans and contribute to a strategic plan.

Guided learning hours: 31

Credit value: 5

Level: 5

This unit is **mandatory**

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### Unit 02 Design business processes (D/506/2055)

This unit aims to develop learners' understanding of the techniques and tools that support the design of business processes, enabling learners to develop and evaluate the effectiveness of business processes.

Guided learning hours: 23

Credit value: 5

Level: 5

This unit is **mandatory**

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### Unit 03 Manage strategic change (H/506/2056)

The unit aims to develop learners' understanding of the management and evaluation of change, enabling learners to plan, manage and evaluate strategic change.

Guided learning hours: 25

Credit value: 7

Level: 5

This unit is **mandatory**

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### Unit 04 Provide leadership and management (L/506/1953)

The unit aims to develop learners' understanding of the principles supporting leadership and management, enabling learners to engage and inspire stakeholders, colleagues and deliver results.

Guided learning hours: 28

Credit value: 5

Level: 4

This unit is **mandatory**

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**Unit 05 Establish business risk management processes (J/506/2048)**

This unit develops learners' understanding of business risk management and learners' ability to develop business risk management processes and evaluate their effectiveness.

Guided learning hours: 29

Credit value: 5

Level: 5

This unit is **optional**

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**Unit 06 Promote equality of opportunity, diversity and inclusion (R/506/2053)**

This unit aims to equip learners with the principles underpinning equality, diversity and inclusion in the workforce. Learners will be able to evaluate and promote organisational strategies, policies and practices relating to equality, diversity and inclusion.

Guided learning hours: 26

Credit value: 5

Level: 5

This unit is **optional**

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**Unit 07 Develop and manage collaborative relationships with other organisations (T/506/2059)**

The aim of this unit is to develop learners' understanding of the principles of effective collaboration, and provides learners with the opportunity to identify and develop external collaborative relationships.

Guided learning hours: 28

Credit value: 5

Level: 5

This unit is **optional**

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**Unit 08 Optimise the use of technology (F/506/2064)**

This unit enables learners to understand the principles underpinning the optimisation of technology. Learners will demonstrate the ability to scope and manage the use of technology optimising the use of technological solutions.

Guided learning hours: 29

Credit value: 6

Level: 5

This unit is **optional**

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**Unit 09 Manage product and/or service development (Y/506/2068)**

This unit provides learners with an opportunity to understand the development of new or improved products and/or services. Learners will be able to establish the need for and manage the development of new or improved products and/or services.

Guided learning hours: 23

Credit value: 5

Level: 5

This unit is **optional**

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**Unit 10 Develop and maintain professional networks (J/506/1949)**

This unit develops learners' understanding of the principles of effective networking and ability to identify, develop and maintain professional networks.

Guided learning hours: 15

Credit value: 3

Level: 4

This unit is **optional**

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**Unit 11 Develop and implement an operational plan (Y/506/1955)**

This unit develops learners' understanding of the principles of operational planning and ability to develop, implement and evaluate operational plans.

Guided learning hours: 24

Credit value: 5

Level: 4

This unit is **optional**

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**Unit 12 Encourage learning and development (M/506/1962)**

The aim of this unit is to provide learners with an understanding of the principles of learning and development and enable learners to support and evaluate the learning and development of individuals.

Guided learning hours: 16

Credit value: 3

Level: 4

This unit is **optional**

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### **Unit 13 Discipline and grievance management (A/506/1981)**

The aim of this unit is to provide learners with the knowledge of the principles supporting the management of discipline and grievance cases, enabling learners to manage a disciplinary and a grievance case.

Guided learning hours: 26

Credit value: 3

Level: 4

This unit is **optional**

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### **Unit 14 Develop working relationships with stakeholders (F/506/1982)**

The aim of this unit is to provide learners with an understanding of how to develop working relationships with stakeholders. Learners will be able to determine the scope for collaboration with stakeholders, develop and evaluate working relationships with stakeholders.

Guided learning hours: 20

Credit value: 4

Level: 4

This unit is **optional**

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### **Unit 15 Manage a tendering process (L/506/1984)**

This unit aims to enable learners to develop a tender specification, manage a tendering exercise and negotiate the award of contracts.

Guided learning hours: 21

Credit value: 4

Level: 4

This unit is **optional**

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### **Unit 16 Manage physical resources (K/506/1989)**

This unit will enable learners to identify the need for, obtain and manage the use of physical resources.

Guided learning hours: 26

Credit value: 4

Level: 4

This unit is **optional**

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### **Unit 17 Prepare for and support quality audits (K/506/1992)**

This unit aims to provide learners with an understanding of the principles of managing quality, enabling learners to prepare for and support quality audits.

Guided learning hours: 17

Credit value: 3

Level: 4

This unit is **optional**

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### **Unit 18 Conduct quality audits (T/506/1994)**

This unit aims to provide learners with an understanding of the principles of managing quality, enabling learners to prepare for and conduct quality audits.

Guided learning hours: 21

Credit value: 3

Level: 4

This unit is **optional**

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

This unit enables learners to identify financial requirements and understand how to set budgets, enabling learners to manage and evaluate the use of a budget.

Guided learning hours: 26

Credit value: 4

Level: 4

This unit is **optional**

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### **Unit 20 Manage a project (R/506/1999)**

The aim of this unit is to provide learners with the knowledge required to manage a project, enabling learners to plan, manage and evaluate a project.

Guided learning hours: 38

Credit value: 7

Level: 4

This unit is **optional**

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**Unit 21 Manage business risk (L/506/2004)**

This unit develops learners' understanding of business risk management and learners' ability to address and mitigate business risk.

Guided learning hours: 27

Credit value: 6

Level: 4

This unit is **optional**

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**Unit 22 Manage knowledge in an organisation (A/506/2032)**

This unit enables learners to understand the principles of knowledge management and identify and manage knowledge within an organisation.

Guided learning hours: 34

Credit value: 5

Level: 4

This unit is **optional**

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**Unit 23 Manage redundancy and redeployment (M/506/2044)**

The purpose of this unit is to enable learners to understand the management of redundancy and the principles of redeployment, enabling learners to demonstrate ability to manage redundancy and redeployment.

Guided learning hours: 39

Credit value: 6

Level: 4

This unit is **optional**

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**Unit 24 Lead the development of a quality strategy (J/506/2101)**

In this unit learners will understand the principles underpinning the development of a quality strategy. Learners will be able to develop a quality strategy and manage quality.

Guided learning hours: 20

Credit value: 4

Level: 7

This unit is **optional**

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**Unit 25 Lead the development of a continuous improvement strategy (F/506/2114)**

In this unit learners will understand the principles underpinning the development of a continuous improvement strategy. Learners will be able to develop a continuous improvement strategy and manage continuous improvement.

Guided learning hours: 28

Credit value: 5

Level: 7

This unit is **optional**

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**Unit 26 Manage strategic marketing activities (L/506/2293)**

This unit provides learners with an understanding of strategic management of marketing activities, enabling learners to evaluate a market, develop a marketing communications strategy and plan, and manage strategic marketing activities.

Guided learning hours: 28

Credit value: 7

Level: 5

This unit is **optional**

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**Unit 27 Manage the impact of work activities on the environment (J/506/2907)**

The aim of this unit is to develop learners' understanding of how to support environmentally-friendly working practices, enabling learners to organise work and manage the use of resources minimising impact on the environment.

Guided learning hours: 30

Credit value: 4

Level: 4

This unit is **optional**

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**Unit 28 Recruitment, selection and induction practice (R/506/2909)**

In this unit, learners will have the opportunity to develop their knowledge of the principles and theories underpinning recruitment, selection and induction practice, enabling learners to recruit, select and induct people into an organisation.

Guided learning hours: 33

Credit value: 6

Level: 4

This unit is **optional**

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## **Unit 29 Lead the development of a knowledge management strategy (D/506/2959)**

In this unit, learners will have the opportunity to develop understanding of knowledge management. Learners will be able to develop a knowledge management strategy, manage knowledge and promote knowledge management.

Guided learning hours: 33

Credit value: 7

Level: 7

This unit is **optional**

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## **Unit 30 Manage health and safety in own area of responsibility (D/504/4056)**

This unit provides learners with the opportunity to increase understanding of responsibilities and liabilities in relation to health and safety and how to assess, monitor and minimise health and safety risks. Learners will develop the ability to review and communicate health and safety policy and monitor health and safety in their own area of responsibility.

Guided learning hours: 15

Credit value: 5

Level: 4

This unit is **optional**

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## **Unit 31 Contribute to the design and development of an information system (A/506/1950)**

This unit is designed to equip learners with an understanding of information system design requirements. Learners will be able to contribute to the specification of an information system and recommend options for development.

Guided learning hours: 23

Credit value: 5

Level: 4

This unit is **optional**

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## **Unit 32 Manage information systems (F/506/1951)**

This unit aims to develop learners' understanding of the management of information systems, enabling learners to set up information processes and manage an information system.

Guided learning hours: 30

Credit value: 6

Level: 4

This unit is **optional**

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### **Unit 33 Manage events (M/506/1959)**

This unit provides learners with an understanding of event management, enabling learners to plan, manage and follow up on an event.

Guided learning hours: 49

Credit value: 6

Level: 4

This unit is **optional**

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### **Unit 34 Review the quality of customer service (F/506/2176)**

The aim of this unit is to provide learners with an understanding of how to review the quality of customer service, enabling learners to plan the measurement of and evaluate the quality of customer service.

Guided learning hours: 20

Credit value: 4

Level: 4

This unit is **optional**

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### **Unit 35 Developing sales proposals (A/502/8656)**

The aim of this unit is to equip learners with the knowledge to write sales proposals and the ability to develop and evaluate sales proposals.

Guided learning hours: 30

Credit value: 5

Level: 4

This unit is **optional**

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### **Unit 36 Prioritising information for sales planning (D/502/8651)**

This purpose of this unit is to develop learners' understanding of the sources and types of information that support sales. Learners will be able to carry out a business audit of the internal and external sales environment and use this information to support the sales planning function.

Guided learning hours: 20

Credit value: 3

Level: 4

This unit is **optional**

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### Unit 37 Manage customer service operations (M/506/2898)

This unit provides learners with the knowledge required to manage customer service operations, enabling learners to plan and manage customer service operations. Learners will be able to prepare staff to deliver customer service and measure customer service performance.

Guided learning hours: 23

Credit value: 7

Level: 4

This unit is **optional**

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## Unit 01 Contribute to the development of a strategic plan (A/506/2046)

The learner will:

- 1 Understand the principles of strategic planning

The learner can:

- 1.1 Evaluate a range of strategic planning models
  - 1.2 Evaluate the advantages and limitations of a range of analytical techniques
  - 1.3 Analyse a range of perspectives of and approaches to business strategy
- 

The learner will:

- 2 Be able to analyse the factors affecting the development of strategic plans

The learner can:

- 2.1 Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans
  - 2.2 Evaluate the market factors that may influence strategic planning decisions
  - 2.3 Evaluate the application of scanning tools to strategy development
- 

The learner will:

- 3 Be able to make a contribution to a strategic plan

The learner can:

- 3.1 Analyse the relationship between strategic intentions, strategic choice and strategy formulation
  - 3.2 Make viable contributions that are consistent with strategic objectives and resource constraints
  - 3.3 Evaluate the impact of a proposed strategy on a business
- 

**There is no assessment guidance available for this unit.**

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## Unit 02 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
- 

**There is no assessment guidance available for this unit.**

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### Unit 03 Manage strategic change (H/506/2056)

The learner will:

- 1 Understand the management and evaluation of change

The learner can:

- 1.1 Evaluate the characteristics and application of a range of change management models for different organisational structures
  - 1.2 Analyse stakeholder mapping techniques used for managing and evaluating change
  - 1.3 Analyse techniques to evaluate change
  - 1.4 Evaluate the relationship between change management, business continuity and crisis management
- 

The learner will:

- 2 Be able to plan for strategic change

The learner can:

- 2.1 Assess the reasons for, scope and inherent risks of a required change
  - 2.2 Evaluate the influences of the internal and external environment on a change
  - 2.3 Analyse the ethical dimensions of a change
  - 2.4 Identify viable alternative strategies for achieving a desired change
  - 2.5 Justify with evidence the selected strategy to be taken to manage a change
  - 2.6 Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources
  - 2.7 Develop a stakeholder engagement plan that addresses their needs and concerns
  - 2.8 Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives
-



### Unit 03 Manage strategic change (H/506/2056) (cont'd)

The learner will:

- 3 Be able to manage strategic change

The learner can:

- 3.1 Allocate resources and responsibilities in accordance with the plan
  - 3.2 Take action to ensure the change plan is implemented in accordance with organisational values and procedures
  - 3.3 Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy
  - 3.4 Take into account the on-going commitment of stakeholders to a change and its implications
  - 3.5 Manage friction between stakeholders' needs and interdependencies in accordance with the change plan
- 

The learner will:

- 4 Be able to evaluate strategic change

The learner can:

- 4.1 Establish valid evaluation criteria that are capable of measuring the effects of change
  - 4.2 Select and use evaluation tools and techniques that are appropriate to the nature of change
  - 4.3 Evaluate aspects of change that were successful and ascertain why other aspects were not successful
  - 4.4 Justify recommendations made with valid evidence
  - 4.5 Identify the implications for knowledge management systems and processes
- 

**There is no assessment guidance available for this unit.**

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## Unit 04 Provide leadership and management (L/506/1953)

The learner will:

- 1 Understand the principles supporting leadership and management

The learner can:

- 1.1 Analyse how leadership and management theories may be applied
  - 1.2 Assess the influence of an organisation's culture on its leadership styles and management practices
  - 1.3 Assess the influence of an organisation's structure on its leadership styles and management practices
  - 1.4 Analyse how theories of motivation may be applied in the practice of leadership
  - 1.5 Evaluate the role of stakeholder engagement in leadership and management
  - 1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation
- 

The learner will:

- 2 Be able to engage and inspire stakeholders and colleagues

The learner can:

- 2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals
  - 2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
  - 2.3 Identify who stakeholders are and the nature of their interest
  - 2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives
  - 2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour
  - 2.6 Take action to maintain morale through difficult times
  - 2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders
- 

The learner will:

- 3 Be able to deliver results

The learner can:

- 3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
  - 3.2 Use delegation techniques whilst delivering targets
  - 3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
  - 3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities
-

## Unit 04 Provide leadership and management (L/506/1953) (cont'd)

### Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

#### Assessment criteria:

1.2 **Organisation's culture** could be values, systems, beliefs, working language, norms.

1.4 **Theories of motivation** may include:

- classical management
- human relations

Learners to demonstrate use of analysis and application of chosen theories.

2.2 **Behaviours and attitudes** may include:

- honesty
- trustworthiness
- reliability
- sincerity
- professionalism.

2.5 **Performance and behaviour** should refer to aspects which go beyond expectations agreed in service offers, job descriptions or contracts.

3.2 **Delegation techniques** may include:

- selecting an individual/team with suitable skills, resources and expertise
  - providing clear instructions and monitoring progress.
-

## Unit 05 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
- 

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
- 

**There is no assessment guidance available for this unit.**

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## **Unit 06 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 06 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

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**There is no assessment guidance available for this unit.**

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## Unit 07 Develop and manage collaborative relationships with other organisations (T/506/2059)

The learner will:

- 1 Understand the principles of effective collaboration with other organisations

The learner can:

- 1.1 Assess the nature of potential stakeholders' interest and needs
  - 1.2 Evaluate the strengths and weaknesses of stakeholder mapping techniques
  - 1.3 Assess the value of a range of analytical techniques and alliance modelling
  - 1.4 Evaluate the implications of collaborative relationships for risk and knowledge management
  - 1.5 Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements
  - 1.6 Evaluate the components, use and likely effects of invoking an exit strategy
- 

The learner will:

- 2 Be able to identify external collaborative relationships to be developed

The learner can:

- 2.1 Identify potential organisations that are likely to complement or enhance the work or reputation of the organisations involved
  - 2.2 Analyse the potential synergies and scope for collaboration likely to benefit the organisations involved
  - 2.3 Balance the benefits of collaboration against the cost requirements and any potentially adverse aspects
  - 2.4 Justify decisions and recommendations with evidence
- 

The learner will:

- 3 Be able to collaborate with other organisations

The learner can:

- 3.1 Agree mutually acceptable terms of reference
  - 3.2 Develop a viable stakeholder engagement plan that is consistent with organisational strategy, objectives and values
  - 3.3 Develop arrangements to manage relationships that will realise the benefits of collaboration
  - 3.4 Collaborate within agreed terms of reference in a way that enhances the reputation of the organisation and fosters productive working relationships
  - 3.5 Evaluate the effectiveness of on-going collaborative relationships
- 

**There is no assessment guidance available for this unit.**

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## Unit 08 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
-



## **Unit 08 Optimise the use of technology (F/506/2064) (cont'd)**

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

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**There is no assessment guidance available for this unit.**

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## **Unit 09 Manage product and/or service development (Y/506/2068)**

The learner will:

- 1 Understand the development of new or improved products and/or services

The learner can:

- 1.1 Analyse the stages of the development process, product life cycle and their requirements
  - 1.2 Explain the requirements of market segmentation
  - 1.3 Analyse the factors affecting buyer behaviour
  - 1.4 Evaluate the use of market analytical tools when developing new or improved products and/or services
- 

The learner will:

- 2 Be able to establish the need for new or improved products and/or services

The learner can:

- 2.1 Establish criteria by which the need for new or improved products and/or services will be evaluated
  - 2.2 Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services
  - 2.3 Identify competitor activity that may have an impact on the market for new or improved products and/or services
  - 2.4 Assess the likely impact of customers' culture and behaviour on potential sales
- 

The learner will:

- 3 Be able to manage the development of new or improved products and/or services

The learner can:

- 3.1 Take action to ensure that proposals are consistent with organisational strategy, objectives and values
  - 3.2 Assess the costs of developing new or improved products and/or services
  - 3.3 Assess the viability of products and/or services by carrying out viability tests
  - 3.4 Evaluate the degree of success of new or improved products and/or services
- 

**There is no assessment guidance available for this unit.**

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## Unit 10 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 10 Develop and maintain professional networks (J/506/1949) (cont'd)

### Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the Assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

### Assessment criteria:

#### 1.2 **Networks** may cover:

- online networking (social media)
- face-to-face networking
- professional network services
- formal networking (weekly/monthly meetings and referrals).

#### 1.6 **Ethical issues** may relate to:

- conflicts of interest
  - social responsibility
  - morality.
-

## Unit 11 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 11 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 11 Develop and implement an operational plan (Y/506/1955) (cont'd)

### Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

#### Assessment criteria:

- 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 12 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 12 Encourage learning and development (M/506/1962) (cont'd)

### Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

### Assessment criteria:

1.2 **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 13 Discipline and grievance management (A/506/1981)**

The learner will:

- 1 Understand the principles supporting the management of discipline and grievance cases

The learner can:

- 1.1 Explain the difference between a discipline case and a grievance case and the implications for their management
  - 1.2 Explain sources of advice and expertise on discipline and grievance
  - 1.3 Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases
  - 1.4 Explain organisational procedures for the management of discipline and grievance cases
  - 1.5 Explain the communication techniques to be used in the management of discipline and grievance cases
  - 1.6 Explain the types of behaviours that are likely to result in disciplinary proceedings
  - 1.7 Explain the types of actions that are likely to lead to a grievance
  - 1.8 Explain how to carry out investigations into discipline and grievance cases
  - 1.9 Analyse the effect of well managed and poorly managed discipline and grievance cases
  - 1.10 Explain how the outcomes of discipline and grievance cases can be managed
- 

The learner will:

- 2 Be able to manage a disciplinary case

The learner can:

- 2.1 Inform an individual that they are subject to disciplinary proceedings within agreed timescales
  - 2.2 Explain to an individual the reasons why they are subject to disciplinary proceedings
  - 2.3 Provide evidence that supports the case for disciplinary proceedings
  - 2.4 Develop a case to support an individual who is subject to disciplinary proceedings
  - 2.5 Keep detailed and accurate records of agreements, actions and events for disciplinary cases
  - 2.6 Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case
-

## **Unit 13 Discipline and grievance management (A/506/1981) (cont'd)**

The learner will:

- 3 Be able to manage a grievance

The learner can:

- 3.1 Identify the nature of a grievance
- 3.2 Investigate the seriousness and potential implications of a grievance
- 3.3 Adhere to organisational procedures when managing a grievance
- 3.4 Evaluate the effectiveness of how a grievance has been managed
- 3.5 Agree measures to prevent future reoccurrences of grievances

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**There is no assessment guidance available for this unit.**

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## **Unit 14 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
-

## **Unit 14 Develop working relationships with stakeholders (F/506/1982) (cont'd)**

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

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**There is no assessment guidance available for this unit.**

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## Unit 15 Manage a tendering process (L/506/1984)

The learner will

- 1 Be able to develop a tender specification

The learner can

- 1.1 Explain the roles and inputs of those who need to be involved in the tender process
  - 1.2 Identify essential and desirable business needs and their implications which may be included within the tender
  - 1.3 Address all aspects of the specification including post-contractual requirements
  - 1.4 Allocate priorities within the tender specification in accordance with business needs
  - 1.5 Establish criteria and ranking systems to evaluate tenders in accordance with organisational procurement policies
- 

The learner will

- 2 Be able to manage a tendering exercise

The learner can

- 2.1 Assess the appropriateness of different media to attract potential suppliers
  - 2.2 Use media to attract potential suppliers that are appropriate to the nature of the contract
  - 2.3 Specify tender application procedures, arrangements and timetable
  - 2.4 Invite suppliers to apply for the tender
  - 2.5 Sift out those that do not meet the agreed criteria
  - 2.6 Confirm that the track records of shortlisted suppliers demonstrate the required technical capability
- 

The learner will

- 3 Be able to negotiate the award of contracts

The learner can

- 3.1 Explain the provisions of contract law that affect the negotiation
  - 3.2 Devise a negotiating strategy that is appropriate to the contract and supplier
  - 3.3 Award contracts that best meet business needs, are realistic and meet the specification
  - 3.4 Complete the tendering exercise in accordance with organisational standards
  - 3.5 Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers
  - 3.6 Communicate outcomes of the tendering exercise to stakeholders
  - 3.7 Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts
- 

**There is no assessment guidance available for this unit.**

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## Unit 16 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
- 

**There is no assessment guidance available for this unit.**

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## Unit 17 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
- 

**There is no assessment guidance available for this unit.**

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## Unit 18 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 audit

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
- 

**There is no assessment guidance available for this unit.**

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## 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
-

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

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

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**There is no assessment guidance available for this unit.**

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## Unit 20 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
-

## Unit 20 Manage a project (R/506/1999) (cont'd)

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
- 

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
- 

**There is no assessment guidance available for this unit.**

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## Unit 21 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
- 

**There is no assessment guidance available for this unit.**

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## Unit 22 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
- 

**There is no assessment guidance available for this unit.**

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## **Unit 23 Manage redundancy and redeployment (M/506/2044)**

The learner will:

- 1 Understand the management of redundancy

The learner can:

- 1.1 Explain the legal requirements that relate to the management of redundancy
  - 1.2 Explain the conditions required for a redundancy and their implications
  - 1.3 Explain possible ways of avoiding redundancies
  - 1.4 Explain the factors involved in identifying the pool for redundancy selection
  - 1.5 Explain the factors involved in developing an appeals process
  - 1.6 Explain the process for planning and managing a redundancy
  - 1.7 Evaluate the implications of voluntary and compulsory redundancy on individuals
  - 1.8 Evaluate the implications of voluntary and compulsory redundancy for organisations
  - 1.9 Evaluate the type of information required by staff who are retained
  - 1.10 Evaluate the type of information required by staff who are made redundant
  - 1.11 Assess the role of outplacement in redundancy
- 

The learner will:

- 2 Understand the principles of redeployment

The learner can:

- 2.1 Explain the concept of redeployment
  - 2.2 Explain the legal requirements that relate to the management of redeployment
  - 2.3 Explain the process for planning and managing a redeployment
  - 2.4 Evaluate the type of information required by staff who are retained
  - 2.5 Evaluate the type of information required by staff who are redeployed
  - 2.6 Evaluate the benefits and limitations to an organisation of redeployment
  - 2.7 Assess the role of project management techniques in the management of redeployment
- 

The learner will:

- 3 Be able to manage a redundancy

The learner can:

- 3.1 Evaluate the available options for avoiding a redundancy and their implications
  - 3.2 Develop a redundancy plan and timetable that addresses redundancy objectives
  - 3.3 Take action to ensure that redundancy payments are calculated accurately
  - 3.4 Use an appropriate method for communicating the outcome of a redundancy decision
  - 3.5 Make agreed support services available to those who have been made redundant
-



## **Unit 23 Manage redundancy and redeployment (M/506/2044) (cont'd)**

The learner will:

- 4 Be able to manage the redeployment of staff

The learner can:

- 4.1 Explain to redeployees the reasons, purpose and benefits of redeployment
- 4.2 Develop a redeployment plan that addresses agreed objectives
- 4.3 Use an appropriate method for communicating about redeployment
- 4.4 Make agreed support services available to those being redeployed
- 4.5 Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff

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**There is no assessment guidance available for this unit.**

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## Unit 24 Lead the development of a quality strategy (J/506/2101)

The learner will:

- 1 Understand the principles underpinning the development of a quality strategy

The learner can:

- 1.1 Define the scope of quality
  - 1.2 Distinguish between quality management, quality assurance, quality control and quality improvement
  - 1.3 Evaluate a range of approaches to quality management and the principles on which they are built
  - 1.4 Analyse the development of quality management principles
  - 1.5 Evaluate the requirements of a range of quality standards
- 

The learner will:

- 2 Be able to develop a quality strategy

The learner can:

- 2.1 Identify the scope of a quality strategy
  - 2.2 Devise a strategy that is capable of assuring and controlling the quality of work to agreed standards
  - 2.3 Specify standards, processes and protocols that support the maintenance of quality standards
  - 2.4 Evaluate the use of technology to manage quality for different purposes
- 

The learner will:

- 3 Be able to manage quality

The learner can:

- 3.1 Implement systems and procedures that are capable of monitoring quality standards
  - 3.2 Evaluate the capability and capacity of systems to meet current and predicted quality needs
  - 3.3 Select technologies and suppliers that are capable of meeting current and likely future quality needs within constraints
- 

**There is no assessment guidance available for this unit.**

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## **Unit 25 Lead the development of a continuous improvement strategy (F/506/2114)**

The learner will:

- 1 Understand the principles underpinning the development of a continuous improvement strategy

The learner can:

- 1.1 Define the scope of continuous improvement and its relationship with other systems
  - 1.2 Distinguish between continuous and continual improvement
  - 1.3 Evaluate a range of approaches to continuous improvement and the principles on which they are built
  - 1.4 Evaluate the implications of staff involvement in continuous improvement
  - 1.5 Analyse the development of continuous improvement
- 

The learner will:

- 2 Be able to develop a continuous improvement strategy

The learner can:

- 2.1 Identify the scope of a continuous improvement strategy
  - 2.2 Devise a strategy that is capable of evaluating business performance and identifying areas that could be improved
  - 2.3 Establish valid measures for evaluating business performance
  - 2.4 Establish systems for collecting and assessing information on business performance
  - 2.5 Foster a culture where people are encouraged to make suggestions for improvement
- 

The learner will:

- 3 Be able to manage continuous improvement

The learner can:

- 3.1 Implement systems and procedures that are capable of measuring business performance
  - 3.2 Benchmark performance against historical data, other comparable organisations
  - 3.3 Take action to ensure that knowledge and understanding is fed into the knowledge management system
  - 3.4 Take action to ensure that improvements made align with business objectives and values
-

## Unit 25 Lead the development of a continuous improvement strategy (F/506/2114) (cont'd)

### Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

#### Assessment criteria:

- 1.1 In defining the **scope of continuous improvement** could make reference to:
- Kaizen
  - the Japanese concept of Ba
  - systems and processes which can be engineered and measured
  - systems as socio technical processes.
- 1.2 **Continuous and continual** could include: philosophy, culture and learning environment
- 1.3 **Range of approaches** might include, but is not exclusive to:
- Kaizen
  - continuous improvement and improvement tools.
- 1.5 **Development of continuous improvement** could include reference to:
- Japanese concepts of Kaizen and Ba
  - a philosophy of shared learning
  - the introduction and evolution of quality tools eg Toyota
  - how continuous improvement has developed within your organisation.
- 2.2 A **strategy that is capable of evaluating business performance** might include:
- the use of score card methods for performance management and measurement
  - the strategy for collecting, storing and disseminating appropriate measurement data.
-

## **Unit 26 Manage strategic marketing activities (L/506/2293)**

The learner will:

- 1 Understand the strategic management of marketing activities

The learner can:

- 1.1 Analyse concepts underpinning strategic marketing in business practice
  - 1.2 Assess the scope of strategic marketing activities and how they affect a business
  - 1.3 Evaluate the relationship between the marketing and other business functions
  - 1.4 Analyse the planning principles involved in developing a marketing strategy
  - 1.5 Analyse a range of tools to evaluate a strategic marketing plan
  - 1.6 Explain the advantages and limitations of a range of marketing strategies
- 

The learner will:

- 2 Be able to evaluate a market

The learner can:

- 2.1 Evaluate existing and potential markets against agreed strategic criteria
  - 2.2 Identify features of actual and potential offerings through an evaluation of competitors' products and/or services
- 

The learner will:

- 3 Be able to develop a marketing communications strategy and plan

The learner can:

- 3.1 Evaluate a range of marketing communications frameworks
  - 3.2 Define marketing messages that are consistent with strategic objectives, organisational culture and values
  - 3.3 Specify communications media that are likely to reach the identified target customers
  - 3.4 Integrate marketing communications within operational processes
-

## **Unit 26 Manage strategic marketing activities (L/506/2293) (cont'd)**

The learner will:

- 4 Be able to manage strategic marketing activities

The learner can:

- 4.1 Set pricing strategies that are consistent with organisational strategy, objectives and values and which optimise the potential for sales
- 4.2 Manage the implementation of marketing strategies, plans and activities in accordance with organisational policies, values and priorities
- 4.3 Monitor the performance of products and/or services and subcontractors against agreed success criteria
- 4.4 Adapt marketing strategies, plans and activities in the light of feedback and/or changing circumstances

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**There is no assessment guidance available for this unit.**

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## Unit 27 Manage the impact of work activities on the environment (J/506/2907)

The learner will:

- 1 Understand how to support environmentally-friendly working practices

The learner can:

- 1.1 Explain how to carry out an environmental impact analysis
  - 1.2 Compare sources of specialist advice on environmentally-friendly working practices
  - 1.3 Analyse the business and environmental benefits of effective energy management policies
  - 1.4 Explain the health and safety requirements for the use and disposal of resources and waste
- 

The learner will:

- 2 Be able to organise work so as to minimise the impact on the environment

The learner can:

- 2.1 Analyse potentially adverse effects on the environment caused by work activities
  - 2.2 Evaluate the effectiveness of methods of improving environmental sustainability in an organisation
  - 2.3 Implement plans and procedures to adapt work practices to make them more environmentally-friendly
  - 2.4 Develop a system for colleagues to recommend improvements to make work practices more environmentally-friendly
- 

The learner will:

- 3 Be able to manage the environmental impact of the use of resources

The learner can:

- 3.1 Explain when to obtain specialist environmental management advice
  - 3.2 Explain where to seek specialist environmental management advice
  - 3.3 Determine the environmental impact of the use of different physical resources
  - 3.4 Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment
  - 3.5 Evaluate the effectiveness of organisational environmental policies and procedures
  - 3.6 Adhere to organisational policies and procedures, legal and ethical requirements
- 

**There is no assessment guidance available for this unit.**

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## Unit 28 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
- 

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
-



## **Unit 28 Recruitment, selection and induction practice (R/506/2909) (cont'd)**

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

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**There is no assessment guidance available for this unit.**

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## **Unit 29 Lead the development of a knowledge management strategy (D/506/2959)**

The learner will:

- 1 Understand the principles underpinning knowledge management

The learner can:

- 1.1 Analyse the value of knowledge management
  - 1.2 Evaluate the advantages and disadvantages of a range of models of knowledge management
  - 1.3 Assess the role of staff in the development of a knowledge management strategy
  - 1.4 Assess the nature of knowledge management as a strategic asset
  - 1.5 Characterise different knowledge management approaches and schools of thought
  - 1.6 Analyse different frameworks and dimensions of knowledge management and the use and implications of push and pull strategies
  - 1.7 Analyse the use of technology to manage knowledge
- 

The learner will:

- 2 Be able to develop a knowledge management strategy

The learner can:

- 2.1 Identify the scope for the creation, development, sharing and transfer of knowledge
  - 2.2 Take action to ensure the strategy identifies business-critical knowledge, facilitates the creation, maintenance and sharing of knowledge and addresses hindrances and risks
  - 2.3 Take action to ensure the strategy provides a framework for addressing business-critical needs and addresses all aspects of an organisation's environment
  - 2.4 Specify standards, processes and protocols that support knowledge creation, sharing and protection
- 

The learner will:

- 3 Be able to manage knowledge

The learner can:

- 3.1 Implement systems and procedures that protect intellectual property from unauthorised use
  - 3.2 Evaluate the capability and capacity of existing information, knowledge and communications systems to meet current and predicted needs
  - 3.3 Select technologies and suppliers that are capable of meeting current and likely future information, knowledge and communications needs within required security and resource constraints
-

## **Unit 29 Lead the development of a knowledge management strategy (D/506/2959) (cont'd)**

The learner will:

- 4 Be able to promote knowledge management

The learner can:

- 4.1 Encourage managers to act as knowledge management role models
  - 4.2 Use communications media that are appropriate to the nature of the organisation
-

## Unit 29 Lead the development of a knowledge management strategy (D/506/2959) (cont'd)

### Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

#### Assessment criteria:

1.1 In analysing **the value of knowledge management** a response could refer to knowledge management as:

- a data and information systems e.g. data base
- document management systems
- net based portal
- social systems.

This is not an exhaustive list.

1.4 **Strategic asset** a response could refer to knowledge management with reference to:

- intellectual property IP
- intellectual capital.

This is not an exhaustive list.

1.5 **Different knowledge management approaches and schools of thought** could include KM system as:

- a data and information computer systems
- document management systems
- an internet or intranet net based portal to access data and information
- a social system

and could include reference to:

- the SECI model
- the work of Nonaka and the concept of Ba
- the eastern and western context.

These are not exhaustive lists.

## Unit 29 Lead the development of a knowledge management strategy (D/506/2959) (cont'd)

2.1 **The creation, development, sharing and transfer of knowledge** should cover some of the following in the context of the learner's organisation:

- capture
- storage
- creation of new knowledge and understanding
- dissemination
- measurement.

There might also be reference made to culture.

2.4 **Protocols** might include those relating to:

- information and data security
- data base formats
- document management systems.

This is not an exhaustive list.

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## Unit 30 Manage Health and Safety in own area of responsibility (D/504/4056)

The learner will:

- 1 Understand responsibilities and liabilities in relation to health and safety legislation

The learner can:

- 1.1 Evaluate personal responsibilities and liabilities under health and safety legislation
  - 1.2 Describe an organisation's responsibilities and liabilities under health and safety legislation
  - 1.3 Identify specialists to consult with when health and safety issues outside own remit are identified
- 

The learner will:

- 2 Understand how to assess, monitor and minimise health and safety risks in own area of responsibility

The learner can:

- 2.1 Describe the types of hazards and risks that may arise in relation to health and safety
  - 2.2 Explain how to use systems for identifying hazards and assessing risks
  - 2.3 Explain how to monitor, evaluate and report on health and safety within own area of responsibility
  - 2.4 Describe the types of actions which should be undertaken to control or eliminate health and safety hazards
- 

The learner will:

- 3 Be able to review health and safety policy in own area of responsibility

The learner can:

- 3.1 Review written health and safety policy against requirements for own area of responsibility
  - 3.2 Communicate any recommendations for changes to health and safety policy to relevant individuals
- 

The learner will:

- 4 Be able to communicate health and safety policy in own area of responsibility

The learner can:

- 4.1 Communicate written health and safety policy to all people in own area of responsibility and other relevant parties
  - 4.2 Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy
-

## **Unit 30 Manage Health and Safety in own area of responsibility (D/504/4056) (cont'd)**

The learner will:

- 5 Be able to monitor health and safety in own area of responsibility

The learner can:

- 5.1 Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility
- 5.2 Assess working environment within own area of responsibility against organisation's health and safety policy
- 5.3 Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility
- 5.4 Take appropriate action to eliminate or control identified hazards and identified risks
- 5.5 Evaluate health and safety requirements in project or operational plans within own area of responsibility

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**There is no assessment guidance available for this unit.**

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## **Unit 31 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
- 

**There is no assessment guidance available for this unit.**

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## Unit 32 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
- 

**There is no assessment guidance available for this unit.**

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## Unit 33 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 33 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

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**There is no assessment guidance available for this unit.**

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## Unit 34 Review the quality of customer service (F/506/2176)

The learner will:

- 1 Understand how to review the quality of customer service

The learner can:

- 1.1 Explain the value of measuring the quality of customer service
  - 1.2 Analyse the criteria for and factors involved in setting customer service standards
  - 1.3 Explain how to construct representative samples
  - 1.4 Analyse methods of validating information and information sources
  - 1.5 Explain how to set and use customer service performance metrics
  - 1.6 Explain the use of customer feedback in the measurement of customer service
  - 1.7 Analyse the advantages and disadvantages of a range of data analysis methods
- 

The learner will:

- 2 Be able to plan the measurement of customer service

The learner can:

- 2.1 Identify the features of customer service against which customer satisfaction can be measured
  - 2.2 Select data collection methods that are valid and reliable
  - 2.3 Specify monitoring techniques that measure customer satisfaction
  - 2.4 Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service
  - 2.5 Specify the information to be collected
- 

The learner will:

- 3 Be able to evaluate the quality of customer service

The learner can:

- 3.1 Validate the information collected to identify useable data
  - 3.2 Use information analysis methods that are appropriate to the nature of the information collected
  - 3.3 Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria
  - 3.4 Develop recommendations that address identified areas for improvement supported by evidence
- 

**There is no assessment guidance available for this unit.**

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## Unit 35 Developing sales proposals (A/502/8656)

The learner will:

- 1 Understand how to write sales proposals

The learner can:

- 1.1 Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths
  - 1.2 Describe how to put together a persuasive argument based on quantitative and qualitative evidence
  - 1.3 Explain the importance of addressing the brief in tender documentation
  - 1.4 Explain the importance of using the 'house style' in proposals
  - 1.5 Explain the legal and ethical issues relating to sales proposals
  - 1.6 Explain the client's procedures for submitting sales proposals
- 

The learner will:

- 2 Be able to develop sales proposals

The learner can:

- 2.1 Ensure the prospect's or customer's requirements are addressed in the proposal
  - 2.2 Ensure that all identified issues requiring clarification are resolved before the proposal is finalised
  - 2.3 Identify the conditions and constraints which need to be included within the proposal in order to protect the organisation's interests
  - 2.4 Present the proposal in 'house style'
  - 2.5 Ensure that the proposal is based on market factors
  - 2.6 Provide the required level of detail as briefed by the prospect or customer
  - 2.7 Ensure that the price reflects the value within the proposal
  - 2.8 Gain internal approval before submission
  - 2.9 Supply the proposal within the agreed timescale
- 

The learner will:

- 3 Be able to evaluate the proposal

The learner can:

- 3.1 Obtain feedback from colleagues and the customer on the proposal
  - 3.2 Evaluate the outcome of the proposal and recommend improvements for the future
- 

### Assessment guidance

This unit must be assessed in line with Skills CFA Sales Standards Assessment Strategy.

Please visit the qualification page on the NCFE website.

## Unit 36 Prioritising information for sales planning (D/502/8651)

The learner will:

- 1 Understand sources and types of information that support sales

The learner can:

- 1.1 Describe the information about customers' behaviour that is relevant to sales
  - 1.2 Explain the nature of competitors' sales activities
  - 1.3 Explain the relevance of information from the external business environment to sales
  - 1.4 Describe sources of business information relevant to sales
- 

The learner will:

- 2 Understand internal information that supports sales

The learner can:

- 2.1 Describe the customer base of the organisation
  - 2.2 Explain organisational information storage procedures
  - 2.3 Explain organisational procedures for communicating sales-based information to the sales team
- 

The learner will:

- 3 Be able to carry out a business audit of the internal and external sales environment

The learner can:

- 3.1 Obtain information about customers and competitors from a variety of sources to enable a business audit to be conducted
  - 3.2 Organise sales information to support effective sales planning
  - 3.3 Prioritise the internal strengths and weaknesses, and external opportunities and threats the organisation faces in relation to sales objectives
-

## Unit 36 Prioritising information for sales planning (D/502/8651) (cont'd)

The learner will:

- 4 Be able to use sales information to support the sales planning function

The learner can:

- 4.1 Monitor trends and developments that impact on business and sales activities against agreed criteria
  - 4.2 Identify market developments and their implications for organisational sales plans
  - 4.3 Ensure that sales information is communicated to those who need it in accordance with organisational procedures
- 

### Assessment guidance

This unit must be assessed in line with Skills CFA Sales Standards Assessment Strategy.

Please visit the qualification page on the NCFE website.

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## **Unit 37 Manage customer service operations (M/506/2898)**

The learner will:

- 1 Understand the management of customer service operations

The learner can:

- 1.1 Explain the basis for allocating resources
  - 1.2 Assess the suitability of a range of methods to monitor customer service operations
  - 1.3 Explain the strategies needed to deliver seamless customer service
  - 1.4 Explain techniques used to develop solutions to problems
  - 1.5 Evaluate sources of information on customer performance data
  - 1.6 Analyse a range of techniques to identify patterns and trends in customer behaviour and customer service performance
  - 1.7 Analyse a range of possible improvements to customer service operations
- 

The learner will:

- 2 Be able to plan customer service operations

The learner can:

- 2.1 Define the service offer to meet identified customer expectations
  - 2.2 Develop plans that will enable sustainable and consistent customer service operations to agreed standards
  - 2.3 Develop contingencies that address identified risks
  - 2.4 Specify targets, objectives, key performance indicators (KPIs) and monitoring arrangements
  - 2.5 Communicate objectives, targets, standards and procedures to staff
- 

The learner will:

- 3 Be able to manage customer service operations

The learner can:

- 3.1 Allocate resources according to agreed priorities
  - 3.2 Keep staff informed of developments in the customer service offer
  - 3.3 Keep staff informed of developments in best practice for the delivery of customer service
  - 3.4 Maintain positive working relationships amongst staff
  - 3.5 Carry out monitoring activities in accordance with plans
  - 3.6 Manage deviations from expected performance and service failures in accordance with contingency plans
  - 3.7 Use feedback from staff and customers to make improvements
  - 3.8 Take action within the limits of their responsibility to make improvements to customer service performance
-



## **Unit 37 Manage customer service operations (M/506/2898) (cont'd)**

The learner will:

- 4 Be able to prepare staff for the delivery of customer service

The learner can:

- 4.1 Confirm that staff understand the vision, objectives, roles, plans, standards and procedures to deliver customer service
  - 4.2 Provide training and support that will enable staff to deliver customer service to the required standards
  - 4.3 Communicate to staff their roles, responsibilities and work plans in line with delivery plans
- 

The learner will:

- 5 Be able to measure customer service performance

The learner can:

- 5.1 Take action to ensure that systems to collect agreed performance data are in place
  - 5.2 Identify trends of customer behaviour and customer service performance from performance data
  - 5.3 Benchmark performance against agreed measures
  - 5.4 Address identified anomalies and problems
  - 5.5 Identify areas for improvement within customer service
- 

**There is no assessment guidance available for this unit.**

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 5 in the unit content are applied to this qualification (not all verbs used in this qualification).

<b>Act (as a role model)</b>	Serve as a model in a particular behavioural or social role for another person to emulate.
<b>Adapt (approaches)</b>	Modify, adjust, make suitable for purpose.
<b>Adhere to</b>	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
<b>Analyse</b>	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).
<b>Apply (standards)</b>	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
<b>Ascertain</b>	Find out for certain.
<b>Assess</b>	Estimate and make a judgement.
<b>Compare</b>	Examine the subjects in detail, looking at similarities and differences.
<b>Compare and contrast</b>	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
<b>Critically review</b>	Revise, debate and judge the merit of.
<b>Clarify</b>	Explain the information in a clear, concise way, showing depth and understanding.
<b>Critically analyse</b>	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.
<b>Critically evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
<b>Collaborate (L7)</b>	Work jointly with.
<b>Describe</b>	Provide an extended range of detailed information about the topic or item in a logical way.
<b>Develop</b>	Identify, build and extend a topic, plan or idea.
<b>Distinguish between</b>	Discuss identified differences between more than one item, product, object or activity.
<b>Demonstrate</b>	Apply skills in a practical situation and/or show an understanding of the topic.

<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
<b>Evaluate</b>	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 when applicable.
<b>Establish (L5 and L6)</b>	Set up on a permanent basis; get generally accepted; place beyond dispute.
<b>Empower</b>	Equip or supply with an ability; enable or permit.
<b>Enable</b>	Supply with the means, knowledge, or opportunity; make able.
<b>Facilitate (L6)</b>	Make easier; assist the progress of.
<b>Formulate (L5, L6 and L7)</b>	Draw together; set forth in a logical way; express in systematic terms or concepts.
<b>Give constructive feedback</b>	Provide commentary which serves to improve or advance; be helpful.
<b>Identify</b>	Ascertain the origin, nature, or definitive characteristics of.
<b>Implement (L5 and L6)</b>	Put into practical effect; carry out.
<b>Investigate</b>	Detailed examination or study; enquire systematically.
<b>Intervene effectively</b>	Change an outcome.
<b>Initiate</b>	Originate/start a process.
<b>Justify</b>	Give a comprehensive explanation of the reasons for actions and/or decisions.
<b>Monitor</b>	Maintain regular surveillance.
<b>Mentor</b>	Serve as a trusted counsellor or teacher to another person; help others succeed.
<b>Negotiate</b>	Discuss with a view to finding an agreed settlement.
<b>Resolve</b>	Solve; settle; explain.
<b>Research (L5 and L6)</b>	A detailed study of a subject to discover new information or reach a new understanding.
<b>Review</b>	Revisit and judge the merit of.
<b>Recognise</b>	Acknowledge the validity of.
<b>Represent views of</b>	Act as an advocate; speak, plead or argue in favour of.
<b>Review and revise</b>	Revisit, judge the merit of, and make recommendations for change.

<b>Reflect on</b>	Consult with oneself, recognising implications of current practice with a view to changing future practice.
<b>Recommend</b>	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
<b>Select</b>	Make an informed choice for a specific person
<b>Summarise</b>	Select the main ideas, argument or facts and present in a precise, concise way.
<b>Signpost</b>	Point the way; indicate.
<b>Support</b>	Strengthen, support or encourage; corroborate; give greater credibility to.
<b>Set objectives (L6)</b>	Identify the outcomes required.
<b>Secure</b>	Make safe; obtain (information or evidence).
<b>Triangulate (L7)</b>	Identify three aspects to ensure validity.
<b>Work in partnership / collaboratively</b>	Work in association with two or more persons (this may include stakeholders, service users and/or carers).

# Section 5

## General information

WITHDRAWN

## **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](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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