

Qualification specification

NCFE Level 3 Diploma in Management
QN: 601/4032/X

This qualification is now withdrawn



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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 2 November 2017). Please check the qualification page on our website for the most recent version.

- Information regarding the **Error! Reference source not found.** of learners added to Section 1 (page 15).

| Version | Publication date | Summary of amendments |
|---------|------------------|--|
| v4.1 | January 2020 | Information regarding the wellbeing and safeguarding of learners added to Section 1. |
| v4.2 | June 2022 | <p>Information added to the entry guidance section to advise that registration 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 support handbooks.</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 assessment evidence presented for external quality assurance must be in English.</p> |

Section 1

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Diploma in Management.

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 3 Diploma in Management.

The NCFE Level 3 Diploma in Management is a combined knowledge- and 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.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4032/X.

This is a cross-sector qualification aimed at current and prospective managers. This qualification covers the skills and knowledge needed to be successful at a managerial level and covers 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.

Things you need to know

- Qualification number (QN): 601/4032/X
- Aim reference: 6014032X
- Total qualification time (TQT): 550
- Guided learning hours (GLH): 284
- Credit value: 55
- Level: 3
- Assessment requirements: internally assessed and externally moderated portfolio of evidence.

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

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

Aims and objectives of this qualification

This qualification aims to:

- provide learners with the knowledge and skills they need to operate as a successful manager
- confirm competence of those already fulfilling a managerial role
- allow learners to develop skills in a range of areas relevant to managerial roles, such as communication, presentation skills and project 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 who are working, or would like to work, in an entry level managerial role within any sector or industry. It's ideal for those who are new to the managerial role or who've been working at that level for a short period of time.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Entry is at the discretion of the centre. However, learners should be aged 16 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.

Achieving this qualification

To be awarded the NCFE Level 3 Diploma in Management, learners must achieve a minimum of **55** credits:

- a total of **31** credits from Group A
- a minimum of **17** credits from Group B
- the remaining credits can come from Group B or C.

A minimum of **48** credits must be achieved at Level 3 or above.

Group A mandatory units

- Unit 01 Manage team performance (4 credits)
- Unit 02 Principles of people management (6 credits)
- Unit 03 Principles of business (10 credits)
- Unit 04 Principles of leadership and management (8 credits)
- Unit 05 Manage personal and professional development (3 credits)

Group B optional units

- Unit 06 Promote equality, diversity and inclusion in the workplace (3 credits)
- Unit 07 Manage individuals' performance (4 credits)
- Unit 08 Manage individuals' development in the workplace (3 credits)
- Unit 09 Chair and lead meetings (3 credits)
- Unit 10 Manage conflict within a team (5 credits)
- Unit 11 Procure products and/or services (5 credits)
- Unit 12 Implement change (5 credits)
- Unit 13 Implement and maintain business continuity plans and processes (4 credits)
- Unit 14 Collaborate with other departments (3 credits)
- Unit 15 Support remote or virtual teams (4 credits)
- Unit 16 Participate in a project (3 credits)
- Unit 17 Develop and maintain professional networks (3 credits)
- Unit 18 Develop and implement an operational plan (5 credits)
- Unit 19 Encourage learning and development (3 credits)
- Unit 20 Discipline and grievance management (3 credits)
- Unit 21 Develop working relationships with stakeholders (4 credits)
- Unit 22 Manage physical resources (4 credits)
- Unit 23 Prepare for and support quality audits (3 credits)

- Unit 24 Conduct quality audits (3 credits)
- Unit 25 Manage a budget (4 credits)
- Unit 26 Manage a project (7 credits)
- Unit 27 Manage business risk (6 credits)
- Unit 28 Manage knowledge in an organisation (5 credits)
- Unit 29 Manage redundancy and redeployment (6 credits)
- Unit 30 Encourage innovation (4 credits)
- Unit 31 Manage the impact of work activities on the environment (4 credits)
- Unit 32 Recruitment, selection and induction practice (6 credits)

Group C optional units

- Unit 33 Buddy a colleague to develop their skills (3 credits)
- Unit 34 Contribute to the improvement of business performance (6 credits)
- Unit 35 Negotiate in a business environment (4 credits)
- Unit 36 Develop a presentation (3 credits)
- Unit 37 Deliver a presentation (3 credits)
- Unit 38 Contribute to the development and implementation of an information system (6 credits)
- Unit 39 Resolve customers' problems (4 credits)
- Unit 40 Resolve customers' complaints (4 credits)
- Unit 41 Gather, analyse and interpret customer feedback (5 credits)
- Unit 42 Employee rights and responsibilities (2 credits)
- Unit 43 Health and safety procedures in the workplace (2 credits)
- Unit 44 Manage events (6 credits)*
- Unit 45 Review the quality of customer service (4 credits)

The learning outcomes 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 www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 3 Diploma in Management, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit

Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Barred units

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

- Participate in a project (F/506/1934) is barred against
 - Manage a project (R/506/1999)
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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 allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 4 NVQ Diploma in Management
- Level 5 NVQ Diploma in Management and Leadership.

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

- Business
 - Customer service
 - Retail
 - Leisure, travel and tourism.
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Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

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

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

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles 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
- Level 4 or 5 (NVQ) Certificate in Leadership and Management
- Level 4 or 5 (NVQ) Certificate or Diploma in 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 mid-level 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 qualifications page on the NCFE website.

Resource requirements

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

- Skills CFA Assessment Strategy

This document can be downloaded from the qualifications page on our website www.ncfe.org.uk.

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.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
 - advice on support mechanisms for learners who are experiencing difficulties with their studies
 - a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
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Support for centres

A copy of our Diversity and Equality policy is available on the NCFE website.

Support handbook

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

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

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.

Centre Support Guide

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

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

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

Training and support

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

Learning resources

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

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

Mapping to National Occupational Standards

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

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

Further information on the NOS used in this qualification can be found on the Skills CFA website www.skillscfa.org/.

Mapping to Personal Learning and Thinking Skills (PLTS)

This qualification has been mapped to the PLTS framework. Skills CFA has produced a mapping document which you can find on the NCFE website.

Section 2

Assessment and moderation

How the qualification is assessed

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

This qualification must be assessed in line with the Skills CFA Assessment Strategy. This document can be downloaded from the qualifications page on the NCFE website.

The Level 3 Diploma in Management is internally assessed.

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

Internal assessment

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

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

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- work products
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

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

Evidence must be drawn from actual work situations, with simulation used only in exceptional circumstances. Please refer to the Skills CFA Assessment Strategy for further information. This can be found on the qualifications page on the NCFE website.

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

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

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

Moderation

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

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

We do this through:

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

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

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

Section 3

Structure and content

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

The unit summary provides an overview of each unit including:

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

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

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

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

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

Unit summaries

Unit 01 Manage team performance (A/506/1821)

This unit provides learners with an understanding of the management of team performance, along with the skills required to allocate and assure the quality of work and manage communications within a team.

Guided learning hours: 21 Credit value: 4

Level: 3

This unit is **mandatory**

Unit 02 Principles of people management (R/506/1937)

This unit provides learners with an understanding of key issues surrounding people management, including equality and diversity, performance management, training and development, motivated team, and the link between a motivated team and reward.

Guided learning hours: 34 Credit value: 6

Level: 3

This unit is **mandatory**

Unit 03 Principles of business (D/506/1942)

This unit aims to provide learners with an understanding of business markets, innovation and growth, financial management, business budgeting and sales and marketing.

Guided learning hours: 74 Credit value: 10

Level: 3

This unit is **mandatory**

Unit summaries (cont'd)**Unit 04 Principles of leadership and management (F/506/2596)**

The aim of this unit is to equip learners with an understanding of the principles of leadership and management, including styles and models of leadership, the role, functions and processes of management and also an understanding of performance measurement.

Guided learning hours: 50 Credit value: 8

Level: 3

This unit is **mandatory**

Unit 05 Manage personal and professional development (T/506/2952)

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

Guided learning hours: 12 Credit value: 3

Level: 3

This unit is **mandatory**

Unit 06 Promote equality, diversity and inclusion in the workplace (T/506/1820)

The aim of this unit is to equip learners with an understanding of organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will also be able to support equality, diversity and inclusion in the workplace.

Guided learning hours: 15 Credit value: 3

Level: 3

This unit is **optional**

Unit summaries (cont'd)**Unit 07 Manage individuals' performance (J/506/1921)**

The aim of this unit is to equip learners with an understanding of management of performance in the workplace. Learners will be able to manage individuals' performance in the workplace.

Guided learning hours: 20 Credit value: 4

Level: 3

This unit is **optional**

Unit 08 Manage individuals' development in the workplace (L/506/1922)

The aim of this unit is to equip learners with the skills needed to carry out performance appraisals and support the learning and development of individual team members.

Guided learning hours: 10 Credit value: 3

Level: 3

This unit is **optional**

Unit 09 Chair and lead meetings (Y/506/1924)

The aim of this unit is to equip learners to prepare to lead meetings, to chair and lead meetings and to deal with post-meeting matters.

Guided learning hours: 10 Credit value: 3

Level: 3

This unit is **optional**

Unit 10 Manage conflict within a team (K/506/1927)

This unit aims to ensure that learners understand the principles of conflict management. Learners will be able to reduce the potential for, and deal with, conflict within a team.

Guided learning hours: 25 Credit value: 5

Level: 3

This unit is **optional**

Unit summaries (cont'd)**Unit 11 Procure products and/or services (M/506/1928)**

The purpose of this unit is to enable learners to identify procurement requirements, select suppliers and buy products and/or services.

Guided learning hours: 35 Credit value: 5

Level: 3

This unit is **optional**

Unit 12 Implement change (T/506/1929)

This unit aims to provide learners with an understanding of the principles of change management. Learners will be able to plan, manage and evaluate the implementation of change.

Guided learning hours: 28 Credit value: 5

Level: 3

This unit is **optional**

Unit 13 Implement and maintain business continuity plans and processes (K/506/1930)

This unit aims to provide learners with the ability to plan for, implement and maintain business continuity plans and processes.

Guided learning hours: 25 Credit value: 4

Level: 3

This unit is **optional**

Unit 14 Collaborate with other departments (M/506/1931)

This aim of this unit is to enable learners to effectively collaborate with other departments.

Guided learning hours: 14 Credit value: 3

Level: 3

This unit is **optional**

Unit summaries (cont'd)**Unit 15 Support remote or virtual teams (A/506/1933)**

This unit aims to provide learners with the knowledge and skills needed to support teams when working either remotely or virtually, including the key processes to follow and how to address potential issues that may arise. Learners will also demonstrate their ability to support remote or virtual teams.

Guided learning hours: 18 Credit value: 4

Level: 3

This unit is **optional**

Unit 16 Participate in a project (F/506/1934)

This unit aims to provide learners with knowledge of project management and the skills required to support the delivery of a project.

Guided learning hours: 19 Credit value: 3

Level: 3

This unit is **optional**

Unit 17 Develop and maintain professional networks (J/506/1949)

This unit aims to provide learners with the knowledge and skills required to network effectively, developing and maintaining professional networks.

Guided learning hours: 15 Credit value: 3

Level: 4

This unit is **optional**

Unit summaries (cont'd)**Unit 18 Develop and implement an operational plan (Y/506/1955)**

This unit provides learners with the knowledge and skills needed to create and implement an operational plan, including the key components of the plan and what information should be included. Learners will develop and implement the plan and carry out regular evaluation of the plan in order to make improvements.

Guided learning hours: 24 Credit value: 5

Level: 4

This unit is **mandatory**

Unit 19 Encourage learning and development (M/506/1962)

This unit aims to provide learners with an understanding of key principles of learning and development, and the ability to support individuals in identifying and progressing areas for development and evaluating individuals' progress.

Guided learning hours: 16 Credit value: 3

Level: 4

This unit is **optional**

Unit 20 Discipline and grievance management (A/506/1981)

This unit provides learners with the knowledge and skills required in order to manage disciplinary and grievance cases.

Guided learning hours: 26 Credit value: 3

Level: 4

This unit is **optional**

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

This unit aims to provide learners with the ability to develop and maintain effective working relationships with different stakeholders.

Guided learning hours: 20 Credit value: 4

Level: 4

This unit is **optional**

Unit 22 Manage physical resources (K/506/1989)

The aim of this unit is to equip learners with the ability to identify the need for, obtain and manage physical resources.

Guided learning hours: 26 Credit value: 4

Level: 4

This unit is **optional**

Unit 23 Prepare for and support quality audits (K/506/1992)

This unit aims to provide learners with the knowledge and skills required to prepare for and support quality audits.

Guided learning hours: 17 Credit value: 3

Level: 4

This unit is **optional**

Unit 24 Conduct quality audits (T/506/1994)

This unit provides learners with the ability to undertake quality audits.

Guided learning hours: 21 Credit value: 3

Level: 4

This unit is **optional**

Unit summaries (cont'd)**Unit 25 Manage a budget (A/506/1995)**

The aim of this unit is to equip learners with an understanding of how to identify financial requirements. Learners will be able to set, manage and evaluate budgets.

Guided learning hours: 26 Credit value: 4

Level: 4

This unit is **optional**

Unit 26 Manage a project (R/506/1999)

This unit aims to provide learners with the ability to plan, manage and evaluate a project.

Guided learning hours: 38 Credit value: 7

Level: 4

This unit is **optional**

Unit 27 Manage business risk (L/506/2004)

The aim of this unit is to equip learners with the ability to address and mitigate business risk, coupled with an understanding of the management of business risk.

Guided learning hours: 27 Credit value: 6

Level: 4

This unit is **optional**

Unit 28 Manage knowledge in an organisation (A/506/2032)

This unit aims to provide learners with the ability to identify and maintain knowledge within an organisation.

Guided learning hours: 34 Credit value: 5

Level: 4

This unit is **optional**

Unit summaries (cont'd)**Unit 29 Manage redundancy and redeployment (M/506/2044)**

This unit aims to provide learners with an understanding of the key processes involved in managing redundancy and redeployment. They'll then manage redeployment of staff and redundancy.

Guided learning hours: 39 Credit value: 6

Level: 4

This unit is **optional**

Unit 30 Encourage innovation (J/506/2292)

This unit aims to provide learners with the ability to identify opportunities for innovation, to generate, test and implement ideas for innovation and improvement.

Guided learning hours: 14 Credit value: 4

Level: 3

This unit is **optional**

Unit 31 Manage the impact of work activities on the environment (J/506/2907)

This unit aims to provide learners with an understanding of how working practices affect the environment. Learners will be able to manage and minimise the environmental impact of the use of resources within the organisation.

Guided learning hours: 30 Credit value: 4

Level: 4

This unit is **optional**

Unit summaries (cont'd)**Unit 32 Recruitment, selection and induction practice (R/506/2909)**

The aim of this unit is to equip learners with an understanding of the principles and theories underpinning recruitment, selection and induction practice. Learners will be able to recruit people into an organisation and select appropriate people for the role.

Guided learning hours: 33 Credit value: 6

Level: 4

This unit is **optional**

Unit 33 Buddy a colleague to develop their skills (M/506/1895)

The aim of this unit is to provide learners with the ability to support a buddy colleague carrying out work activities.

Guided learning hours: 19 Credit value: 3

Level: 2

This unit is **optional**

Unit 34 Contribute to the improvement of business performance (D/506/1911)

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

Guided learning hours: 33 Credit value: 6

Level: 3

This unit is **optional**

Unit summaries (cont'd)**Unit 35 Negotiate in a business environment (H/506/1912)**

This unit provides learners with the ability to carry out business negotiations, having prepared for them and gaining an understanding of the principles underpinning negotiation.

Guided learning hours: 18 Credit value: 4

Level: 3

This unit is **optional**

Unit 36 Develop a presentation (K/506/1913)

This unit provides learners with an understanding of and ability in presentation development.

Guided learning hours: 11 Credit value: 3

Level: 3

This unit is **optional**

Unit 37 Deliver a presentation (M/506/1914)

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

Guided learning hours: 17 Credit value: 3

Level: 3

This unit is **optional**

Unit 38 Contribute to the development and implementation of an information system (A/506/1916)

This unit aims to provide learners with an understanding of and ability to design and contribute to the development and implementation of an information system.

Guided learning hours: 21 Credit value: 6

Level: 3

This unit is **optional**

Unit summaries (cont'd)**Unit 39 Resolve customers' problems (K/506/2169)**

This unit provides learners with an understanding of how to assess and resolve customers. They'll then resolve customer problems and provide and evaluate solutions for resolution.

Guided learning hours: 19 Credit value: 4

Level: 3

This unit is **optional**.

Unit 40 Resolve customers' complaints (R/506/2151)

This unit aims to provide learners with the ability to resolve customer complaints, taking responsibility for problem resolution and keeping the customer up to date.

Guided learning hours: 22 Credit value: 4

Level: 3

This unit is **optional**.

Unit 41 Gather, analyse and interpret customer feedback (D/506/2170)

This unit aims to provide learners with the ability to plan, research, collect customer feedback, record data and evaluate feedback in order to identify improvements.

Guided learning hours: 24 Credit value: 5

Level: 3

This unit is **optional**.

Unit summaries (cont'd)**Unit 42 Employee rights and responsibilities (L/506/1905)**

This unit aims to provide learners with an understanding of the role of organisations and industries, and learners will also understand employers' expectations and employees' rights and obligations.

Guided learning hours: 16 Credit value: 2

Level: 2

This unit is **optional**.

Unit 43 Health and safety procedures in the workplace (T/505/4673)

The aim of this unit is to equip learners with the knowledge and ability to adhere to health and safety in the workplace.

Guided learning hours: 16 Credit value: 2

Level: 2

This unit is **optional**.

Unit 44 Manage events (M/506/1959)

This unit aims to provide learners with the ability to plan, manage and follow up an event.

Guided learning hours: 49 Credit value: 6

Level: 4

This unit is **optional**.

Unit 45 Review the quality of customer service (F/506/2176)

This unit aims to provide the learner with the ability to plan the measurement of customer service and to evaluate data in order to recommend improvements.

Guided learning hours: 20 Credit value: 4

Level: 4

This unit is **optional**.

Unit 01 Manage team performance (A/506/1821)

The learner will:

- 1 Understand the management of team performance

The learner can:

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

The learner will:

- 2 Be able to allocate and assure the quality of work

The learner can:

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

Unit 01 Manage team performance (A/506/1821) (cont'd)

The learner will:

- 3 Be able to manage communications within a team

The learner can:

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

Unit 01 Manage team performance (A/506/1821) (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 A **benchmark** is a standard or measurement that may include:
 - key performance indicators (KPIs)
 - best operational practices.
- 1.2 **Quality management techniques** may include:
 - total quality management (TQM)
 - statistical process control (SPC)
 - continual improvement processes.

Unit 02 Principles of people management (R/506/1937)

The learner will:

- 1 Understand the principles of workforce management

The learner can:

- 1.1 Explain the relationship between human resources (HR) functions and other business functions
 - 1.2 Explain the purpose and process of workforce planning
 - 1.3 Explain how employment law affects an organisation's HR and business policies and practices
 - 1.4 Evaluate the implications for an organisation of utilising different types of employment contracts
 - 1.5 Evaluate the implications for an individual of different types of employment contracts
-

The learner will:

- 2 Understand equality of opportunity, diversity and inclusion

The learner can:

- 2.1 Explain an organisation's responsibilities and liabilities under equality legislation
- 2.2 Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations
- 2.3 Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion
- 2.4 Explain how to measure diversity within an organisation

Unit 02 Principles of people management (R/506/1937) (cont'd)

The learner will:

- 3 Understand team building and dynamics

The learner can:

- 3.1 Explain the difference between a group and a team
 - 3.2 Outline the characteristics of an effective team
 - 3.3 Explain the techniques of building a team
 - 3.4 Explain techniques to motivate team members
 - 3.5 Explain the importance of communicating targets and objectives to a team
 - 3.6 Examine theories of team development
 - 3.7 Explain common causes of conflict within a team
 - 3.8 Explain techniques to manage conflict within a team
-

The learner will:

- 4 Understand performance management

The learner can:

- 4.1 Identify the characteristics of an effective performance management system
- 4.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities
- 4.3 Describe best practice in conducting appraisals
- 4.4 Explain the factors to be taken into account when managing people's wellbeing and performance
- 4.5 Explain the importance of following disciplinary and grievance processes

Unit 02 Principles of people management (R/506/1937) (cont'd)

The learner will:

5 Understand training and development

The learner can:

- 5.1 Explain the benefits of employee development
 - 5.2 Explain the advantages and limitations of different types of training and development methods
 - 5.3 Explain the role of targets, objectives and feedback in employee development
 - 5.4 Explain how personal development plans support the training and development of individuals
 - 5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles
 - 5.6 Explain how to support individuals' learning and development
-

The learner will:

6 Understand reward and recognition

The learner can:

- 6.1 Describe the components of 'total reward'
- 6.2 Analyse the relationship between motivation and reward
- 6.3 Explain different types of pay structures
- 6.4 Explain the risks involved in the management of reward schemes

Unit 02 Principles of people management (R/506/1937) (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.

1.1 Business functions may include:

- purchasing
- production
- marketing
- finance
- administration
- public relations
- general management.

1.4 Employment contracts could include:

- temporary
- fixed-term
- annualised hours
- term-time only
- casual/zero hours contracts
- employee-shareholder
- apprenticeship/training.

3.4 Ways to motivate people may include, but are not exclusive to:

- team building
- goal setting/clear targets
- performance measurement
- encouragement and feedback
- rewarding
- inspiring
- empowering
- supporting
- coaching
- promoting creativity
- provide meaningful and challenging work
- training and development.

Unit 02 Principles of people management (R/506/1937) (cont'd)**3.6 Team development** refers to:

- developing trust among team members
- practising openness
- enhancing co-operation through realisation of objectives
- promoting inter-dependence (collaboration, teamwork, etc).

3.8 Techniques to manage conflict may include:

- direct approach
- bargaining
- enforcement
- retreat
- de-emphasis.

6.1 Total reward may include:

- compensation
- benefits
- work-life
- performance and recognition.

Unit 03 Principles of business (D/506/1942)

The learner will:

- 1 Understand business markets

The learner can:

- 1.1 Explain the characteristics of different business markets
 - 1.2 Explain the nature of interactions between businesses within a market
 - 1.3 Explain how an organisation's goals may be shaped by the market in which it operates
 - 1.4 Describe the legal obligations of a business.
-

The learner will:

- 2 Understand business innovation and growth

The learner can:

- 2.1 Define business innovation
 - 2.2 Explain the uses of models of business innovation
 - 2.3 Identify sources of support and guidance for business innovation
 - 2.4 Explain the process of product or service development
 - 2.5 Explain the benefits, risks and implications associated with innovation.
-

The learner will:

- 3 Understand financial management

The learner can:

- 3.1 Explain the importance of financial viability for an organisation
- 3.2 Explain the consequences of poor financial management
- 3.3 Explain different financial terminology.

Unit 03 Principles of business (D/506/1942) (cont'd)

The learner will:

- 4 Understand business budgeting

The learner can:

- 4.1 Explain the uses of a budget
 - 4.2 Explain how to manage a budget.
-

The learner will:

- 5 Understand sales and marketing

The learner can:

- 5.1 Explain the principles of marketing
- 5.2 Explain a sales process
- 5.3 Explain the features and uses of market research
- 5.4 Explain the value of a brand to an organisation
- 5.5 Explain the relationship between sales and marketing.

Unit 03 Principles of business (D/506/1942) (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.

- 1.1 **Business markets** are also known as business-to-business (B2B) markets or industrial marketing. They are markets in which goods/services are sold between companies/organisations as opposed to consumer markets.
- 3.3 **Financial terminology** as a minimum should include:
- turnover
 - gross profit
 - net profit
 - debt
 - credit.

Unit 04 Principles of leadership and management (F/506/2596)

The learner will:

- 1 Understand the principles of effective decision making

The learner can:

- 1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
 - 1.2 Assess the importance of analysing the potential impact of decision making
 - 1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making
 - 1.4 Explain the importance of aligning decisions with business objectives, values and policies
 - 1.5 Explain how to validate information used in the decision making process
 - 1.6 Explain how to address issues that hamper the achievement of targets and quality standards.
-

The learner will:

- 2 Understand leadership styles and models

The learner can:

- 2.1 Explain the difference in the influence of managers and leaders on their teams
- 2.2 Evaluate the suitability and impact of different leadership styles in different contexts
- 2.3 Analyse theories and models of motivation and their application in the workplace.

Unit 04 Principles of leadership and management (F/506/2596) (cont'd)

The learner will:

- 3 Understand the role, functions and processes of management.

The learner can:

- 3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work
 - 3.2 Explain how managers ensure that team objectives are met
 - 3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
 - 3.4 Analyse theories and models of management
 - 3.5 Explain how the application of management theories guides a manager's actions
 - 3.6 Explain the operational constraints imposed by budgets.
-

The learner will:

- 4 Understand performance measurement

The learner can:

- 4.1 Explain the relationship between business objectives and performance measures
- 4.2 Explain the features of a performance measurement system
- 4.3 Explain how to set key performance indicators (KPIs)
- 4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance
- 4.5 Explain the use of management accounts and management information systems in performance management
- 4.6 Explain the distinction between outcomes and outputs.

Unit 04 Principles of leadership and management (F/506/2596) (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.

- 1.2 **Potential impact** may include, but is not exclusive to, the impact on:
- teams
 - individuals
 - suppliers
 - stakeholders
 - managers.
- 2.2 **Leadership styles** may include, but are not exclusive to:
- autocratic
 - situational leadership
 - transformational leadership
 - transactional leadership
 - charismatic
 - servant leader.
- 3.4 **Models of management** may include, but are not exclusive to:
- classical eg Fayol, Taylor, Weber
 - human relations eg Mayo or Schein
 - neo-human approaches eg Maslow, McGregor, Likert and Argyris.

Unit 05 Manage personal and professional development (T/506/2952)

The learner will:

- 1 Be able to identify personal and professional development requirements

The learner can:

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

The learner will:

- 2 Be able to fulfil a personal and professional development plan

The learner can:

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

Unit 05 Manage personal and professional development (T/506/2952) (cont'd)

The learner will:

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

The learner can:

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

Unit 05 Manage personal and professional development (T/506/2952) (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.

2.1 **Benefits** may include, but are not limited to:

- promotion prospects
- improved knowledge and skills
- use of new skills
- opportunity to increase work responsibilities/salary.

3.2 **Sources** may include, but are not exclusive to:

- management reviews
- feedback reports from other internal departments
- external customer feedback reporting.

Unit 06 Promote equality, diversity and inclusion in the workplace (T/506/1820)

The learner will:

- 1 Understand the organisational aspects of equality, diversity and inclusion in the workplace.

The learner can:

- 1.1 Explain the difference between equality, diversity and inclusion
 - 1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy
 - 1.3 Explain the potential consequences of breaches of equality legislation
 - 1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion.
-

The learner will:

- 2 Understand the personal aspects of equality, diversity and inclusion in the workplace.

The learner can:

- 2.1 Explain the different forms of discrimination and harassment
- 2.2 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
- 2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace.

Unit 06 Promote equality, diversity and inclusion in the workplace (T/506/1820) (cont'd)

The learner will:

- 3 Be able to support equality, diversity and inclusion in the workplace.

The learner can:

- 3.1 Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace
- 3.2 Identify potential issues relating to equality, diversity and inclusion in the workplace
- 3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace.

Unit 06 Promote equality, diversity and inclusion in the workplace (T/506/1820) (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.

2.1 **Forms of discrimination** may include, but are not exclusive to:

- direct discrimination
- indirect discrimination.

Unit 07 Manage individuals' performance (J/506/1921)

The learner will:

- 1 Understand the management of underperformance in the workplace

The learner can:

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

The learner will:

- 2 Be able to manage individuals' performance in the workplace.

The learner can:

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

Unit 07 Manage individuals' performance (J/506/1921) (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.

2.3 **Motivation techniques** may include, but are not exclusive to:

- incentives and rewards
- flexible working arrangements
- praise and gratitude
- coaching
- mentoring.

Unit 08 Manage individuals' development in the workplace (L/506/1922)

The learner will:

- 1 Be able to carry out performance appraisals

The learner can:

- 1.1 Explain the purpose of performance reviews and appraisals
 - 1.2 Explain techniques to prepare for and carry out appraisals
 - 1.3 Provide a private environment in which to carry out appraisals
 - 1.4 Carry out performance reviews and appraisals in accordance with organisational policies and procedures
 - 1.5 Provide clear, specific and evidence-based feedback sensitively
 - 1.6 Agree future actions that are consistent with appraisal findings and identified development needs.
-

The learner will:

- 2 Be able to support the learning and development of individual team members

The learner can:

- 2.1 Describe training techniques that can be applied in the workplace
 - 2.2 Analyse the advantages and disadvantages of learning and development interventions and methods
 - 2.3 Explain organisational learning and development policies and resource availability
 - 2.4 Review individuals' learning and development needs at regular intervals
 - 2.5 Suggest learning and development opportunities and interventions that are likely to meet individual and business needs.
-

There is no assessment guidance available for this unit.

Unit 09 Chair and lead meetings (Y/506/1924)

The learner will:

- 1 Be able to prepare to lead meetings

The learner can:

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

The learner will:

- 2 Be able to chair and lead meetings

The learner can:

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

The learner will:

- 3 Be able to deal with post-meeting matters

The learner can:

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

Unit 09 Chair and lead meetings (Y/506/1924) (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.

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

WITHDRAWN

Unit 10 Manage conflict within a team (K/506/1927)

The learner will:

- 1 Understand the principles of conflict management

The learner can:

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

The learner will:

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

The learner can:

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

Unit 10 Manage conflict within a team (K/506/1927) (cont'd)

The learner will:

- 3 Be able to deal with conflict within a team

The learner can:

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

Unit 10 Manage conflict within a team (K/506/1927) (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.

1.1 Methods of conflict management may include, but are not exclusive to:

- avoiding
- competing
- collaborating
- compromising
- accommodating.

1.2 Personal skills could include:

- withholding judgement
- empathic questioning
- active listening
- assertiveness
- objectivity.

1.3 Potential consequences may include, but are not limited to:

- organisational
- financial
- team dynamics
- productivity
- personal.

1.4 External arbitration may include, but is not limited to:

- supportive
- mediation
- investigative.

Unit 10 Manage conflict within a team (K/506/1927) (cont'd)

2.2 Constraints may include, but are not limited to:

- organisational
- team
- personal.

3.1 Impact may include, but is not exclusive to:

- decrease in productivity
- decrease in co-operative working
- less communication
- lack of knowledge sharing
- inability to meet deadlines
- inability to meet objectives.

Unit 11 Procure products and/or services (M/506/1928)

The learner will:

- 1 Be able to identify procurement requirements

The learner can:

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

The learner will:

- 2 Be able to select suppliers

The learner can:

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

Unit 11 Procure products and/or services (M/506/1928) (cont'd)

The learner will:

- 3 Be able to buy products and/or services

The learner can:

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

Unit 11 Procure products and/or services (M/506/1928) (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.

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

WITHDRAWN

Unit 12 Implement change (T/506/1929)

The learner will:

- 1 Understand the principles of change management

The learner can:

- 1.1 Explain the importance of effective leadership when implementing change
 - 1.2 Explain the role of internal and external stakeholders in the management of change
 - 1.3 Evaluate the suitability of change management models for different contexts
 - 1.4 Explain how to assess the business risks associated with change
 - 1.5 Assess the need for contingency planning when implementing change
 - 1.6 Assess the need for crisis management when implementing change
 - 1.7 Explain the different types of barriers to change and how to deal with these
 - 1.8 Explain how to evaluate change management projects.
-

The learner will:

- 2 Be able to plan the implementation of change

The learner can:

- 2.1 Explain the need for change
- 2.2 Explain the potential consequences of not implementing change
- 2.3 Explain the roles and responsibilities of a change management project team
- 2.4 Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
- 2.5 Brief team members on their roles and responsibilities and the objectives of the change
- 2.6 Gain acceptance to the need for change from team members and other stakeholders.

Unit 12 Implement change (T/506/1929) (cont'd)

The learner will:

- 3 Be able to manage the implementation of a change plan

The learner can:

- 3.1 Explain organisational escalation processes for reporting problems
 - 3.2 Analyse the advantages and disadvantages of monitoring techniques
 - 3.3 Implement the plan within the agreed timescale
 - 3.4 Provide support to team members and other stakeholders according to identified needs
 - 3.5 Monitor the progress of the implementation against the plan
 - 3.6 Manage problems in accordance with contingency plans.
-

The learner will:

- 4 Be able to evaluate the effectiveness of the implementation of change plans

The learner can:

- 4.1 Assess the suitability of techniques used to analyse the effectiveness of change
- 4.2 Collate valid feedback and information from stakeholders
- 4.3 Analyse feedback and information against agreed criteria
- 4.4 Identify areas for future improvement
- 4.5 Communicate the lessons learned with those who may benefit.

Unit 12 Implement change (T/506/1929) (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.

1.3 Change management models may include:

- Lewin – force field analysis
- Kotter – 8 steps
- nudge theory
- psychological contract
- Fisher – personal change.

4.1 Techniques used to analyse the effectiveness of change may include, but are not exclusive to:

- impact evaluation
- process evaluation
- outcome or summative evaluation
- data analysis
- feedback
- observations
- meetings.

Unit 13 Implement and maintain business continuity plans and processes (K/506/1930)

The learner will:

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

The learner can:

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

The learner will:

- 2 Be able to implement business continuity plans and processes

The learner can:

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

Unit 13 Implement and maintain business continuity plans and processes (K/506/1930) (cont'd)

The learner will:

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

The learner can:

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

Unit 13 Implement and maintain business continuity plans and processes (K/506/1930) (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.

2.1 **Business continuity management** is about identifying those parts of the business that cannot afford to be lost, such as:

- information
- premises
- stock
- staff.

Unit 14 Collaborate with other departments (M/506/1931)

The learner will:

- 1 Understand how to collaborate with other departments

The learner can:

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

The learner will:

- 2 Be able to identify opportunities for collaboration with other departments

The learner can:

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

The learner will:

- 3 Be able to collaborate with other departments

The learner can:

- 3.1 Agree service level agreements (SLAs), objectives and priorities of collaborative arrangements
- 3.2 Work with other departments in a way that contributes to the achievement of organisational objectives.

Unit 14 Collaborate with other departments (M/506/1931) (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.

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

Unit 15 Support remote or virtual teams (A/506/1933)

The learner will:

- 1 Be able to assess the support needed by remote or virtual teams

The learner can:

- 1.1 Identify the resource requirements for providing communication tools and processes for remote or virtual working
 - 1.2 Specify effective tools and processes that are capable of supporting remote or virtual teams
 - 1.3 Identify processes and systems that will enable people to connect to information and knowledge remotely and securely
 - 1.4 Plan how to assure the safety of staff in remote teams.
-

The learner will:

- 2 Be able to support remote or virtual teams

The learner can:

- 2.1 Provide guidelines, training, information and coaching to support remote or virtual teams
 - 2.2 Identify areas for improvement from monitoring processes and information
 - 2.3 Facilitate interactive collaboration amongst stakeholders
 - 2.4 Take action to ensure that team members adhere to regulatory, professional and commercial requirements
 - 2.5 Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
 - 2.6 Take action to ensure that records management issues arising from remote or virtual working are addressed.
-

There is no assessment guidance available for this unit.

Unit 16 Participate in a project (F/506/1934)

The learner will:

- 1 Understand how to manage a project

The learner can:

- 1.1 Explain the features of a project business case
 - 1.2 Explain the stages of a project lifecycle
 - 1.3 Explain the roles of people involved in a project
 - 1.4 Explain the uses of project-related information
 - 1.5 Explain the advantages and limitations of different project monitoring techniques
 - 1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources.
-

The learner will:

- 2 Be able to support the delivery of a project

The learner can:

- 2.1 Fulfil their role in accordance with a project plan
 - 2.2 Collect project-related information in accordance with project plans
 - 2.3 Use appropriate tools to analyse project information
 - 2.4 Report on information analysis in the agreed format and timescale
 - 2.5 Draw issues, anomalies and potential problems to the attention of project managers
 - 2.6 Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project.
-

This unit is barred against:

- Unit 26 Manage a project (R/506/1999).

Unit 16 Participate in a project (F/506/1934) (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 Project lifecycle** explanations should include:

- initiation
- planning
- execution
- evaluation.

1.5 Project monitoring techniques may include, but are not exclusive to:

- pulse meetings
- variance reports
- programme reviews
- technical reviews
- project forecasting
- problem-solving
- management reviews
- use of dashboards/logs.

Unit 17 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).

Unit 17 Develop and maintain professional networks (J/506/1949) (cont'd)

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 17 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:
- data protection
 - conflicts of interest
 - social responsibility
 - morality.
- 3.4 **The boundaries of confidentiality** will vary but must adhere to data protection legislation.

Unit 18 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.

Unit 18 Develop and implement an operational plan (Y/506/1955) (cont'd)

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.
-

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 18 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 19 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.

Unit 19 Encourage learning and development (M/506/1962) (cont'd)

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 19 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 20 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.

Unit 20 Discipline and grievance management (A/506/1981) (cont'd)

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.
-

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.
-

There is no assessment guidance available for this unit.

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

The learner will:

- 1 Understand working relationships with stakeholders

The learner can:

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

The learner will:

- 2 Be able to determine the scope for collaboration with stakeholders

The learner can:

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

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

The learner will:

- 3 Be able to develop productive working relationships with stakeholders

The learner can:

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

The learner will:

- 4 Be able to evaluate relationships with stakeholders

The learner can:

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

There is no assessment guidance available for this unit.

Unit 22 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.

Unit 22 Manage physical resources (K/506/1989) (cont'd)

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.

Unit 23 Prepare for and support quality audits (K/506/1992)

The learner will:

- 1 Understand the principles underpinning the management of quality.

The learner can:

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

The learner will:

- 2 Be able to prepare for quality audits

The learner can:

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

The learner will:

- 3 Be able to support quality audits

The learner can:

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

Unit 23 Prepare for and support quality audits (K/506/1992) (cont'd)

There is no assessment guidance available for this unit.

WITHDRAWN

Unit 24 Conduct quality audits (T/506/1994)

The learner will:

- 1 Understand the principles underpinning the management of quality.

The learner can:

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

The learner will:

- 2 Be able to prepare to carry out quality audits

The learner can:

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

The learner will:

- 3 Be able to conduct quality audits

The learner can:

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

Unit 24 Conduct quality audits (T/506/1994) (cont'd)

There is no assessment guidance available for this unit.

WITHDRAWN

Unit 25 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 25 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.
-

There is no assessment guidance available for this unit.

Unit 26 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 26 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.
-

This unit is barred against:

- Unit 16 Participate in a project (F/506/1934).
-

There is no assessment guidance available for this unit.

Unit 27 Manage business risk (L/506/2004)

The learner will:

- 1 Understand the management of business risk

The learner can:

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

The learner will:

- 2 Be able to address business risk

The learner can:

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

The learner will:

- 3 Be able to mitigate business risk

The learner can:

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

Unit 27 Manage business risk (L/506/2004) (cont'd)

There is no assessment guidance available for this unit.

WITHDRAWN

Unit 28 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.

Unit 28 Manage knowledge in an organisation (A/506/2032) (cont'd)

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.

Unit 29 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.

Unit 29 Manage redundancy and redeployment (M/506/2044) (cont'd)

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 29 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.
-

There is no assessment guidance available for this unit.

Unit 30 Encourage innovation (J/506/2292)

The learner will:

- 1 Be able to identify opportunities for innovation

The learner can:

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

The learner will:

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

The learner can:

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

Unit 30 Encourage innovation (J/506/2292) (cont'd)

The learner will:

- 3 Be able to implement innovative ideas and improvements

The learner can:

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

Unit 30 Encourage innovation (J/506/2292) (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 **Techniques** may include, but are not exclusive to:

- brainstorming
- NGT – Nominal Group Technique
- use of customer feedback
- attribute listing
- need identification
- synetics
- idea screening.

1.4 **Stakeholders** may include, but are not exclusive to:

- shareholders
- directors
- colleagues and managers
- customers
- the local community in which a business operates
- standards agencies.

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

2.3 **Value** refers to the benefits of the ideas and could include:

- increased work place efficiency
- greater market share
- increased turnover
- customer satisfaction
- improved social/environmental reputation etc.

Unit 31 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.

Unit 31 Manage the impact of work activities on the environment (J/506/2907) (cont'd)

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.

Unit 32 Recruitment, selection and induction practice (R/506/2909)

The learner will:

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

The learner can:

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

The learner will:

- 2 Be able to recruit people into an organisation

The learner can:

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

Unit 32 Recruitment, selection and induction practice (R/506/2909) (cont'd)

The learner will:

- 3 Be able to select appropriate people for the role

The learner can:

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

The learner will:

- 4 Be able to induct people into an organisation

The learner can:

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

There is no assessment guidance available for this unit.

Unit 33 Buddy a colleague to develop their skills (M/506/1895)

The learner will:

- 1 Understand how to buddy a colleague

The learner can:

- 1.1 Describe what is expected of a buddy
 - 1.2 Explain techniques to give positive feedback and constructive criticism
 - 1.3 Explain techniques to establish rapport with a buddy.
-

The learner will:

- 2 Be able to plan to buddy a colleague

The learner can:

- 2.1 Agree which aspects of a colleague's work may benefit from buddying
 - 2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague
 - 2.3 Agree a schedule of meetings that minimise disruption to business
 - 2.4 Agree specific, measurable, achievable, realistic and time- bound (SMART) buddying objectives.
-

The learner will:

- 3 Be able to support a buddy colleague carrying out work activities

The learner can:

- 3.1 Remain unobtrusive while a buddy colleague carries out their work activities
- 3.2 Provide examples of how to carry out tasks correctly
- 3.3 Identify instances of good practice and areas for improvement through observation
- 3.4 Praise a buddy colleague on well completed tasks
- 3.5 Give constructive feedback on ways in which a buddy could improve performance
- 3.6 Offer a buddy hints and tips based on personal experience.

Unit 33 Understand how to buddy a colleague (M/506/1895) (cont'd)

There is no assessment guidance available for this unit.

WITHDRAWN

Unit 34 Contribute to the improvement of business performance (D/506/1911)

The learner will:

- 1 Understand the principles of resolving business problems

The learner can:

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

The learner will:

- 2 Understand improvement techniques and processes

The learner can:

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

Unit 34 Contribute to the improvement of business performance (D/506/1911) (cont'd)

The learner will:

- 3 Be able to solve problems in business

The learner can:

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

The learner will:

- 4 Be able to contribute to the improvement of activities

The learner can:

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

There is no assessment guidance available for this unit.

Unit 35 Negotiate in a business environment (H/506/1912)

The learner will:

- 1 Understand the principles underpinning negotiation

The learner can:

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

The learner will:

- 2 Be able to prepare for business negotiations

The learner can:

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

The learner will:

- 3 Be able to carry out business negotiations

The learner can:

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

Unit 35 Negotiate in a business environment (H/506/1912) (cont'd)

There is no assessment guidance available for this unit.

WITHDRAWN

Unit 36 Develop a presentation (K/506/1913)

The learner will:

- 1 Understand how to develop a presentation

The learner can:

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

The learner will:

- 2 Be able to develop a presentation

The learner can:

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

There is no assessment guidance available for this unit.

Unit 37 Deliver a presentation (M/506/1914)

The learner will:

- 1 Understand the principles underpinning the delivery of presentations

The learner can:

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

The learner will:

- 2 Be able to prepare to deliver a presentation

The learner can:

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

Unit 37 Deliver a presentation (M/506/1914) (cont'd)

The learner will:

- 3 Be able to deliver a presentation

The learner can:

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

There is no assessment guidance available for this unit.

Unit 38 Contribute to the development and implementation of an information system (A/506/1916)

The learner will:

- 1 Understand the design and implementation of an information system

The learner can:

- 1.1 Explain the types of information to be managed by a system
 - 1.2 Explain how information will be used and by whom
 - 1.3 Explain who needs to be consulted in the design and implementation of an information system and why
 - 1.4 Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system.
-

The learner will:

- 2 Be able to contribute to the development of an information system

The learner can:

- 2.1 Confirm the purpose, use and features of an information system
- 2.2 Identify the information that will be managed by the system
- 2.3 Confirm requirements for reporting information
- 2.4 Recommend the functions that will be used to manipulate and report information
- 2.5 Develop guidance for the use of an information system that is accurate and easy to understand
- 2.6 Recommend user access and security levels for the information system
- 2.7 Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints
- 2.8 Participate in system tests in accordance with the specification.

Unit 38 Contribute to the development and implementation of an information system (A/506/1916) (cont'd)

The learner will:

- 3 Be able to contribute to the implementation of an information system

The learner can:

- 3.1 Implement the information system in accordance with the plan, minimising disruption to business
 - 3.2 Confirm that staff are trained to use the system prior to its launch
 - 3.3 Resolve or report problems or faults with the information system within the limits of their own authority
 - 3.4 Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system.
-

There is no assessment guidance available for this unit.

Unit 39 Resolve customers' problems (K/506/2169)

The learner will:

- 1 Understand the monitoring and resolution of customers' problems

The learner can:

- 1.1 Assess the suitability of a range of techniques for monitoring customer problems
 - 1.2 Explain how to use the resolution of customers' problems to improve products and/or services
 - 1.3 Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance
 - 1.4 Explain the features of negotiating techniques used to resolve customers' problems.
-

The learner will:

- 2 Be able to deal with customers' problems

The learner can:

- 2.1 Confirm the nature and cause of customers' problems
 - 2.2 Explain when customers' problems should be treated as complaints
 - 2.3 Explain the benefits to customers and the organisation of the options available to solve problems
 - 2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems
 - 2.5 Explain to customers the options for resolving their problems
 - 2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority
 - 2.7 Inform colleagues of the nature of problems and actions taken
 - 2.8 Evaluate the effectiveness of the resolution of customers' problems
 - 2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems.
-

There is no assessment guidance available for this unit.

Unit 40 Resolve customers' complaints (R/506/2151)

The learner will:

- 1 Understand the monitoring and resolution of customers' complaints

The learner can:

- 1.1 Assess the suitability of a range of monitoring techniques for customers' complaints
- 1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery
- 1.3 Explain negotiating techniques used to resolve customers' complaints
- 1.4 Explain conflict management techniques used in dealing with upset customers
- 1.5 Explain organisational procedures for dealing with customer complaints
- 1.6 Explain when to escalate customers' complaints
- 1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
- 1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services.

Unit 40 Resolve customers' complaints (R/506/2151) (cont'd)

The learner will:

- 2 Be able to deal with customers' complaints

The learner can:

- 2.1 Confirm the nature, cause and implications of customers' complaints
 - 2.2 Take personal responsibility for dealing with complaints
 - 2.3 Communicate in a way that recognises customers' problems and understands their points of view
 - 2.4 Explain the advantages and limitations of different complaint response options to customers
 - 2.5 Explain the advantages and limitations of different complaint response options to the organisation
 - 2.6 Keep customers informed of progress
 - 2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority
 - 2.8 Record the outcome of the handling of complaints for future reference
 - 2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints.
-

There is no assessment guidance available for this unit.

Unit 41 Gather, analyse and interpret customer feedback (D/506/2170)

The learner will:

- 1 Understand how to gather, analyse and interpret customer feedback

The learner can:

- 1.1 Describe methods of collecting data for customer research
 - 1.2 Explain random sampling techniques used to collect data
 - 1.3 Explain how to evaluate bias in non-random samples
 - 1.4 Explain the principles of questionnaire design
 - 1.5 Assess the suitability of a range of techniques to analyse customer feedback
 - 1.6 Explain techniques used to monitor the quality of data collected
 - 1.7 Explain the use of software to record and analyse customer feedback
 - 1.8 Explain the validation issues associated with customer feedback
 - 1.9 Explain the importance of anonymising comments from customers who do not wish to be identified.
-

The learner will:

- 2 Be able to plan the collection of customer feedback on customer service issues

The learner can:

- 2.1 Identify the objectives of collecting customer feedback
- 2.2 Justify the reasons for selecting different data collection methods
- 2.3 Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe.

Unit 41 Gather, analyse and interpret customer feedback (D/506/2170) (cont'd)

The learner will:

- 3 Be able to gather customer feedback

The learner can:

- 3.1 Collect customer feedback using the sampling frame identified in a customer service plan
 - 3.2 Record data in a way that makes analysis straightforward
 - 3.3 Verify that all data is handled in line with legal, organisational and ethical policies and procedures.
-

The learner will:

- 4 Be able to analyse and interpret customer feedback to recommend improvements

The learner can:

- 4.1 Use data analysis methods to identify patterns and trends in customer feedback
 - 4.2 Use the findings of a data analysis to identify areas for improvement to customer service
 - 4.3 Present the findings of an analysis in the agreed format
 - 4.4 Recommend improvements in response to the findings of an analysis.
-

There is no assessment guidance available for this unit.

Unit 42 Employee rights and responsibilities (L/506/1905)

The learner will:

- 1 Understand the role of organisations and industries

The learner can:

- 1.1 Explain the role of their own occupation within an organisation and industry
 - 1.2 Describe career pathways within their organisation and industry
 - 1.3 Identify sources of information and advice on an industry, occupation, training and career pathway
 - 1.4 Describe an organisation's principles of conduct and codes of practice
 - 1.5 Explain issues of public concern that affect an organisation and industry
 - 1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role.
-

The learner will:

- 2 Understand employers' expectations and employees' rights and obligations

The learner can:

- 2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role
 - 2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
 - 2.3 Describe the procedures and documentation that protect relationships with employees
 - 2.4 Identify sources of information and advice on employment rights and responsibilities.
-

There is no assessment guidance available for this unit.

Unit 43 Health and safety procedures in the workplace (T/505/4673)

The learner will:

- 1 Know health and safety procedures in the workplace

The learner can:

- 1.1 Define the main responsibilities for health and safety in the workplace of the following:
 - employers
 - employees
 - 1.2 Describe two health and safety laws affecting the workplace
 - 1.3 Define the importance of following health and safety procedures in the workplace
 - 1.4 Define the types of information or support available in relation to a specified aspect of health and safety in the workplace.
-

The learner will:

- 2 Be able to carry out tasks with regard to health and safety in the workplace

The learner can:

- 2.1 Carry out a risk assessment of a specified workplace activity
 - 2.2 Use equipment or tools safely in the workplace
 - 2.3 Describe how to prevent accidents in the workplace
 - 2.4 Assess how own health and safety practices could be improved.
-

There is no assessment guidance available for this unit.

Unit 44 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.

Unit 44 Manage events (M/506/1959) (cont'd)

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.
-

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.
-

There is no assessment guidance available for this unit.

Unit 45 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.

Unit 45 Review the quality of customer service (F/506/2176) (cont'd)

The learner will:

- 3 Be able to evaluate the quality of customer service

The learner can:

- 3.1 Validate the information collected to identify usable 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.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|---------------------------------------|---|
| Apply | Explain how existing knowledge can be linked to new or different situations in practice. |
| Analyse | Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis. |
| Clarify | Explain the information in a clear, concise way. |
| Classify | Organise according to specific criteria. |
| Collate | Collect and present information arranged in sequence or logical order. |
| Compare | Examine the subjects in detail and consider the similarities and differences. |
| Critically compare | This is a development of compare where the learner considers the positive aspects and limitations of the subject. |
| Consider | Think carefully and write about a problem, action or decision. |
| Demonstrate | Show an understanding by describing, explaining or illustrating using examples. |
| Describe | Write about the subject giving detailed information in a logical way. |
| Develop (a plan/idea which...) | Expand a plan or idea by adding more detail and/or depth of information. |
| Diagnose | Identify the cause based on valid evidence. |
| Differentiate | Identify the differences between two or more things. |
| Discuss | Write a detailed account giving a range of views or opinions. |
| Distinguish | Explain the difference between two or more items, resources, pieces of information. |
| Draw conclusions (which...) | Make a final decision or judgment based on reasons. |
| Estimate | Form an approximate opinion or judgment using previous knowledge or considering other information. |

| | |
|--------------------------|--|
| Evaluate | Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain | Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons. |
| Extrapolate | Use existing knowledge to predict possible outcomes which might be outside the norm. |
| Identify | Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking). |
| Implement | Explain how to put an idea or plan into action. |
| Interpret | Explain the meaning of something. |
| Judge | Form an opinion or make a decision. |
| Justify | Give a satisfactory explanation for actions or decisions. |
| Plan | Think about and organise information in a logical way using an appropriate format. |
| Perform | Carry out a task or process to meet the requirements of the question. |
| Provide | Identify and give relevant and detailed information in relation to the subject. |
| Review and revise | Look back over the subject and make corrections or changes. |
| Reflect | Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development. |
| Select | Make an informed choice for a specific purpose. |
| Show | Supply evidence to demonstrate accurate knowledge and understanding. |
| State | Give the main points clearly in sentences or paragraphs. |
| Summarise | Give the main ideas or facts in a concise way. |

Section 5

General information

Equal opportunities

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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.

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