

CMI LEVEL 4 NVQ DIPLOMA IN MANAGEMENT

(RQF) Syllabus | July 2019 | Version 4



CONTENTS

5	Qualification Purpose
5	Titles & Reference Numbers
5	Key Dates
5	Progression
6	Entry & Recruitment Requirements
6	Equivalences
6	Definitions
8	Rules of Combination
10	Delivery of CMI Qualifications
11	Assessment & Verification
12	Recognition of Prior Learning & Achievement
13	Membership
13	Chartered Manager
13	Study Resources

UNITS

14	M&L 9	Manage personal and professional development
16	M&L 10	Promote equality, diversity and inclusion in the workplace
18	M&L 11	Manage team performance
20	M&L 12	Manage individuals' performance
22	M&L 13	Manage individuals' development in the workplace
24	M&L 14	Chair and lead meetings
26	M&L 16	Encourage innovation
28	M&L 17	Manage conflict within a team
31	M&L 18	Procure products and/or services
33	M&L 20	Implement and maintain business continuity plans and processes
35	M&L 21	Collaborate with other departments
37	M&L 22	Support remote or virtual teams
39	M&L 25	Develop and maintain professional networks
42	M&L 26	Provide leadership and management
45	M&L 27	Develop and implement an operational plan
47	M&L 28	Encourage learning and development
49	M&L 30	Initiate and implement operational change
51	M&L 31	Discipline and grievance management
54	M&L 32	Develop working relationships with stakeholders
56	M&L 33	Manage a tendering process
59	M&L 34	Manage physical resources
61	M&L 35	Manage the impact of work activities on the environment
63	M&L 36	Prepare for and support quality audits
65	M&L 37	Conduct quality audits
67	M&L 38	Manage a budget
69	M&L 40	Manage a project

72	M&L 41	Manage business risk
74	M&L 42	Manage knowledge in an organisation
76	M&L 43	Recruitment, selection and induction practice
78	M&L 44	Manage redundancy and redeployment
82	M&L 45	Contribute to the development of a strategic plan
84	M&L 49	Design business processes
85	M&L 51	Develop and manage collaborative relationships with other organisations
88	M&L 52	Optimise the use of technology
91	M&L 53	Manage product and/or service development
93	M&LEB1	Manage health and safety in own area of responsibility
95	B&A 41	Contribute to the improvement of business performance
99	B&A 42	Negotiate in a business environment
101	B&A 64	Contribute to the design and development of an information system
103	B&A 65	Manage information systems
105	B&A 69	Manage events
108	CS 30	Resolve customers' problems
110	CS 31	Resolve customers' complaints
113	CS 34	Manage customer service operations
116	CS 36	Review the quality of customer service
118	SAL4-3	Developing sales proposals
120	SAL4-1	Prioritising information for sales planning
122	MK3-1	Analyse competitor activity

QUALIFICATION PURPOSE

This qualification has been developed in consultation with employers and other key stakeholders. It is for middle managers and supports the development of their ability to lead and manage individuals and teams. The qualification develops important skills, including providing leadership and management and developing working relationships with stakeholders.

TITLES AND REFERENCE NUMBERS

The title given below is the title as it will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
4D27V2	CMI Level 4 NVQ Diploma in Management	601/6877/8

KEY DATES

This qualification is regulated from 1st September 2015 and the operational start date in CMI Centres is 1st September 2015. The review date for this qualification is 31st August 2021.

PROGRESSION

This qualification provides opportunities for progression to other qualifications at higher levels, which could also be work-based or more academically structured. The qualification also supports learners in meeting requirements for work and/or employment within all areas of management and leadership at this level. Specific qualifications that a Learner could progress to include:

- CMI Level 4 Qualifications in Management and Leadership
- CMI Level 5 NVQ Diploma in Management and Leadership
- CMI Level 5 Qualifications in Management and Leadership
- CMI Level 5 Qualifications in Coaching and Mentoring

Please see the CMI Website for further information on CMI's portfolio of Level 4 and Level 5 qualifications.

ENTRY AND RECRUITMENT

This qualification can be offered to Learners from age 19. CMI does not specify entry requirements for this qualification, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, CMI Centres need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice
- Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out comprehensive Learner induction that:
 - addresses programme and organisational requirements
 - explains Learner facilities
 - identifies Learners' development needs
 - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

EQUIVALENCES

CMI qualifications at RQF Level 4 portray practical skills and competences that are rated in academic terms as being comparable to a Higher National Certificate (HNC).

DEFINITIONS

Total Qualification Time (TQT) is defined as *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 is comprised of the following two elements –*

- a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place*

as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Unit Time (TUT) is defined as *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 unit.*

Guided Learning Hours is defined as *the activity if a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Immediate Guidance or Supervision is defined as *the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –*

- a) with the simultaneous physical present of the Learner and that person, or*
- b) remotely by means of simultaneous electronic communication*

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.*

Rule of Combination is defined as being *a rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.*

RULES OF COMBINATION

CMI Level 4 NVQ Diploma in Management (4D27V2)

To achieve a CMI Level 4 NVQ Diploma in Management, learners must complete a minimum of 53 credits, which is equivalent to 530 TQT hours, of which there are 214 GLH.

- 170 TUT (17 credits) from GROUP A MANDATORY UNITS
- a minimum of 200 TUT (20 credits) from GROUP B OPTIONAL UNITS
- a maximum of 160 TUT (16 credits) from GROUP C OPTIONAL UNITS

A minimum of 400 TUT (40 credits) must be achieved through the completion of units at Level 4 or above.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
MANDATORY GROUP A				
M&L 9	Manage personal and professional development	3	12	30
M&L 26	Provide leadership and management	5	28	50
M&L 27	Develop and implement an operational plan	5	24	50
M&L 32	Develop working relationships with stakeholders	4	20	40
OPTIONAL GROUP B				
M&L 25	Develop and maintain professional networks	3	15	30
M&L 28	Encourage learning and development	3	16	30
M&L 30	Initiate and implement operational change	4	19	40
M&L 31	Discipline and grievance management	3	26	30
M&L 33	Manage a tendering process	4	21	40
M&L 34	Manage physical resources	4	26	40
M&L 35	Manage the impact of work activities on the environment	4	30	40
M&L 36	Prepare for and support quality audits	3	17	30

M&L 37	Conduct quality audits	3	21	30
M&L 38	Manage a budget	4	26	40
M&L 40	Manage a project	7	38	70
M&L 41	Manage business risk	6	27	60
M&L 42	Manage knowledge in an organisation	5	34	50
M&L 43	Recruitment, selection and induction practice	6	33	60
M&L 44	Manage redundancy and redeployment	6	39	60
M&L 10	Promote equality, diversity and inclusion in the workplace	3	15	30
M&L 11	Manage team performance	4	21	40
M&L 12	Manage individuals' performance	4	20	40
M&L 13	Manage individuals' development in the workplace	3	10	30
M&L 14	Chair and lead meetings	3	10	30
M&L 16	Encourage innovation	4	14	40
M&L 17	Manage conflict within a team	5	25	50
M&L 18	Procure products and/or services	5	35	50
M&L 20	Implement and maintain business continuity plans and processes	4	25	40
M&L 21	Collaborate with other departments	3	14	30
M&L 22	Support remote or virtual teams	4	18	40
M&L 45	Contribute to the development of a strategic plan	5	31	50
M&L 49	Design business processes	5	23	50
M&L 51	Develop and manage collaborative relationships with other organisations	5	28	50
M&L 52	Optimise the use of technology	6	29	60

M&L 53	Manage product and/or service development	5	23	50
OPTIONAL GROUP C				
M&LEB1	Manage health and safety in own area of responsibility	5	15	50
B&A 64	Contribute to the design and development of an information system	5	23	50
B&A 65	Manage information systems	6	30	60
B&A 69	Manage events	6	49	60
CS 34	Manage customer service operations	7	23	70
CS 36	Review the quality of customer service	4	20	40
B&A 41	Contribute to the improvement of business performance	6	33	60
B&A 42	Negotiate in a business environment	4	18	40
CS 30	Resolve customers' problems	4	19	40
CS 31	Resolve customers' complaints	4	22	40
MK3-1	Analyse competitor activity	3	3	30
SAL4-3	Developing sales proposals	5	30	50
SAL4-1	Prioritising information for sales planning	3	20	30

DELIVERY OF CMI QUALIFICATIONS

This is predominantly a work based qualification, which will be delivered in the workplace and assessed by a CMI Centre. For the knowledge units CMI Centres are free to deliver these using any mode of delivery that meets the needs of their Learners. However CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided learning hours (GLH) which are listed on the CMI unit gives the CMI Centres the number of hours of teacher-supervised or direct study time required to teach a unit of a qualification.

Please ensure that the content of the CMI Centre Delivery plan is approved by the CMI Quality Manager/Auditor. For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

The main objective of the assessment of this qualification will be to meet the assessment criteria detailed within each unit.

The primary interface with the Learner is the Assessor whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgment of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

The CMI Level 4 NVQ Diploma in Management is a work-based qualification, therefore all the units are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. The following evidence is acceptable:

1. Evidence from Workplace Performance

- Evidence of occupational competence of all units should be generated and collected through performance under workplace conditions. This includes competence units which have knowledge learning outcomes and assessment criteria. The minimum evidence required from a Learner is that they must be able to demonstrate that they have met each assessment criteria on at least one occasion.
- These conditions would be those typical to the Learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all Learners. However, Assessors must ensure that, as far as possible, the conditions for assessment should be those under which the Learner usually works.

2. Simulation

- Simulation can only be applied to the following unit within this qualification:

Unit	Unit Title	Level
M&L 44	Manage redundancy and redeployment	4

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. More information is below.

Realistic Working Environment (RWE)

This can only be applied to unit M&L 44.

It is essential that organisations wishing to operate a RWE, operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. The RWE is managed as a real work situation
2. Assessment must be carried out under realistic business pressures
3. All services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
4. Learners must be expected to achieve a volume of work comparable to normal business practices
5. The range of services, products, tools, materials and equipment that the candidates use must be up to date and available
6. Account must be taken of any legislation or regulations in relation to the type of work that is being carried out
7. Learners must be given workplace responsibilities to enable them to meet the requirements of the units
8. Customer perceptions of the RWE are similar to that found in the work situation being represented
9. Learners must show that their productivity reflects those found in the work situation being represented.

(Skills CfA Assessment Strategy, V5, Aug 14)

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- Accurate, current and authentic
- Relevant in depth and breadth

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the [CMI Centre Handbook](#) for more information.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

For further guidance on RPL and exemptions can be found in CMI RPL policy. Please [click here](#).

MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performer, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please [click here](#).

STUDY RESOURCES

Management Direct

www.managers.org.uk/members

It's fast, comprehensive and free to members

Management Direct is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 220 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 400 Leader Videos and e-learning modules
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 600 ebooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work. Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

MANAGE PERSONAL AND PROFESSIONAL DEVELOPMENT

Unit Level	3
Unit Number	M&L9
Ofqual Reference	T/506/2952
Credit Value	3
Total Unit Time	30
Guided Learning Hours	12

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

ASSESSMENT GUIDANCE

1	Be able to identify personal and professional development requirements	1.1	Compare sources of information on professional development trends and their validity
		1.2	Identify trends and developments that influence the need for professional development
		1.3	Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2	Be able to fulfil a personal and professional development plan	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

2.1 Benefits may include, but are not limited to: <ul style="list-style-type: none"> • Promotion prospects • Improved knowledge and skills • Use of new skills • Opportunity to increase work responsibilities/salary
2.3 A skills gap analysis is a tool used to identify the difference between a current state and a future goal state within a business.

		2.6	Take advantage of development opportunities made available by professional networks or professional bodies	
3	Be able to maintain the relevance of a personal and professional development plan	3.1	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives	3.2 Sources may include, but are not exclusive to: <ul style="list-style-type: none"> • Management reviews • Feedback reports from other internal departments • External customer feedback reporting
		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'	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

PROMOTE EQUALITY, DIVERSITY AND INCLUSION IN THE WORKPLACE

Unit Level	3
Unit Number	M&L 10
Ofqual Reference	T/506/1820
Credit Value	3
Total Unit Time	30
Guided Learning Hours	15

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1	Explain the difference between equality, diversity and inclusion	<p>1.1/1.2/1.4 Learners should ensure they specifically address all three areas of:</p> <ul style="list-style-type: none"> • equality • diversity and • inclusion <p>When meeting the relevant criteria in this unit.</p> <p>1.3 Equality Legislation will include but is not exclusive to:</p> <ul style="list-style-type: none"> • Equality Act 2010
		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	
2	Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different forms of discrimination and harassment	<p>2.1 Forms of discrimination may include but are not exclusive to:</p> <ul style="list-style-type: none"> • Direct Discrimination • Indirect Discrimination <p>2.2-2.3 Learners should ensure they specifically address all three areas of:</p> <ul style="list-style-type: none"> • equality • diversity and • inclusion
		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	

				when meeting the relevant criteria in this unit
3	Be able to support equality, diversity and inclusion in the workplace	3.1	Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace	3.1 Colleagues primarily relates to colleagues for whom the learner has line manager responsibility
		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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to promote equality, diversity and inclusion in the workplace. Upon completion of this unit, learners will have developed an understanding of both the organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will utilise this knowledge in supporting equality, diversity and inclusion in the workplace.

MANAGE TEAM PERFORMANCE

Unit Level	3
Unit Number	M&L 11
Ofqual Reference	A/506/1821
Credit Value	4
Total Unit Time	40
Guided Learning Hours	21

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the management of team performance	1.1	Explain the use of benchmarks in managing performance	<p>1.1 A benchmark is a standard or measurement that may include:</p> <ul style="list-style-type: none"> • Key performance indicators (KPIs) • Best operational practices <p>1.2 Quality management techniques may include:</p> <ul style="list-style-type: none"> • Total quality management (TQM) • Statistical process control (SPC) • Continual improvement processes
		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	
2	Be able to allocate and assure the quality of work	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	
3	Be able to manage communications within a team	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

MANAGE INDIVIDUALS' PERFORMANCE

Unit Level	3
Unit Number	M&L 12
Ofqual Reference	J/506/1921
Credit Value	4
Total Unit Time	40
Guided Learning Hours	20

Assesment 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
-------------------	---------------------	--

1 Understand the management of underperformance in the workplace	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	
2 Be able to manage individuals' performance in the workplace	2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives	2.1 Organisational objectives are the overall goals, purpose and mission of a business as established by its management

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

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

- Incentives and rewards
- Flexible working arrangements
- Praise and gratitude
- Coaching or mentoring

Unit Aims

This unit aims to develop the knowledge and skills required to manage individuals' performance. Upon completion of this unit, learners will have developed an understanding of the management of underperformance in the workplace and will be able to manage individuals' performance in the workplace.

MANAGE INDIVIDUALS' DEVELOPMENT IN THE WORKPLACE

Unit Level	3
Unit Number	M&L13
Ofqual Reference	L/506/1922
Credit Value	3
Total Unit Time	30
Guided Learning Hours	10

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

ASSESSMENT GUIDANCE

1	Be able to carry out performance appraisals	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	
2	Be able to support the learning and development of individual team members	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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage individuals' development in the workplace. Upon completion of this unit, learners will be able to carry out performance appraisals and support the learning and development of individual team members.

CHAIR AND LEAD MEETINGS

Unit Level	3
Unit Number	M&L 14
Ofqual Reference	Y/506/1924
Credit Value	3
Total Unit Time	30
Guided Learning Hours	10

Assesment 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.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to prepare to lead meetings	1.1	Identify the type, purpose, objectives, and background to a meeting	1.3 Formal procedures may include <ul style="list-style-type: none"> • Setting the time, date and place of meeting • Sending out invites • Setting an agenda
		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	
2	Be able to chair and lead meetings	2.1	Follow business conventions in the conduct of a meeting	2.1 Business conventions are a set of rules that govern the way each meeting is managed
		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	
3	Be able to deal with post-meeting matters	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	
		3.3	Evaluate the effectiveness of a meeting and identify points for future improvement	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to chair and lead meetings. Upon completion of this unit, learners will be able to prepare to lead meetings, chair and lead meetings and deal with post-meeting matters.
------------------	--

ENCOURAGE INNOVATION

Unit Level	3
Unit Number	M&L 16
Ofqual Reference	J/506/2292
Credit Value	4
Total Unit Time	40
Guided Learning Hours	14

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Be able to identify opportunities for innovation	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

<p>1.1 Techniques may include, but are not exclusive to;</p> <ul style="list-style-type: none"> • Brainstorming • NGT – Nominal Group Technique • Use of customer feedback • Attribute listing • Need identification • Synetics • Idea screening <p>1.4 Stakeholders may include, but are not exclusive to:</p> <ul style="list-style-type: none"> • Shareholders • Directors • Colleagues and managers • Customers • The local community in which a business

		1.7	Analyse valid information to identify opportunities for innovation and improvement	operates <ul style="list-style-type: none"> Standards agencies <p>1.5 Innovate refers to making positive changes to current methods, ideas or products</p>
2	Be able to generate and test ideas for innovation and improvement	2.1	Generate ideas for innovation or improvement that meet the agreed criteria	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.
		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	
3	Be able to implement innovative ideas and improvements	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to encourage innovation. Upon completion of this unit, learners will be able to identify opportunities for innovation and generate and test ideas for innovation and improvement. Learners will also be able to implement innovative ideas and improvements.

MANAGE CONFLICT WITHIN A TEAM

Unit Level	3
Unit Number	M&L 17
Ofqual Reference	K/506/1927
Credit Value	5
Total Unit Time	50
Guided Learning Hours	25

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles of conflict management
----------	--

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

<p>1.1 Methods of conflict management may include, but are not exclusive to:</p> <ul style="list-style-type: none"> • Avoiding • Competing • Collaborating • Compromising • Accommodating <p>1.2 Personal skills could include:</p> <ul style="list-style-type: none"> • Withholding judgement • Empathic questioning • Active listening • Assertiveness • Objectivity
--

		<p>1.3 Analyse the potential consequences of unresolved conflict within a team</p>	<p>1.3 Potential consequences may include, but are not limited to:</p> <ul style="list-style-type: none"> • Organisational • Financial • Team dynamics • Productivity • Personal
		<p>1.4 Explain the role of external arbitration and conciliation in conflict resolution</p>	<p>1.4 External arbitration may include, but is not limited to:</p> <ul style="list-style-type: none"> • Supportive • Mediation • Investigative
<p>2</p>	<p>Be able to reduce the potential for conflict within a team</p>	<p>2.1 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour</p>	<p>2.1 Standards of behaviour will be relevant to the learner's place of work and organisation's procedures / policies.</p>
		<p>2.2 Explain to team members the constraints under which other colleagues work</p>	<p>2.2 Constraints may include, but are not limited to:</p> <ul style="list-style-type: none"> • Organisational • Team • Personal
		<p>2.3 Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures</p>	
		<p>2.4 Take action to minimise the potential for conflict within the limits of their own authority</p>	
		<p>2.5 Explain how team members' personalities and cultural backgrounds may give rise to conflict</p>	
<p>3</p>	<p>Be able to deal with conflict within a team</p>	<p>3.1 Assess the seriousness of conflict and its potential impact</p>	<p>3.1 Impact may include, but is not exclusive to:</p> <ul style="list-style-type: none"> • Decrease in productivity • Decrease in co-operative working • Less communication • Lack of knowledge sharing • Inability to meet deadlines
		<p>3.2 Treat everyone involved with impartiality and sensitivity</p>	
		<p>3.3 Decide a course of action that offers optimum benefits</p>	
		<p>3.4 Explain the importance of engaging team members' support for the agreed actions</p>	

	3.5	Communicate the actions to be taken to those who may be affected by it	<ul style="list-style-type: none"> Inability to meet objectives
	3.6	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage conflict within a team and introduces learners to the key principles of conflict management. Upon completion of this unit, learners will be able to reduce the potential for conflict within a team and will also be able to deal with conflict within a team.

PROCURE PRODUCTS AND/OR SERVICES

Unit Level	3
Unit Number	M&L 18
Ofqual Reference	M/506/1928
Credit Value	5
Total Unit Time	50
Guided Learning Hours	35

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to identify procurement requirements	1.1	Explain current and likely future procurement requirements	<p>1.3 Sustainability is defined as ‘avoiding the depletion of natural resources in the procurement process’</p> <p>1.4 Risk includes risks to the business and organisation as well as Health and safety risks.</p>
		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	
2	Be able to select suppliers	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 Capability and track record may be in the context of internal to or external to the learner's organisation
		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	
3	Be able to buy products and/or services	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to procure products and/or services. Upon completion of this unit, learners will be able to identify procurement requirements, select suppliers and buy products and/or services.

IMPLEMENT AND MAINTAIN BUSINESS CONTINUITY PLANS AND PROCESSES

Unit Level	3
Unit Number	M&L20
Ofqual Reference	K/506/1930
Credit Value	4
Total Unit Time	40
Guided Learning Hours	25

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

ASSESSMENT GUIDANCE

1	Be able to plan for the implementation of business continuity plans and processes	1.1	Describe the components of a business continuity plan	1.1 – 1.6 A business continuity plan sets out how the business will operate following an incident and how it expects to return to 'business as usual' in the quickest possible time
		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	
2		2.1	Develop a framework for business continuity management	1.7 Business critical refers to anything that is necessary for a business to be successful

	Be able to implement business continuity plans and processes	2.2	Recommend resources that are proportionate to the potential impact of business disruption	<p>2.1 Business continuity management is about identifying those parts of the business that cannot afford to be lost, such as:</p> <ul style="list-style-type: none"> • Information • Premises • Stock • Staff
		2.3	Communicate the importance and requirements of business continuity plans and processes to stakeholders	
		2.4	Meet their own objectives within the plan	
3	Be able to maintain the fitness for purpose of on-going business continuity plans and processes	3.1	Provide training for staff who may be affected	<p>3.2 A business continuity plan sets out how the business will operate following an incident and how it expects to return to 'business as usual' in the quickest possible time</p>
		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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to implement and maintain business continuity plans and processes. Upon completion of this unit, learners will be able to plan and execute the implementation of business continuity plans and processes. Learners will also be able to maintain the fitness for purpose of on-going business continuity plans and process.
------------------	---

COLLABORATE WITH OTHER DEPARTMENTS

Unit Level	3
Unit Number	M&L 21
Ofqual Reference	M/506/1931
Credit Value	3
Total Unit Time	30
Guided Learning Hours	14

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand how to collaborate with other departments	1.1	Explain the need for collaborating with other departments	<p>1.1 Collaborating may include, but is not limited to:</p> <ul style="list-style-type: none"> • Meeting to discuss ideas • Sharing information • Sharing resources • Working on a common project • Secondment of team members <p>1.5 Knowledge management is the process of capturing, sharing, developing and effectively using organisational knowledge</p>
		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	
2	Be able to identify opportunities for collaboration with other departments	2.1	Analyse the advantages and disadvantages of collaborating with other departments	<p>2.1 Collaborating may include, but is not limited to:</p> <ul style="list-style-type: none"> • Meeting to discuss ideas • Sharing information
		2.2	Identify with which departments collaborative relationships should be built	

		2.3	Identify the scope for and limitations of possible collaboration	<ul style="list-style-type: none"> • Sharing resources • Working on a common project • Secondment of team members
3	Be able to collaborate with other departments	3.1	Agree Service Level Agreements (SLAs) , objectives and priorities of collaborative arrangements	3.1 Service level agreement (SLA) is part of a service contract where the service is formally defined
		3.2	Work with other departments in a way that contributes to the achievement of organisational objectives	3.2 Organisational objectives are the overall goals, purpose and mission of a business as established by its management

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to collaborate with other departments. Upon completion of this unit, learners will understand how to collaborate with other departments and be able to identify opportunities for collaboration and consequently collaborate with other departments.

- | | |
|-----|--|
| 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 |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to support remote or virtual teams. Upon completion of this unit, learners will be able to assess the support needed by remote or virtual teams and consequently support remote or virtual teams.

DEVELOP AND MAINTAIN PROFESSIONAL NETWORKS

Unit Level	4
Unit Number	M&L 25
Ofqual Reference	J/506/1949
Credit Value	3
Total Unit Time	30
Guided Learning Hours	15

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles of effective networking	1.1	Describe the interpersonal skills needed for effective networking	<p>1.2 Networks may cover:</p> <ul style="list-style-type: none"> • Online networking (social media) • Face-to-face networking • Professional network services • Formal networking (weekly/monthly meetings and referrals) <p>1.6 Ethical issues may relate to:</p> <ul style="list-style-type: none"> • The Data Protection Act • Conflicts of interest • Social responsibility • Morality
		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	

2	Be able to identify professional networks for development	2.1	Identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations	2.1-2.3 Networks may cover: <ul style="list-style-type: none"> • Online networking (social media) • Face-to-face networking • Professional network services • Formal networking (weekly/monthly meetings and referrals)
		2.2	Shortlist networks for development against defined criteria	
		2.3	Assess the benefits and limitations of joining and maintaining selected network(s)	
3	Be able to maintain professional networks	3.1	Identify the potential for mutual benefit with network members	3.4 The boundaries of confidentiality will vary but must adhere to The Data Protection Act 3.6-3.7 Networks may cover: <ul style="list-style-type: none"> • Online networking (social media) • Face-to-face networking • Professional network services • Formal networking (weekly/monthly meetings and referrals)
		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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to develop and maintain professional networks and introduces learners to key principles underpinning effective networking. Upon completion of this unit, learners will be able to identify, develop, and maintain professional networks.

PROVIDE LEADERSHIP AND MANAGEMENT

Unit Level	4
Unit Number	M&L 26
Ofqual Reference	L/506/1953
Credit Value	5
Total Unit Time	50
Guided Learning Hours	28

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

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

<p>1.2 Organisation's culture could be values, systems, beliefs, working language, norms</p> <p>1.4 Theories of motivation may include:</p> <ul style="list-style-type: none"> classical management human relations Learners to demonstrate use of analysis and application of chosen theories

2	Be able to engage and inspire stakeholders and colleagues	2.1	Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals	<p>2.2 Behaviours and attitudes may include:</p> <ul style="list-style-type: none"> • Honesty • Trustworthiness • Reliability • Sincerity • Professionalism <p>2.5 Performance and behaviour should refer to aspects which go beyond expectations agreed in service offers, job descriptions or contracts</p>
		2.2	Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values	
		2.3	Identify who stakeholders are and the nature of their interest	
		2.4	Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives	
		2.5	Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour	
		2.6	Take action to maintain morale through difficult times	
		2.7	Take action to secure the on-going commitment of colleagues and other key stakeholders	
3	Be able to deliver results	3.1	Make planning and resourcing decisions that optimise the available resources, skills and expertise	<p>3.2 Delegation techniques may include,</p> <ul style="list-style-type: none"> • Selecting an individual/team with suitable skills, resources and expertise • Providing clear instructions and monitoring progress.
		3.2	Use delegation techniques whilst delivering targets	
		3.3	Empower individuals to take responsibility for their decisions and actions within agreed parameters	
		3.4	Adapt plans, priorities and resource allocations to meet changing circumstances and priorities	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required for leadership and management and introduces learners to the key principles supporting leadership and management. Upon completion of this unit, learners will be able to engage and inspire stakeholders and colleagues and deliver results.

DEVELOP AND IMPLEMENT AN OPERATIONAL PLAN

Unit Level	4
Unit Number	M&L 27
Ofqual Reference	Y/506/1955
Credit Value	5
Total Unit Time	24
Guided Learning Hours	50

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles of operational planning	1.1	Evaluate the use of risk analysis techniques in operational planning	<p>1.1 Risk analysis techniques might include, but are not exclusive to:</p> <ul style="list-style-type: none"> • Failure mode and criticality analysis • Fault trees • Identification of risk associated with health and safety, security, finance and environment <p>1.4 Planning tools might include, but are not exclusive to:</p> <ul style="list-style-type: none"> • Fishbone diagrams • Gantt charts • Critical path analysis • Business process modelling
		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	
2	Be able to develop an operational plan	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	
3	Be able to implement an operational plan	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	
4	Be able to evaluate the effectiveness of an operational plan	4.1	Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources	4.1 Periodic reviews , could include milestone reviews with teams or individuals and will be in relation to the length of the project plan
		4.2	Report on the effectiveness of operational plans in the appropriate format	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to develop and implement an operational plan and introduces learners to the key principles underpinning operational planning. Upon completion of this unit, learners will be able to develop, implement, and evaluate an operational plan.

ENCOURAGE LEARNING AND DEVELOPMENT

Unit Level	4
Unit Number	M&L 28
Ofqual Reference	M/506/1962
Credit Value	3
Total Unit Time	30
Guided Learning Hours	16

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles of learning and development	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
2	Be able to support individuals' learning and development	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

<p>1.2 Learning and development methods could include:</p> <ul style="list-style-type: none"> • Conscious Competence learning model# • Learning evaluation methods • Kirkpatrick's learning evaluation model • Experiential learning • Role-playing • Kolb's Learning Styles model

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to encourage learning and development and introduces learners to the key principles underpinning learning and development. Upon completion of this unit, learners will be able to support and evaluate individual's learning and development.

INITIATE AND IMPLEMENT OPERATIONAL CHANGE

Unit Level	4
Unit Number	M&L 30
Ofqual Reference	T/506/1980
Credit Value	4
Total Unit Time	40
Guided Learning Hours	19

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the implementation of operational change	1.1	Explain sources of information indicating the need for change
		1.2	Analyse the advantages and limitations of different project and change management techniques
		1.3	Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management
2	Be able to plan for operational change	2.1	Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
		2.2	Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives
		2.3	Provide colleagues with the support needed to implement operational change

3	Be able to manage operational change	3.1	Implement the change plan within the agreed timescale using available resources	
		3.2	Assess the significance of deviations from the change plan	
		3.3	Address interdependency issues and tensions that affect the achievement of change objectives	
		3.4	Assess the value and risks of unintended outcomes from operational change	
		3.5	Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken	
4	Be able to evaluate the effectiveness of operational change	4.1	Evaluate the effectiveness of operational change	
		4.2	Identify areas for improvement, justifying conclusions and recommendations with evidence	
		4.3	Communicate to stakeholders the lessons learned from the change	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to initiate and implement operational change. Upon completion of this unit, learners will have developed an understanding of the implementation of operational change and will be able to prepare for, manage, and evaluate operational change

DISCIPLINE AND GRIEVANCE MANAGEMENT

Unit Level	4
Unit Number	M&L 31
Ofqual Reference	A/506/1981
Credit Value	3
Total Unit Time	30
Guided Learning Hours	26

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles supporting the management of discipline and grievance cases	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	
2	Be able to manage a disciplinary case	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	
3	Be able to manage a grievance	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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required for discipline and grievance management. Upon completion of this unit, learners will have developed an understanding of the key principles supporting the management of discipline and grievance cases and will be able to manage disciplinary cases and grievances.

DEVELOP WORKING RELATIONSHIPS WITH STAKEHOLDERS

Unit Level	4
Unit Number	M&L 32
Ofqual Reference	A/506/1982
Credit Value	4
Total Unit Time	40
Guided Learning Hours	20

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand working relationships with stakeholders	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
2	Be able to determine the scope for	2.1	Identify the stakeholders with whom relationships should be developed

	collaboration with stakeholders	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	
3	Be able to develop productive working relationships with stakeholders	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	
4	Be able to evaluate relationships with stakeholders	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to develop working relationships with stakeholders. Upon completion of this unit, learners will have developed an understanding of working relationships with stakeholders and will be able to determine the scope for collaboration with stakeholders. Learners will also be able to develop productive working relationships with stakeholders and consequently evaluate stakeholder relationships.

		2.2	Use media to attract potential suppliers that are appropriate to the nature of the contract	
		2.3	Specify tender application procedures, arrangements and timetable	
		2.4	Invite suppliers to apply for the tender	
		2.5	Sift out those that do not meet the agreed criteria	
		2.6	Confirm that the track records of shortlisted suppliers demonstrate the required technical capability	
		3	Be able to negotiate the award of contracts	
		3.2	Devise a negotiating strategy that is appropriate to the contract and supplier	
		3.3	Award contracts that best meet business needs, are realistic and meet the specification	
		3.4	Complete the tendering exercise in accordance with organisational standards	
		3.5	Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers	
		3.6	Communicate outcomes of the tendering exercise to stakeholders	
		3.7	Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage a tendering process. Upon completion of this unit, learners will be able to develop a tender specification, manage a tendering exercise, and negotiate the award of contracts.

MANAGE PHYSICAL RESOURCES

Unit Level	4
Unit Number	M&L 34
Ofqual Reference	K/506/1989
Credit Value	4
Total Unit Time	40
Guided Learning Hours	26

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Be able to identify the need for physical resources	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
2	Be able to obtain physical resources	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	
3	Be able to manage the use of physical resources	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage physical resources. Upon completion of this unit, learners will be able to identify the need for physical resources, obtain physical resources, and manage the use of physical resources.

MANAGE THE IMPACT OF WORK ACTIVITIES ON THE ENVIRONMENT

Unit Level	4
Unit Number	M&L 35
Ofqual Reference	J/506/2907
Credit Value	4
Total Unit Time	40
Guided Learning Hours	30

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand how to support environmentally-friendly working practices	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
2	Be able to organise work so as to minimise the impact on the environment	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	
3	Be able to manage the environmental impact of the use of resources	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage the impact of work activities on the environment. Upon completion of this unit, learners will understand how to support environmentally-friendly working practices. Learners will also be able to organise work so as to minimise the impact on the environment and will also be able to manage the environmental impact of the use of resources.

3	Be able to support quality audits	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to prepare for and support quality audits and introduces learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and support quality audits.
------------------	--

CONDUCT QUALITY AUDITS

Unit Level	4
Unit Number	M&L 37
Ofqual Reference	T/506/1994
Credit Value	3
Total Unit Time	30
Guided Learning Hours	21

Assesment 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.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the principles underpinning the management of quality	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
2	Be able to prepare to carry out quality audits	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

3	Be able to conduct quality audits	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to conduct quality audits and introduces learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and conduct quality audits.
------------------	--

MANAGE A BUDGET

Unit Level	4
Unit Number	M&L 38
Ofqual Reference	A/506/1995
Credit Value	4
Total Unit Time	40
Guided Learning Hours	26

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand how to identify financial requirements	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
2	Understand how to set budgets	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	
3	Be able to manage a budget	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	
4	Be able to evaluate the use of a budget	4.1	Identify successes and areas for improvement in budget management	
		4.2	Make recommendations to improve future budget setting and management	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage a budget. Upon completion of this unit, learners will have developed an understanding of how to identify financial requirements and be able to set and manage budgets and evaluate the use of a budget.

MANAGE A PROJECT

Unit Level	4
Unit Number	M&L 40
Ofqual Reference	R/506/1999
Credit Value	7
Total Unit Time	70
Guided Learning Hours	38

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the management of a project	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
2	Be able to plan a project	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	
3	Be able to manage a project	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	

4	Be able to evaluate the effectiveness of a project	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to manage a project. Upon completion of this unit, learners will have developed an understanding of the management of a project and will be able to plan, manage and evaluate a project.
------------------	--

3	Be able to mitigate business risk	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to manage business risk. Upon completion of this unit, learners will have developed an understanding of the management of business risk, and will be able to address and mitigate business risk.
------------------	--

MANAGE KNOWLEDGE IN AN ORGANISATION

Unit Level	4
Unit Number	M&L 42
Ofqual Reference	A/506/2032
Credit Value	5
Total Unit Time	50
Guided Learning Hours	34

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles of knowledge management	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

--

2	Be able to identify knowledge to be managed within an organisation	2.1	Identify the criteria against which knowledge will be managed	
		2.2	Engage colleagues in identifying the knowledge to be managed	
3	Be able to manage knowledge within an organisation	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage knowledge in an organisation and introduces learners to the key principles underpinning knowledge management. Upon completion of this unit, learners will be able to identify knowledge to be managed within an organisation, and consequently manage knowledge within an organisation.

RECRUITMENT, SELECTION AND INDUCTION PRACTICE

Unit Level	4
Unit Number	M&L 43
Ofqual Reference	R/506/2909
Credit Value	6
Total Unit Time	60
Guided Learning Hours	33

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles and theories underpinning recruitment, selection and induction practice	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	
2	Be able to recruit people into an organisation	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	
3	Be able to select appropriate people for the role	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	
4	Be able to induct people into an organisation	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required for recruitment, selection and induction practice. Upon completion of this unit, learners will have developed an understanding of the key principles and theories underpinning recruitment, selection and induction practice and will be able to recruit, select and induct people into an organisation.

MANAGE REDUNDANCY AND REDEPLOYMENT

Unit Level	4
Unit Number	M&L 44
Ofqual Reference	M/506/2044
Credit Value	6
Total Unit Time	60
Guided Learning Hours	39

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the management of redundancy	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	
2	Understand the principles of redeployment	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	
3	Be able to manage a redundancy	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	
4	Be able to manage the redeployment of staff	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage redundancy and redeployment. Upon completion of this unit, learners will have developed an understanding of the management of redundancy and the principles of redeployment and will be able to manage redundancy and the redeployment of staff.

CONTRIBUTE TO THE DEVELOPMENT OF A STRATEGIC PLAN

Unit Level	5
Unit Number	M&L 45
Ofqual Reference	A/506/2046
Credit Value	5
Total Unit Time	50
Guided Learning Hours	31

Assesment 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.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles of strategic planning	1.1	Evaluate a range of strategic planning models	
		1.2	Evaluate the advantages and limitations of a range of analytical techniques	
		1.3	Analyse a range of perspectives of and approaches to business strategy	
2	Be able to analyse the factors affecting the development of strategic plans	2.1	Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans	
		2.2	Evaluate the market factors that may influence strategic planning decisions	
		2.3	Evaluate the application of scanning tools to strategy development	
3		3.1	Analyse the relationship between strategic intentions, strategic choice and strategy formulation	

	Be able to make a contribution to a strategic plan	3.2	Make viable contributions that are consistent with strategic objectives and resource constraints	
		3.3	Evaluate the impact of a proposed strategy on a business	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to contribute to the development of a strategic plan and introduces learners to the key principles underpinning strategic planning. Upon completion of this unit, learners will be able to analyse the factors affecting the development of strategic plans and will be able to contribute towards a strategic plan.
------------------	--

DESIGN BUSINESS PROCESSES

Unit Level	5
Unit Number	M&L 49
Ofqual Reference	M/506/2044
Credit Value	5
Total Unit Time	50
Guided Learning Hours	23

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand techniques and tools that support the design of business processes	1.1	Analyse the principles of business change and business process re-engineering
		1.2	Evaluate the concept and application of workflow patterns and usability testing
		1.3	Evaluate a range of modelling tools
		1.4	Analyse the factors to be taken into account when evaluating the effectiveness of business processes
2	Be able to develop business processes	2.1	Evaluate the scope for business process improvement and constraints
		2.2	Generate ideas that meet defined business needs
		2.3	Test a proposed process through a modelling exercise

		2.4	Evaluate the feasibility and viability of a proposed process against agreed criteria	
		2.5	Establish the degree of overlap between a proposed process and existing processes and systems	
		2.6	Resolve tensions between existing and proposed systems and processes	
		2.7	Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes	
3	Be able to evaluate the effectiveness of business processes	3.1	Analyse valid information using techniques that are appropriate to the process being evaluated	
		3.2	Assess the cost and benefit of a business process to the organisation	
		3.3	Justify recommendations for the rejection, adoption or enhancements to processes with evidence	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to design business processes. Upon completion of this unit, learners will have developed an understanding of techniques and tools that support the design of business processes. Learners will be able to develop and evaluate business processes.

DEVELOP AND MANAGE COLLABORATIVE RELATIONSHIPS WITH OTHER ORGANISATIONS	Unit Level	5	Assesment 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.
	Unit Number	M&L 51	
	Ofqual Reference	T/506/2059	
	Credit Value	5	
	Total Unit Time	50	
	Guided Learning Hours	28	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles of effective collaboration with other organisations	1.1	Assess the nature of potential stakeholders' interest and needs	
		1.2	Evaluate the strengths and weaknesses of stakeholder mapping techniques	
		1.3	Assess the value of a range of analytical techniques and alliance modelling	
		1.4	Evaluate the implications of collaborative relationships for risk and knowledge management	
		1.5	Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements	
		1.6	Evaluate the components, use and likely effects of invoking an exit strategy	

2	Be able to identify external collaborative relationships to be developed	2.1	Identify potential organisations that are likely to complement or enhance the work or reputation of the organisations involved
		2.2	Analyse the potential synergies and scope for collaboration likely to benefit the organisations involved
		2.3	Balance the benefits of collaboration against the cost requirements and any potentially adverse aspects
		2.4	Justify decisions and recommendations with evidence
3	Be able to collaborate with other organisations	3.1	Agree mutually acceptable terms of reference
		3.2	Develop a viable stakeholder engagement plan that is consistent with organisational strategy, objectives and values
		3.3	Develop arrangements to manage relationships that will realise the benefits of collaboration
		3.4	Collaborate within agreed terms of reference in a way that enhances the reputation of the organisation and fosters productive working relationships
		3.5	Evaluate the effectiveness of on-going collaborative relationships

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to develop and manage collaborative relationships with other organisations and introduces learners to the key principles of effective collaboration. Upon completions of this unit, learners will be able to identify external collaborative relationships to be developed and consequently collaborate with other organisations
------------------	--

		2.3	Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems	
		2.4	Identify the strategic implications of changes to the use of technology	
		2.5	Assess the risks, limitations and benefits of changes to the use of technology	
3	Be able to optimise the use of technological solutions	3.1	Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy	
		3.2	Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans	
		3.3	Recommend technological solutions that meet the specified objectives	
4	Be able to manage the use of technology	4.1	Develop procedures that address all aspects of the technology and their implications	
		4.2	Take action to ensure that everyone using the technology is adequately trained and equipped	
		4.3	Promote the benefits of technology	
		4.4	Use monitoring techniques that are appropriate to the nature of the work carried out and the system	
		4.5	Take prompt corrective action in the event of problems arising	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to optimise the use of technology and introduces learners to the key principles underpinning the optimisation of technology. Upon completion

of this unit, learners will be able to scope the use of technology, optimise the use of technology solutions, and manage the use of technology.

MANAGE PRODUCT AND/OR SERVICE DEVELOPMENT	Unit Level	5	Assesment 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.
	Unit Number	M&L 53	
	Ofqual Reference	Y/506/2068	
	Credit Value	5	
	Total Unit Time	50	
	Guided Learning Hours	23	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the development of new or improved products and/or services	1.1	Analyse the stages of the development process, product life cycle and their requirements	
		1.2	Explain the requirements of market segmentation	
		1.3	Analyse the factors affecting buyer behaviour	
		1.4	Evaluate the use of market analytical tools when developing	
2	Be able to establish the need for new or improved products and/or services	2.1	Establish criteria by which the need for new or improved products and/or services will be evaluated	
		2.2	Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services	

		2.3	Identify competitor activity that may have an impact on the market for new or improved products and/or services	
		2.4	Assess the likely impact of customers' culture and behaviour on potential sales	
3	Be able to manage the development of new or improved products and/or services	3.1	Take action to ensure that proposals are consistent with organisational strategy, objectives and values	
		3.2	Assess the costs of developing new or improved products and/or services	
		3.3	Assess the viability of products and/or services by carrying out viability tests	
		3.4	Evaluate the degree of success of new or improved products and/or services	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage product and/or service development. Upon completion of this unit, learners will have an understanding of the development of new or improved products and/or services. Learners will be able to establish the need for, and manage the development of, new or improved products and/or services.

MANAGE HEALTH AND SAFETY IN OWN AREA OF RESPONSIBILITY

Unit Level	4
Unit Number	M&L EB1
Ofqual Reference	D/504/4056
Credit Value	5
Total Unit Time	50
Guided Learning Hours	15

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand responsibilities and liabilities in relation to health and safety legislation	1.1	Evaluate personal responsibilities and liabilities under health and safety legislation
		1.2	Describe an organisation's responsibilities under health and safety legislation
		1.3	Identify specialist to consult with when health and safety issues outside own remit are identified
2	Understand how to assess, monitor and minimise health and safety risks in own area of responsibility	2.1	Describe the types of hazards and risks that may arise in relation to health and safety
		2.2	Explain how to use systems for identifying hazards and assessing risks
		2.3	Explain how to monitor, evaluate and report on health and safety within own area of responsibility

		2.4	Describe the types of actions which should be undertaken to control or eliminate health and safety hazards	
3	Be able to review health and safety policy in own area of responsibility	3.1	Review written health and safety policy against requirements for own area of responsibility	
		3.2	Communicate any recommendations for changes to health and safety policy relevant to individuals	
4	Be able to communicate health and safety policy in own area of responsibility	4.1	Communicate written health and safety policy to all people in own area of responsibility and other relevant parties	
		4.2	Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy	
5	Be able to monitor health and safety in own area of responsibility	5.1	Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility	
		5.2	Assess working environment within own area of responsibility against organisation's health and safety policy	
		5.3	Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility	
		5.4	Take appropriate action to eliminate or control identified hazards and identify risks	
		5.5	Evaluate health and safety requirements in project or operational plans within own area of responsibility	

CONTRIBUTE TO THE IMPROVEMENT OF BUSINESS PERFORMANCE

Unit Level	3
Unit Number	B&A 41
Ofqual Reference	D/506/1911
Credit Value	6
Total Unit Time	60
Guided Learning Hours	33

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the principles of resolving business problems	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

<p>1.1 Problem-solving techniques may include but are not exclusive to:</p> <ul style="list-style-type: none"> • Define and clarify the issue • Gather all the facts and understand their causes. • Brainstorm possible options and solutions. • Consider and compare the pros and cons of each option • Select the best option • Explain your decision to those involved and affected <p>1.2 Legal constraints refer to a limit that is set out to regulate how far a person or an organisation can go in regards to a specific matter</p>

				<p>1.3 Stakeholders may include, but are not exclusive to:</p> <ul style="list-style-type: none"> • Shareholders • Directors • Colleagues and managers • Customers • The local community in which a business operates • Standards agencies <p>1.4 The description of how a decision is made will need to be in line with organisational policies and procedures</p>
2	Understand improvement techniques and processes	1.4	Describe the steps in the business decision-making process	<p>2.2 Continuous improvement techniques and models could include:</p> <ul style="list-style-type: none"> • Training programmes • Surveys • Time studies • Brainstorming sessions <p>2.3 Cost-benefit analysis refers to a systematic approach for estimating the strengths and weaknesses of different options</p> <p>2.4 Stakeholders may include, but are not exclusive to:</p> <ul style="list-style-type: none"> • Shareholders
		1.5	Analyse the implications of adopting recommendations and implementing decisions to solve business problems	
		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	

			<ul style="list-style-type: none"> • Directors • Colleagues and managers • Customers • The local community in which a business operates • Standards agencies 	
3	Be able to solve problems in business	3.1	Identify the nature, likely cause and implications of a problem	<p>3.2 The scope of a problem refers to those affected and may include but not be exclusive to:</p> <ul style="list-style-type: none"> • Colleagues • Departments • Organisation • Customers • Resources <p>3.6 Approval must be from the relevant higher authority</p>
		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	
		3.8	Take action to resolve or mitigate a problem	
		3.9	Evaluate the degree of success and scale of the implications of a solved problem	
4	Be able to contribute to the improvement of activities	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

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to contribute to the improvement of business performance. Upon completion of this unit, learners will have developed an understanding of the key principles associated with resolving business problems and an understanding of improvement techniques and processes. Learners will be able to apply this knowledge when solving problems in business and when contributing to the improvement of business activities.

NEGOTIATE A BUSINESS ENVIRONMENT

Unit Level	3
Unit Number	B&A 42
Ofqual Reference	H/506/1912
Credit Value	4
Total Unit Time	40
Guided Learning Hours	18

Assesment 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
-------------------	---------------------	--

1	Understand the principles underpinning negotiation	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	
2	Be able to prepare for business negotiations	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	
3	Be able to carry out business negotiations	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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to negotiate in a business environment and introduces learners to the principles underpinning negotiation. Upon completion of this unit, learners will be able to prepare for business negotiations and carry out business negotiations.

CONTRIBUTE TO THE DESIGN AND DEVELOPMENT OF AN INFORMATION SYSTEM	Unit Level	4	Assesment 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.
	Unit Number	B&A 64	
	Ofqual Reference	A/506/1950	
	Credit Value	5	
	Total Unit Time	50	
	Guided Learning Hours	23	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand information system design requirements	1.1	Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation	
		1.2	Assess the ways in which information can be used by an organisation	
		1.3	Evaluate the implications of data protection requirements for the design of an information system	
2	Be able to contribute to the specification of an information system	2.1	Identify the users and stakeholders of an information system	
		2.2	Identify the information that will be managed within a system	
		2.3	Analyse the impact of budgetary constraints on the design of an information system	

		2.4	Specify the functionality of a system that is capable of delivering agreed requirements	
		2.5	Specify access and security restrictions and systems that meet the design specification of an information system	
		2.6	Identify resources needed to implement and operate the system	
		2.7	Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system	
3	Be able to recommend options for the development of an information system	3.1	Evaluate the advantages and limitations of proprietary and customised information systems	
		3.2	Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source	
		3.3	Identify the implications of testing information systems before finalising the specification	
		3.4	Justify recommendations for the development of an information system based on an analysis of cost-effectiveness and functionality	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to contribute to the design and develop an information system. Upon completion of this unit learners will have an understanding of information system design requirements and will be able to contribute to the specification of an information system, as well as recommending options for information system development.

MANAGE INFORMATION SYSTEMS

Unit Level	4
Unit Number	B&A 65
Ofqual Reference	F/506/1951
Credit Value	6
Total Unit Time	60
Guided Learning Hours	30

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the management of information systems	1.1	Explain the uses of an information system
		1.2	Describe typical information system interfaces
		1.3	Analyse the implications of system updates and system developments to an organisation
		1.4	Analyse the use of stakeholders' feedback on the effectiveness of an information system
		1.5	Evaluate the implications of data protection requirements for the management and use of an information system
2	Be able to set up information system processes	2.1	Develop standard operating procedures for administrative processes that meet organisational and legal requirements
		2.2	Implement management processes that are capable of identifying and resolving problems

<p>1.2 Information system interfaces may include but are not exclusive to:</p> <ul style="list-style-type: none"> • Touch screens • Storage devices • File-sharing software

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to manage information systems. Upon completion of this unit, learners will develop an understanding of the management of information systems. Learners will be able to apply this knowledge when setting up information system process and managing information systems.
------------------	--

MANAGE EVENTS

Unit Level	4
Unit Number	B&A 69
Ofqual Reference	M/506/1959
Credit Value	6
Total Unit Time	60
Guided Learning Hours	49

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the management of an event	1.1	Explain how organisational objectives will be met by an event	<p>1.3 Project management techniques may include:</p> <ul style="list-style-type: none"> • Critical path • Crash • Milestone • Gantt • PERT (programme evaluation review techniques)
		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	

2	Be able to manage the planning of an event	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	
3	Be able to manage an event	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	
4	Be able to follow up an event	4.1	Ensure that all post-event leads and/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	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to manage events. Upon completion of this unit, learners will develop an understanding of the management of an event, and will be able to manage events at all stages, including the planning stage, the execution stage and the follow-up stage.
------------------	---

RESOLVE CUSTOMERS' PROBLEMS

Unit Level	3
Unit Number	CS 30
Ofqual Reference	K/506/2169
Credit Value	4
Total Unit Time	40
Guided Learning Hours	19

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the monitoring and resolution of customers' problems
----------	---

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

<p>1.1 Monitoring techniques may include, but are not limited to:</p> <ul style="list-style-type: none"> • Record keeping • Customer Contact Systems • E-mails • Letters • Task-specific documents <p>1.4 Negotiating techniques may include but are not exclusive to,</p> <ul style="list-style-type: none"> • Compensation • Replacement • Cost reduction • Upgrade • Standard communication • Referral to specialist team

2	Be able to deal with customers' problems	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 organizational 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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to resolve customers' problems. Upon completion of this unit, learners will be able to deal with customers' problems.

RESOLVE CUSTOMERS' COMPLAINTS

Unit Level	3
Unit Number	CS 31
Ofqual Reference	R/506/2151
Credit Value	4
Total Unit Time	40
Guided Learning Hours	22

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the monitoring and resolution of customers' complaints
----------	---

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

<p>1.1 Monitoring techniques may include, but are not limited to:</p> <ul style="list-style-type: none"> • Record keeping • Customer Contact Systems • E-mails • Letters • Task-specific documents <p>1.3 Negotiating techniques may include, but are not exclusive to,</p> <ul style="list-style-type: none"> • Compensation • Replacement • Cost reduction • Upgrade • Standard communication • Referral to specialist team <p>1.4 Conflict management techniques may include, but are not limited to:</p>
--

			<ul style="list-style-type: none"> • Standard Communication • Referral to specialist team • Explanation at source • 'Second facing' at source <p>1.5 Organisational procedures may include, but are not limited to:</p> <ul style="list-style-type: none"> • Explanation at source • 'Second facing' at source • Compensation • Replacement • Cost reduction • Upgrade • Standard Communication • Referral to specialist team
2	Be able to deal with customers' complaints	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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to resolve customers' complaints. Upon completion of this unit, learners will be able to deal with customers' complaints.

MANAGE CUSTOMER SERVICE OPERATIONS

Unit Level	4
Unit Number	CS 34
Ofqual Reference	M/506/2898
Credit Value	7
Total Unit Time	70
Guided Learning Hours	23

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

Learning Outcomes	Assessment Criteria	Assessment Guidance
1 Understand the management of customer service operations	1.1 Explain the basis for allocating resources	<p>1.2 Range should cover both performance and outcome based methods</p> <p>1.4 Techniques may include SWOT, PESTLE analysis, brainstorming or workshops</p> <p>1.6 Range of techniques should cover profit loss, seasonal performance, customer service feedback data</p> <p>1.7 Range of possible improvements in line with organisational policies and procedures</p>
	1.2 Assess the suitability of a range of methods to monitor customer service operations	
	1.3 Explain the strategies needed to deliver seamless customer service	
	1.4 Explain techniques used to develop solutions to problems	
	1.5 Evaluate sources of information on customer performance data	
	1.6 Analyse a range of techniques to identify patterns and trends in customer behaviour and customer service performance	
	1.7 Analyse a range of possible improvements to customer service operations	

2	Be able to plan customer service operations	2.1	Define the service offer to meet identified customer expectations	
		2.2	Develop plans that will enable sustainable and consistent customer service operations to agreed standards	
		2.3	Develop contingencies that address identified risks	
		2.4	Specify targets, objectives, key performance indicators (KPIs) and monitoring arrangements	
		2.5	Communicate objectives, targets, standards and procedures to staff	
3	Be able to manage customer service operations	3.1	Allocate resources according to agreed priorities	
		3.2	Keep staff informed of developments in the customer service offer	
		3.3	Keep staff informed of developments in best practice for the delivery of customer service	
		3.4	Maintain positive working relationships amongst staff	
		3.5	Carry out monitoring activities in accordance with plans	
		3.6	Manage deviations from expected performance and service failures in accordance with contingency plans	
		3.7	Use feedback from staff and customers to make improvements	
		3.8	Take action within the limits of their responsibility to make improvements to customer service performance	
4	Be able to prepare staff for the delivery of customer service	4.1	Confirm that staff understand the vision, objectives, roles, plans, standards and procedures to deliver customer service	

		4.2	Provide training and support that will enable staff to deliver customer service to the required standards	
		4.3	Communicate to staff their roles, responsibilities and work plans in line with delivery plans	
5	Be able to measure customer service performance	5.1	Take action to ensure that systems to collect agreed performance data are in place	
		5.2	Identify trends of customer behaviour and customer service performance from performance data	
		5.3	Benchmark performance against agreed measures	
		5.4	Address identified anomalies and problems	
		5.5	Identify areas for improvement within customer service	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to provide the knowledge and skills required to manage customer service operations. Upon completion of this unit, learners will be able to both plan and manage customer service operations. Learners will also be able to prepare staff for the delivery of customer service and measure customer service performance.

REVIEW THE QUALITY OF CUSTOMER SERVICE

Unit Level	4
Unit Number	CS 36
Ofqual Reference	F/506/2176
Credit Value	4
Total Unit Time	40
Guided Learning Hours	20

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand how to review the quality of customer service
----------	--

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

<p>1.2 Factors which have an impact on the criteria, e.g. busy periods, meeting market trends etc.</p> <p>1.5 Performance metrics could include sales renewal rates; number of complaints or queries; number of damaged or faulty goods; average order fulfilment time etc.</p> <p>1.7 Data analysis methods (for quantitative and qualitative data), e.g., spreadsheet, software, manual analysis.</p>
--

2	Be able to plan the measurement of customer service	2.1	Identify the features of customer service against which customer satisfaction can be measured	2.2 Data collection methods will be appropriate to the customer service environment in which the candidate is being assessed, e.g., recorded calls in a call centre.
		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	
3	Be able to evaluate the quality of customer service	3.1	Validate the information collected to identify useable data	
		3.2	Use information analysis methods that are appropriate to the nature of the information collected	
		3.3	Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria	
		3.4	Develop recommendations that address identified areas for improvement supported by evidence	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to provide the knowledge and skills required to review the quality of customer service. Upon completion of this unit, learners will be able to plan the measurement of customer service and evaluate the quality of customer service.

DEVELOPING SALES PROPOSALS

Unit Level	4
Unit Number	SAL 4-3
Ofqual Reference	A/502/8656
Credit Value	5
Total Unit Time	50
Guided Learning Hours	30

Assesment 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.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand how to write sales proposals	1.1	Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths
		1.2	Describe how to put together a persuasive argument based on quantitative and qualitative evidence
		1.3	Explain the importance of addressing the brief in tender documentation
		1.4	Explain the importance of using the “house style” in proposals
		1.5	Explain the legal and ethical issues relating to sales proposals

		1.6	Explain the client's procedures for submitting sales proposals	
2	Be able to develop sales proposals	2.1	Ensure the prospect's or customer's requirements are addressed in the proposal	
		2.2	Ensure that all identified issues requiring clarification are resolved before the proposal is finalised	
		2.3	Identify the conditions and constraints which need to be included within the proposal in order to protect the organisation's interests	
		2.4	Present the proposal in "house style"	
		2.5	Ensure that the proposal is based on market factors	
		2.6	Provide the required level of detail as briefed by the prospect or customer	
		2.7	Ensure that the price reflects the values within the proposal	
		2.8	Gain internal approval before submission	
		2.9	Supply the proposal within the agreed timescale	
3	Be able to evaluate the proposal	3.1	Obtain feedback from colleagues and the customer on the proposal	
		3.2	Evaluate the outcome of the proposal and recommend improvements for the future	

PRIORITISING INFORMATION FOR SALES PLANNING

Unit Level	4
Unit Number	SAL 4-1
Ofqual Reference	D/502/8651
Credit Value	3
Total Unit Time	30
Guided Learning Hours	20

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand sources and types of information that support sales	1.1	Describe the information about customers' behaviour that is relevant to sales
		1.2	Explain the nature of competitors' sales activities
		1.3	Explain the relevance of information from the external business environment to sales
		1.4	Describe sources of business information relevance to sales
2	Understand internal information that supports sales	2.1	Describe the customer base of the organisation
		2.2	Explain organisational information storage procedures

		2.3	Explain organisational procedures for communicating sales-based information to the sales team	
3	Be able to carry out a business audit of the internal and external sales environment	3.1	Obtain information about customer and competitors from a variety of sources to enable a business audit to be conducted	
		3.2	Organise sales information to support effective sales planning	
		3.3	Prioritise the internal strengths and weaknesses, and external opportunities and threats the organisation faces to sales objectives	
4	Be able to use sales information to support the sales planning function	4.1	Monitor trends and developments that impact on business and sales activities against agreed criteria	
		4.2	Identify market developments and their implications for organisational sales plans	
		4.3	Ensure that sales information is communicated to those who need it in accordance with organisational procedures	

ANALYSE COMPETITOR ACTIVITY

Unit Level	3
Unit Number	MK 3-1
Ofqual Reference	Y/502/9927
Credit Value	3
Total Unit Time	30
Guided Learning Hours	3

Assesment Guidance
<p>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.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to identify competitor activity	1.1	Identify organisations competing for the same customers	
		1.2	Identify potentially threatening competitor activity	
		1.3	Identify competitors' objectives	
		1.4	Identify valid sources of information on competitors and their activity	
		1.5	Explain the advantages and disadvantages of sources of information on competitors and their activity	
2	Be able to determine the nature of the threat posed by competitor activity	2.1	Assess the strengths and weaknesses of competitor activity against agreed criteria	
		2.2	Assess the strengths and weaknesses of competitors' products and/or services against agreed criteria	

2.3

Determine the nature and extent of the possible threat posed by competitor activity and products and/or services

APPENDIX 1

Revisions to Document

The below table summarises any revisions made to this document since March 2018.

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
Qualification extended	Qualification extended to 31st Aug 2021		18 th July 2019
Qualification extended	Qualification extended to 31 st Aug 2019	Version 3	15 th March 2018
First publication		Version 1	1 st Sept 2015