CMI LEVEL 2 DIPLOMA IN TEAM LEADING (COMBINED)

(RQF) Syllabus | March 2025 | Version 11

CMI
Chartered
Management
Institute

CONTENTS

UNITS

QUALIFICATION PURPOSE

This qualification has been developed in consultation with employers and other key stakeholders. It is for new or aspiring team leaders to support the development of their knowledge and competence in leading a team, making sure that the team's work achieves and contributes to organisational objectives. Learners will develop their planning, problem-solving and decision-making skills and gain the knowledge and confidence to lead, organise and motivate a team.

TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they 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
2D27V2	CMI Level 2 Diploma in Team Leading	601/3795/2

OPERATIONAL START DATE

These qualifications are regulated from 30th June 2014 and the operational start date in CMI Centres is 1st September 2014.

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 3 Qualifications in First Line Management
- CMI Level 3 Qualifications in Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 3 qualifications.

ENTRY AND RECRUITMENT REQUIREMENTS

This qualification can be offered to Learners from age 16. 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 2 portray practical skills and competences that are rated in academic terms as being comparable to GCSEs at 9-4 grade.

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 2 Diploma in Team Leading (Combined) (2D27V2)

To achieve a CMI Level 2 Diploma in Team Leading, Learners must complete a **minimum of 40 credits** which is equivalent to **400 TQT hours**, of which there are **201 GLH**.

1. **220 TUT hours (22 credits)** from **GROUP A MANDATORY UNITS**
2. a **minimum of 120 TUT hours (12 credits)** from **GROUP B OPTIONAL UNITS**
3. a **maximum of 60 TUT hours (6 credits)** from **GROUP C OPTIONAL UNITS**

Note: There is no requirement to complete any units from Group C, if the learner does not wish to do so, and all the optional credits can all come from Group B. If a learner chooses to undertake Group C units, these cannot exceed the maximum credit requirements for that group.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
MANDATORY GROUP A				
M&L 1	Manage personal performance and development	4	18	40
M&L 4	Communicate work-related information	4	23	40
M&L 5	Lead and manage a team	5	25	50
M&L 6	Principles of team leading	5	37	50
M&L 8	Understand business	4	32	40
OPTIONAL GROUP B				
M&L 2	Develop working relationships with colleagues	3	19	30
M&L 3	Contribute to meetings in a business environment	3	7	30
M&L 7	Principles of equality and diversity in the workplace	2	10	20
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 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 21	Collaborate with other departments	3	14	30
M&L 23	Participate in a project	3	19	30
OPTIONAL GROUP C				
HSPW2	Health and Safety Procedures in the Workplace	2	16	20
B&A 16	Store and retrieve information	4	19	40
B&A 18	Handle mail	3	15	30
B&A 39	Employee rights and responsibilities	2	16	20
CS 7	Deliver customer service	5	27	50
CS 8	Understand customers	2	17	20
CS 17	Resolve customer service problems	5	22	50
B&A 42	Negotiate in a business environment	4	18	40
B&A 43	Develop a presentation	3	11	30
B&A 44	Deliver a presentation	3	17	30
CS 31	Resolve customers' complaints	4	22	40

Barred Units

These are units at the same level that can't both be selected by the Learner because they are too similar in content. The barred units for this qualification are:

THIS UNIT	IS BARRED AGAINST THIS UNIT
M&L 3 Contribute to meetings in a business environment	M&L14 Chair and lead meetings
M&L 7 Principles of equality and diversity in the workplace	M&L 10 Promote equality, diversity and inclusion in the workplace

RELATIONSHIP TO NATIONAL OCCUPATIONAL STANDARDS (NOS)

The below highlights how units within this qualification align to National Occupational Standards (NOS) for Management & Leadership and Customer Service.

UNIT NUMBER	UNIT NAME	NOS UNITS
M&L 1	Manage personal performance and development	CFAM&LAA1
M&L 2	Develop working relationships with colleagues	CFAM&LDD1
M&L 3	Contribute to meetings in a business environment	CFAM&LDD7
M&L 4	Communicate work-related information	CFAM&LEC4
M&L 5	Lead and manage a team	CFAM&LBA3
M&L 6	Principles of team leading	CFAM&LBA3
M&L 7	Principles of equality and diversity in the workplace	CFAM&LBA7
M&L 8	Understand business	CFAM&LBA4; CFAM&LBA6 CFAM&LEA3; CFAM&LEA4
M&L 10	Promote equality, diversity and inclusion in the workplace	CFAM&LBA7
M&L 11	Manage team performance	CFAM&LDB2; CFAM&LDB3
M&L 12	Manage individuals' performance	CFAM&LDB4; CFAM&LDC2 CFAM&LDC3; CFAM&LDC5
M&L 14	Chair and lead meetings	CFAM&LDD6
M&L 16	Encourage innovation	CFAM&LCA1
M&L 17	Manage conflict within a team	CFAM&LDB8; CFAM&LDD5
M&L 18	Procure products and/or services	CFAM&LED1; CFAM&LED2 CFAM&LED3
M&L 21	Collaborate with other departments	CFAM&LDD3
M&L 23	Participate in a project	CFAM&LFA5
HSPW2	Health and safety procedures in the workplace	N/A

B&A 16	Store and retrieve information	CFABAD332
B&A 18	Handle mail	CFABAA612
B&A 39	Employee rights and responsibilities	N/A
B&A 42	Negotiate in a business environment	CFABAG124
B&A 43	Develop a presentation	CFABAA617
B&A 44	Deliver a presentation	CFABAA623
CS 7	Deliver customer service	CFACSA1; CFACSA2; CFACSA4; CFACSA7; CFACSA8; CFACSB1; CFACSB2; CFACSF2
CS 8	Understand customers	CFACSF3; CFACSB15
CS 17	Resolve customer service problems	CFACSC3
CS 31	Resolve customers' complaints	CFACSC7; CFACSC8

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 judgement 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.

Competence Units

The competence units within the CMI Level 2 Diploma in Team Leading 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 units within this qualification:

Unit Code	Unit Title	Level
M&L17	Manage conflict within a team	3

- 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 17.

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. candidates 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. candidates must be given workplace responsibilities to enable them to meet the requirements of the units
8. customer perceptions of the RWE is similar to that found in the work situation being represented
9. candidates must show that their productivity reflects those found in the work situation being represented.

(Skills CfA Assessment Strategy, V5, Aug 14)

Knowledge Units

The knowledge units within the CMI Level 2 Diploma in Team Leading are:

Unit Code	Unit Title	Level
M&L6	Principles of team leading	2
M&L7	Principles of equality and diversity in the workplace	2
M&L8	Understand business	2

In designing the individual tasks and activities for assessment of the knowledge units, CMI Centres must ensure that:
- The selected assessment task/activity is relevant to the content of the unit
- There are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- The language used in the assessment is free from any bias
- The language and technical terms used are at the appropriate level for the Learners

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

and must also show the Learner's:
- Clear grasp of concepts
- Ability to link theory to practice
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres.

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

A number of assessment methods can be used and CMI Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance Learners' development. Assessment methods can include:

- Case studies
- Role play
- Time constrained tests
- Examinations
- Assignments
- Reports
- Integrated work activities
- Viva voce
- Projects
- Presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

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

WORD COUNT & APPENDICES

The amount and volume of work for each knowledge unit at this level should be broadly comparable to a word count of 1500 - 2000 words.

Learners' work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners' work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum.

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 ACHEIVEMENT

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
mde.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 PERFORMANCE AND DEVELOPMENT

Unit Level	2
Unit Number	M&L 1
Ofqual Reference	L/506/1788
Credit Value	4
Total Unit Time	40
Guided Learning Hours	18

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to manage personal performance	**1.1**	Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager	
		1.2	Agree criteria for measuring progress and achievement with line manager	
		1.3	Complete tasks to agreed timescales and quality standards	
		1.4	Report problems beyond their own level of competence and authority to the appropriate person	
		1.5	Take action needed to resolve any problems with personal performance	

2	Be able to manage their own time and workload	2.1	Plan and manage workloads and priorities using time management tools and techniques	
		2.2	Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives	
		2.3	Explain the benefits of achieving an acceptable "work-life balance"	
3	Be able to identify their own development needs	3.1	Identify organisational policies relating to personal development	
		3.2	Explain the need to maintain a positive attitude to feedback on performance	
		3.3	Explain the potential business benefits of personal development	
		3.4	Identify their own preferred learning style(s)	
		3.5	Identify their own development needs from analyses of the role, personal and team objectives	
		3.6	Use feedback from others to identify their own development needs	
		3.7	Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs	
4	Be able to fulfil a personal development plan	4.1	Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms	
		4.2	Make use of formal development opportunities that are consistent with business needs	

		4.3	Use informal learning opportunities that contribute to the achievement of personal development objectives	
		4.4	Review progress against agreed objectives and amend plans accordingly	
		4.5	Share lessons learned with others using agreed communication methods	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to manage personal performance and development. Upon completion of this unit, learners will be able to manage their own performance, time and workload. They will also be able to identify their own development needs and fulfil a personal development plan.

DEVELOP WORKING RELATIONSHIPS WITH COLLEAGUES

Unit Level	2
Unit Number	M&L 2
Ofqual Reference	R/506/1789
Credit Value	3
Total Unit Time	30
Guided Learning Hours	19

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the principles of effective team working	**1.1**	Outline the benefits of effective team working	
		1.2	Describe how to give feedback constructively	
		1.3	Explain **conflict management techniques** that may be used to resolve team conflicts	1.3 **Conflict management techniques** may include: ● Forcing ● Win-win – collaborating ● Compromising ● Withdrawing ● Smoothing
		1.4	Explain the importance of giving team members the opportunity to discuss work progress and any issues arising	
		1.5	Explain the importance of warning colleagues of problems and changes that may affect them	

2	Be able to maintain effective working relationships with colleagues	2.1	Recognise the contribution of colleagues to the achievement of team objectives	
		2.2	Treat colleagues with respect, fairness and courtesy	
		2.3	Fulfil agreements made with colleagues	
		2.4	Provide support and constructive feedback to colleagues	
3	Be able to collaborate with colleagues to resolve problems	3.1	Take others' viewpoints into account when making decisions	
		3.2	Take ownership of problems within own level of authority	
		3.3	Take action to minimise disruption to business activities within their own level of authority	
		3.4	Resolve problems within their own level of authority and agreed contribution	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to develop working relationships with colleagues, and introduces learners to the key principles underpinning effective team working. Upon completion of this unit, learners will be able to maintain effective working relationships with colleagues and work collaboratively to resolve problems.

CONTRIBUTE TO MEETINGS IN A BUSINESS ENVIRONMENT

Unit Level	2
Unit Number	M&L 3
Ofqual Reference	Y/506/2958
Credit Value	3
Total Unit Time	30
Guided Learning Hours	7

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to prepare for meetings	**1.1**	Explain the structure and purpose of **different types of meetings** in a business environment	1.1 **Different types of meeting** may include but are not exclusive to: ● Team meetings ● Quality meetings ● Project review meetings ● Planning meetings ● Appraisal meetings ● Grievance meetings
		1.2	Explain the importance of having a meeting agenda which addresses objectives	
		1.3	Obtain current versions of **documents** required for the meeting	
		1.4	Gather information from relevant people in preparation for meetings	1.3 **Documents** may include; ● Previous meeting notes ● Presentations ● Handouts ● Agenda ● Terms of references
		1.5	Confirm the objectives to be achieved during the meeting	

				Plus any additional documentation used to support the meeting (such as financial reports , project plans, cost analysis or contracts)
2	Be able to participate in meetings	2.1	Present views and information, providing evidence to support **the case**	2.1 **The case** may include, but are not exclusive to: - Proposals for change - Implementation of plans - Results of research activity - New purchases - New staff positions - Budgets or spending
		2.2	Represent the views of those consulted	
		2.3	Take **others'** viewpoints into account in decision-making	2.3 **Others** include; - Colleagues - External stakeholders - Non attendees who have asked for points to be addressed - Senior managers/directors - Customers internally and externally
		2.4	Identify issues that may have an impact on their area of responsibility	
		2.5	Make constructive contributions in line with business objectives	
		2.6	Summarise future actions and accountabilities	Plus any others who the meeting may affect
3	Be able to carry out post-meeting activities	3.1	Carry out agreed actions post-meeting within the agreed timescale	3.2 **Areas for improvement** relate to the learner's personal performance and development.
		3.2	Identify **areas for improvements** by reflecting on personal contributions to meetings	

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit aims to develop the knowledge and skills required to make contributions to meetings. Upon completion of this unit, learners will be able to prepare for and participate in meetings and will also be able to carry out post-meeting activities. |

COMMUNICATE WORK-RELATED INFORMATION

Unit Level	2
Unit Number	M&L 4
Ofqual Reference	T/506/1798
Credit Value	4
Total Unit Time	40
Guided Learning Hours	23

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT GUIDANCE
1 Understand the principles and techniques of work-related communication	**1.1** Describe communication techniques used to gain and maintain the attention and interest of an **audience**	1.1 **Audience** may include, but are not exclusive to: ● Internal e.g. colleagues, managers, other departments ● External e.g. individuals, companies
	1.2 Explain the principles of effective written business communications	
	1.3 Explain the principles of effective verbal communications in a business environment	
	1.4 Describe the importance of checking the accuracy and **currency of information** to be communicated	1.4 **Currency of information** refers to the most up-to-date version of the information to be communicated
	1.5 Describe the importance of explaining to **others** the level of confidence that can be placed on the information being communicated	1.5 **Others** may include; ● Colleagues ● External stakeholders

		1.6	Describe the advantages and disadvantages of different methods of communication for different purposes	● Managers/Senior managers/Directors ● Team leader/ Supervisors ● Customers internally and externally Plus any others who may be affected by the communication
2	Be able to communicate work-related information verbally	2.1	Identify the information to be communicated	
		2.2	Confirm that the **audience** is authorised to receive the information	
		2.3	Provide accurate information, using appropriate verbal communication techniques	
		2.4	Communicate in a way that the listener can understand, using language that is appropriate to the topic	
		2.5	Confirm that the listener has understood what has been communicated	
3	Be able to communicate work-related information in writing	3.1	Identify the information to be communicated	
		3.2	Provide accurate information using the appropriate written communication methods and house styles	
		3.3	Adhere to any organisational confidentiality requirements when communicating in writing	
		3.4	Use correct grammar, spelling, sentence structure and punctuation, using accepted business communication principles and formats	
		3.5	Justify opinions and conclusions with evidence	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to communicate work-related information and introduces learners to the key principles and techniques of work-related communication. Upon completion of this unit, learners will be able to communicate work-related information both verbally and in writing.

LEAD AND MANAGE A TEAM

		Assessment Guidance
Unit Level	2	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 5	
Ofqual Reference	H/506/1800	
Credit Value	5	
Total Unit Time	50	
Guided Learning Hours	25	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to engage and support team members	1.1	Explain organisational policies, procedures, values and expectations to team members	1.5 **Leadership techniques** may include, but are not exclusive to: - Supporting - Coaching - Empowering - Directing - Communicating - Leading - Motivating - Promoting creativity
		1.2	Communicate work objectives, priorities and plans in line with operational requirements	
		1.3	Explain the benefits of encouraging suggestions for improvements to work practices	
		1.4	Provide practical support to team members facing difficulties	

		1.5	Explain the use of **leadership techniques** in different circumstances	1.7 **Different ways to motivate people** may include, but are not exclusive to:
		1.6	Give recognition for achievements, in line with organisational policies	- Team building - Goal setting / clear targets - Performance measurement - Encouragement and feedback - Rewarding - Inspiring - Empowering - Supporting - Coaching - Promoting creativity - Provide meaningful and challenging work - Training and development
		1.7	Explain **different ways of motivating people** to achieve business performance targets	
2	Be able to manage team performance	2.1	Allocate responsibilities making best use of the expertise within the team	2.3 **Resources** may include but are not exclusive to, - Guidance - Staff - Materials
		2.2	Agree with team member(s) specific, measurable objectives (SMART) in line with business needs	
		2.3	Provide individuals with **resources** to achieve the agreed objectives	2.5 **Techniques** that may be used to monitor performance include, but are not limited to:
		2.4	Monitor individuals' progress, providing support and feedback to help them achieve their objectives	- Performance appraisals - Performance reviews - Personal development plans - Key performance indicators - Incentive / target schemes - Technical performance tracking tools
		2.5	Explain **techniques** to monitor individuals' performance	
		2.6	Report on team performance in line with organisational requirements	

				• Feedback
3	Be able to deal with problems within a team	3.1	Assess actual and potential problems and their consequences	
		3.2	Report problems beyond the limits of their own competence and authority to the right person	
		3.3	Take action within the limits of their own authority to resolve or reduce conflict	
		3.4	Adapt practices and processes as circumstances change	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to lead and manage teams. Upon completion of this unit, learners will be able to engage and support team members, manage team performance and deal with problems arising within a team.

PRINCIPLES OF TEAM LEADING

Unit Level	2
Unit Number	M&L 6
Ofqual Reference	R/506/2294
Credit Value	5
Total Unit Time	50
Guided Learning Hours	37

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand leadership styles in organisations	1.1	Describe characteristics of effective leaders	
		1.2	Describe different **leadership styles**	1.2 **Leadership styles** may include: ● Authoritarian ● Paternalistic ● Democratic ● Laissez-faire
		1.3	Describe ways in which leaders can **motivate** their teams	1.3 Different ways to **motivate** people may include, but are not exclusive to: ● Team building ● Goal setting / clear targets ● Performance measurement ● Encouragement and feedback

		1.4	Explain the benefits of effective leadership for organisations	- Rewarding - Inspiring - Empowering - Supporting - Coaching - Promoting creativity - Provide meaningful and challenging work - Training and development
2	Understand team dynamics	**2.1**	Explain the purpose of different **types of teams**	2.1 **Types of teams** may include: - Strategic - Management - Operational - Support - Temporary - Virtual 2.3-2.4 **Team role theory** referring to theorists including Belbin
		2.2	Describe the stages of team development and behaviour	
		2.3	Explain the concept of **team role theory**	
		2.4	Explain how the principle of **team role theory** is used in team building and leadership	
		2.5	Explain typical sources of conflict within a team and how they could be managed	
3	Understand techniques used to manage the work of teams	**3.1**	Explain the factors to be taken into account when setting targets	
		3.2	Describe a range of techniques to monitor the flow of work of a team	
		3.3	Describe techniques to identify and solve problems within a team	
4	Understand the impact of change management within a team	**4.1**	Describe typical reasons for organisational change	
		4.2	Explain the importance of accepting change positively	

		4.3	Explain the potential impact on a team of negative responses to change
		4.4	Explain how to implement change within a team
5	Understand team motivation	5.1	Explain the meaning of the term "motivation"
		5.2	Explain factors that affect the level of motivation of team members
		5.3	Describe techniques that can be used to motivate team members
		5.4	Explain how having motivated staff affects an organisation

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop knowledge and understanding required to lead a team. Upon completion of this unit, learners will have developed an understanding of key team leading principles, including leadership styles, team dynamics and team motivation. Learners will also develop an understanding of techniques used to manage the work of teams and the impact of change management within a team.

PRINCIPLES OF EQUALITY AND DIVERSITY IN THE WORKPLACE

Unit Level	2
Unit Number	M&L 7
Ofqual Reference	J/506/1806
Credit Value	2
Total Unit Time	20
Guided Learning Hours	10

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the implications of equality legislation	**1.1**	Define the concept 'equality and diversity'	**1.4 Benefits** include those relating to the employer, employees and customers
		1.2	Describe the legal requirements for equality of opportunity	**1.5 Consequences** could include those which are legal, reputational and relating to profits
		1.3	Describe the role and powers of organisations responsible for equality	**Equality Legislation** will include but is not exclusive to:
		1.4	Explain the **benefits** of equal opportunities and diversity	● Equality Act 2010
		1.5	Explain the potential **consequences** for an organisation of failing to comply with **equality legislation**	
2	Understand organisational standards and expectations for equality and diversity and context in the workplace	**2.1**	Explain how organisational policies on equality and diversity translate into day to day activity in the workplace	

		2.2	Describe their own responsibilities for equality and diversity in the workplace	
		2.3	Describe behaviours that support equality, diversity and inclusion in the workplace	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop knowledge and understanding regarding equality and diversity, and will introduce learners to the key principles underpinning equality and diversity in the workplace. Upon completion of this unit, learners will understand the implications of equality legislation and will understand organisational standards and expectations for equality and diversity in the workplace.

UNDERSTAND BUSINESS

Unit Level	2
Unit Number	M&L 8
Ofqual Reference	R/506/2957
Credit Value	4
Total Unit Time	40
Guided Learning Hours	32

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand organisational structures	**1.1**	Explain the differences between the private sector, the public sector and the voluntary sector	1.2 **Business structures** may include: - Sole trader - Partnerships - Private Limited Company - Public Limited Company - Co-operatives - Third sector organisations
		1.2	Explain the features and responsibilities of different **business structures**	
		1.3	Explain the relationship between an organisation's vision, mission, strategy and objectives	
2	Understand the business environment	**2.1**	Describe the internal and external influences on a business	
		2.2	Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis	

		2.3	Explain why change can be beneficial to business organisations	2.5 **Sustainability** of business operation
		2.4	Explain organisations health and safety responsibilities	
		2.5	Describe **sustainable** ways of working	
		2.6	Explain how legislation affects the management and confidentiality of information	
3	Understand the principles of business planning and finance within an organisation	**3.1**	Explain the purpose, content and format of a business plan	
		3.2	Explain the business planning cycle	
		3.3	Explain the purpose of a budget	
		3.4	Explain the concept and importance of business risk management	3.6 **Financial terminology** as a minimum should include, ● Turnover ● Gross profit ● Net profit ● Debt ● Credit
		3.5	Explain types of constraint that may affect a business plan	
		3.6	Define a range of **financial terminology**	
		3.7	Explain the purposes of a range of financial reports	
4	Understand business reporting within an organisation	**4.1**	Explain methods of measuring business performance	
		4.2	Explain the uses of management information and reports	
		4.3	Explain how personal and team performance data is used to inform management reports	
		4.4	Describe a manager's responsibility for reporting to internal stakeholders	

5	Understand the principles of management responsibilities and accountabilities within an organisation	5.1	Explain the principle of accountability in an organisation
		5.2	Explain the difference between 'authority' and 'responsibility'
		5.3	Explain the meaning of delegated levels of authority and responsibility

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit aims to develop knowledge and understanding regarding business and introduces learners to the key principles underpinning business. Upon completion of this unit, learners will have developed an understanding of the business environment and organisational structures. Learners will also develop an awareness of business planning and finance within an organisation, the management responsibilities and accountabilities within an organisation and business reporting within an organisation. |

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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the organisational aspects of equality, diversity and inclusion in the workplace	**1.1**	Explain the difference between **equality, diversity and inclusion**	1.1/1.2/1.4 Learners should ensure they specifically address all three areas of: ● **equality** ● **diversity and** ● **inclusion** When meeting the relevant criteria in this unit.
		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**	1.3 **Equality Legislation** will include but is not exclusive to: ● Equality Act 2010

2	Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different **forms of discrimination** and harassment	2.1 **Forms of discrimination** may include but are not exclusive to:
		2.2	Describe the characteristics of behaviour that supports **equality, diversity and inclusion** in the workplace	• Direct Discrimination • Indirect Discrimination
		2.3	Explain the importance of displaying behaviour that supports **equality, diversity and inclusion** in the workplace	2.2-2.3 Learners should ensure they specifically address all three areas of: • **equality** • **diversity and** • **inclusion** 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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the management of team performance	**1.1**	Explain the use of **benchmarks** in managing performance	1.1 A **benchmark** is a standard or measurement that may include: ● Key performance indicators (KPIs) ● Best operational practices
		1.2	Explain a range of **quality management techniques** to manage team performance	1.2 **Quality management techniques** may include: ● Total quality management (TQM) ● Statistical process control (SPC) ● Continual improvement processes
		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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
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	2.3 **Motivation techniques** may include, but are not exclusive to: ● Incentives and rewards ● Flexible working arrangements ● Praise and gratitude ● Coaching and mentoring
		2.4	Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards	
		2.5	Monitor individuals' progress towards objectives in accordance with agreed plans	
		2.6	Recognise individuals' achievement of targets and quality standards	
		2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace	

Unit 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.

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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to prepare to lead meetings	1.1	Identify the type, purpose, objectives, and background to a meeting	
		1.2	Identify those individuals expected, and those required to attend a meeting	
		1.3	Prepare for any **formal procedures** that apply to a meeting	1.3 **Formal procedures** may include • Setting the time, date and place of meeting • Sending out invites • Setting an agenda
		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 completed	
		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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to identify opportunities for innovation	**1.1**	Analyse the advantages and disadvantages of **techniques** used to generate ideas	1.1 **Techniques** may include, but are not exclusive to; ● Brainstorming ● NGT – Nominal Group Technique ● Use of customer feedback ● Attribute listing ● Need identification ● Synetics ● Idea screening
		1.2	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	1.4 **Stakeholders** may include, but are not exclusive to: ● Shareholders ● Directors
		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	● Colleagues and managers ● Customers ● The local community in which a business operates ● Standards agencies
		1.7	Analyse valid information to identify opportunities for innovation and improvement	1.5 **Innovate** refers to making positive changes to current methods, ideas or products
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	
		2.2	Test selected ideas that meet viability 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.
		2.3	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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the principles of conflict management	1.1	Evaluate the suitability of different **methods of conflict management** in different situations	1.1 **Methods of conflict management** may include, but are not exclusive to: ● Avoiding ● Competing ● Collaborating ● Compromising ● Accommodating
		1.2	Describe the **personal skills** needed to deal with conflict between other people	1.2 **Personal skills** could include: ● Withholding judgement ● Empathic questioning ● Active listening ● Assertiveness

		1.3	Analyse the **potential consequences** of unresolved conflict within a team	● Objectivity
				1.3 **Potential consequences** may include, but are not limited to: ● Organisational ● Financial ● Team dynamics ● Productivity ● Personal
		1.4	Explain the role of **external arbitration** and conciliation in conflict resolution	
				1.4 **External arbitration** may include, but is not limited to: ● Supportive ● Mediation ● Investigative
2	Be able to reduce the potential for conflict within a team	2.1	Communicate to team members their roles, responsibilities, objectives and expected **standards of behaviour**	2.1 **Standards of behaviour** will be relevant to the learner's place of work and organisation's procedures / policies.
		2.2	Explain to team members the **constraints** under which other colleagues work	2.2 **Constraints** may include, but are not limited to: ● Organisational ● Team ● Personal
		2.3	Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures	
		2.4	Take action to minimise the potential for conflict within the limits of their own authority	
		2.5	Explain how team members' personalities and cultural backgrounds may give rise to conflict	

3	Be able to deal with conflict within a team	3.1	Assess the seriousness of conflict and its potential **impact**	3.1 **Impact** may include, but is not exclusive to:
		3.2	Treat everyone involved with impartiality and sensitivity	• Decrease in productivity • Decrease in co-operative working • Less communication • Lack of knowledge sharing • Inability to meet deadlines • Inability to meet objectives
		3.3	Decide a course of action that offers optimum benefits	
		3.4	Explain the importance of engaging team members' support for the agreed actions	
		3.5	Communicate the actions to be taken to those who may be affected by it	
		3.6	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team	

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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to identify procurement requirements	**1.1**	Explain current and likely future procurement requirements	
		1.2	Decide whether the purchase of products and/or services offers the organisation best value	
		1.3	Evaluate ethical and **sustainability** considerations relating to procurement	1.3 **Sustainability** is defined as 'avoiding the depletion of natural resources in the procurement process'
		1.4	Justify the decision to buy products and/or services with evidence of an analysis of **risk**, costs and benefits	1.4 **Risk** includes risks to the business and organisation as well as Health and safety risks.
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.

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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand how to collaborate with other departments	**1.1**	Explain the need for **collaborating** with other departments	1.1 **Collaborating** may include, but is not limited to: - Meeting to discuss ideas - Sharing information - Sharing resources - Working on a common project - Secondment of team members
		1.2	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	1.5 **Knowledge management** is the process of capturing, sharing, developing and effectively using organisational knowledge
2	Be able to identify opportunities for	**2.1**	Analyse the advantages and disadvantages of **collaborating** with other departments	2.1 **Collaborating** may include, but is not limited to:

	collaboration with other departments	2.2	Identify with which departments collaborative relationships should be built	• Meeting to discuss ideas • Sharing information • Sharing resources • Working on a common project • Secondment of team members
		2.3	Identify the scope for and limitations of possible collaboration	
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.

PARTICIPATE IN A PROJECT

Unit Level	3
Unit Number	M&L 23
Ofqual Reference	F/506/1934
Credit Value	3
Total Unit Time	30
Guided Learning Hours	19

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT GUIDANCE
1 Understand how to manage a project	**1.1** Explain the features of a project business case	**1.2 Project lifecycle** explanations should include,
	1.2 Explain the stages of a **project lifecycle**	• Initiation
	1.3 Explain the roles of people involved in a project	• Planning • Execution • Evaluation
	1.4 Explain the uses of project-related information	
	1.5 Explain the advantages and limitations of different **project monitoring techniques**	**1.5 Project monitoring techniques** may include but are not exclusive to, • Pulse meetings • Variance reports • Programme reviews • Technical reviews
	1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources	

						Project forecasting
						Problem-solving
						Management reviews
						Use of dashboards/logs

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to participate in a project. Upon completion of this unit, learners will understand how to manage a project and will be able to support the delivery of a project.

HEALTH AND SAFETY PROCEDURES IN THE WORKPLACE

Unit Level	2
Unit Number	HSPW 2
Ofqual Reference	T/505/4673
Credit Value	2
Total Unit Time	20
Guided Learning Hours	16

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
1 Know health and safety procedures in the workplace	1.1 Define the main responsibilities for health and safety in the workplace of the following: a) employers b) employees	
	1.2 Describe two health and safety laws affecting the workplace	
	1.3 Define the importance of following health and safety procedures in the workplace	
	1.4 Define the types of information or support available in relation to a specific aspect of health and safety in the workplace	

2	Be able to carry out tasks with regard to health and safety in the workplace	2.1	Carry out a risk assessment of specified workplace activity	
		2.2	Use equipment or tools safely in the workplace	
		2.3	Describe how to prevent accidents in the workplace	
		2.4	Assess how own health and safety practices could be improved	

STORE AND RETRIEVE INFORMATION

Unit Level	2
Unit Number	B&A 16
Ofqual Reference	R/506/1811
Credit Value	4
Total Unit Time	40
Guided Learning Hours	19

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand information storage and retrieval	**1.1**	Describe **systems** and procedures for storing and retrieving information	1.1 **Systems** may include but are not exclusive to, ● Paper ● Electronic ● Organisational systems
		1.2	Outline legal and organisational requirements for information security and retention	
		1.3	Explain how to create filing systems to facilitate information identification and retrieval	
		1.4	Explain how to use different search techniques to locate and retrieve information	
		1.5	Describe what to do when problems arise when storing or retrieving information	
2	Be able to gather and store information	**2.1**	Gather the information required within the agreed timescale	

		2.2	Store files and folders in accordance with organisational procedures	
		2.3	Store information in approved locations	
		2.4	Adhere to organisational policies and procedures, legal and ethical requirements	
3	Be able to retrieve information	3.1	Confirm information to be retrieved and its intended use	
		3.2	Retrieve the required information within the agreed timescale	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to store and retrieve information. Upon completion of this unit, learners will be able to gather, store and retrieve information.

HANDLE MAIL

Unit Level	2	
Unit Number	B&A 18	
Ofqual Reference	D/506/1813	
Credit Value	3	
Total Unit Time	30	
Guided Learning Hours	15	

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand how to deal with mail	**1.1**	Explain how to deal with "junk" mail	
		1.2	Describe what to do in the event of problems arising when dealing with incoming or outgoing mail	
		1.3	Describe how to operate a franking machine	
		1.4	Explain how to prepare packages for distribution	
		1.5	State organisational policies and procedures on mail handling, security and the use of courier services	
		1.6	Explain the process for reporting suspicious or damaged items in accordance with organisational procedures	
2	Be able to deal with incoming mail	**2.1**	Sort incoming mail in line with organisational procedures	

		2.2	Distribute incoming mail and packages to the right people according to the agreed schedule	
		2.3	Deal with incorrectly addressed and "junk" mail in accordance with organisational procedures	
3	Be able to deal with outgoing mail	3.1	Organise the collection of outgoing mail and packages on time	
		3.2	Identify the **best option** for dispatching mail according to the required degree of urgency, size and value of the item	3.2 **Best option;** Within limits of own authority, e.g. if the organisation has a contract with a preferred supplier
		3.3	Dispatch outgoing mail on time	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to handle mail. Upon completion of this unit, learners will be able to deal with both incoming and outgoing mail.

EMPLOYEE RIGHTS AND RESPONSIBILITIES

Unit Level	2
Unit Number	B&A 39
Ofqual Reference	L/506/1905
Credit Value	2
Total Unit Time	20
Guided Learning Hours	16

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the role of organisations and industries	1.1	Explain the role of their own occupation within an organisation and industry	
		1.2	Describe career pathways within their organisation and industry	
		1.3	Identify sources of information and advice on an industry, occupation, training and career pathway	
		1.4	Describe an organisation's principles of conduct and codes of practice	
		1.5	Explain issues of public concern that affect an organisation and industry	

		1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role	
2	Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role	
		2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour	
		2.3	Describe the procedures and documentation that protect relationships with employees	
		2.4	Identify sources of information and advice on employment rights and responsibilities	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge needed to understand their employee rights and responsibilities. Upon completion of this unit, learners will have developed an understanding of the role of organisations and industries, as well as gaining an understanding and awareness of employers' expectations and employees' rights and obligations.

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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
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.

DEVELOP A PRESENTATION

Unit Level	3
Unit Number	B&A 43
Ofqual Reference	K/506/1913
Credit Value	3
Total Unit Time	30
Guided Learning Hours	11

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand how to develop a **presentation**	**1.1**	Explain best practice in developing **presentations**	1.1 – 1.3 **Presentations** can be electronic or paper based methods of delivering a message to individuals or a group
		1.2	Explain who needs to be consulted on the development of a **presentation**	
		1.3	Explain the factors to be taken into account in developing a **presentation**	1.4 **Communication media** refers to the manner in which the information is to be presented:
		1.4	Analyse the advantages and limitations of different **communication media**	● Visually – on screen, flip chart, white board, paper ● Verbally – face to face, teleconference
2	Be able to develop a **presentation**	**2.1**	Identify the purpose, content, style, timing and **audience** for a **presentation**	2.1-2.2 **Audiences** may include, but are not exclusive to:

2.2	Select a communication media that is appropriate to the nature of a **presentation**, message and **audience**	• Internal – colleagues, managers, other departments • External – individuals, companies
2.3	Tailor a **presentation** to fit the timescale and audience's needs	2.3-2.5 **Presentations** can be electronic or paper based methods of delivering a message to individuals or a group
2.4	Prepare a **presentation** that is logically structured, summarises the content and addresses the brief	
2.5	Take action to ensure that a **presentation** adheres to organisational guidelines and policies	2.6 **Materials** may include, but are not exclusive to: • Handouts • Models
2.6	Develop **materials** that support the content of a **presentation**	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to develop a presentation. Upon completion of this unit, learners will understand best practice in developing presentations and will be able to develop a structured presentation.

DELIVER A PRESENTATION

Unit Level	3
Unit Number	B&A 44
Ofqual Reference	M/506/1914
Credit Value	3
Total Unit Time	30
Guided Learning Hours	17

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT GUIDANCE
1 Understand the principles underpinning the delivery of presentations	**1.1** Analyse the advantages and limitations of different **methods** of, and **media** for, making presentations	1.1 **Methods/media** may include: ● Chalk and talk ● OHP (Overhead projection) ● PowerPoint ● Video clips ● Interactive white board ● Handouts
	1.2 Explain how the type and size of the audience affects the delivery of a presentation	
	1.3 Explain the factors to be taken into account in developing **contingency plans** when delivering presentations	1.3 **Contingency plans** may include; ● Agreement for post event hand outs ● Use of USB sticks ● Secondary emergency equipment ● Pre event testing of equipment
	1.4 Explain voice projection and timing techniques when delivering presentations	

		1.5	Explain the **factors** to be taken in to account in responding to questions from an audience	1.5 **Factors** may include: ● Timing ● Listening ● Understanding ● Considering ● Responding ● Referring
		1.6	Explain different methods for evaluating the effectiveness of a presentation	
2	Be able to prepare to deliver a presentation	**2.1**	Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation	2.2 **Contingency plans** may include; ● Agreement for post event hand outs ● Use of USB sticks ● Secondary emergency equipment ● Pre event testing of equipment
		2.2	Develop **contingency plans** for potential equipment and resource failure	
		2.3	Take action to ensure that the presentation fits the time slot available	
3	Be able to deliver a presentation	**3.1**	Speak clearly and confidently, using language that is appropriate for the topic and audience	
		3.2	Vary their voice tone, pace and volume appropriately when delivering a presentation	
		3.3	Use body language in a way that reinforces messages	
		3.4	Use equipment and resources effectively when delivering a presentation	
		3.5	Deliver a presentation within the agreed timeframe	
		3.6	Respond to questions in a way that meets the audience's needs	

| 3.7 | Evaluate the effectiveness of a presentation | |

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation. |

DELIVER CUSTOMER SERVICE

Unit Level	2
Unit Number	CS 7
Ofqual Reference	A/506/2130
Credit Value	5
Total Unit Time	50
Guided Learning Hours	27

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT GUIDANCE
1 Understand customer service delivery	**1.1** Explain the relationship between customers' needs and expectations and customer satisfaction	1.2 **Features** are characteristics, attributes and qualities of a product or service
	1.2 Describe the **features and benefits** of an organisation's products and/or services	**Benefits** are advantages and uses of a service or product
	1.3 Explain the importance of treating customers as individuals	
	1.4 Explain the importance of balancing promises made to customers with the needs of an organisation	1.6 **Methods of measuring their own effectiveness** may include, but are not limited to:
	1.5 Explain when and to whom to escalate problems	● customer feedback ● peer feedback ● reviewing performance against targets
	1.6 Describe **methods of measuring their own effectiveness** in the delivery of customer service	

2	Understand the relationship between customer service and a brand	**2.1**	Explain the importance of a **brand** to an organisation	2.1 **Brand** is a type of product /service provided by a particular company under a specific name
		2.2	Explain how a brand affects an organisation's customer service offer	
		2.3	Explain the importance of using **customer service language** that supports a brand promise	2.3 **Customer service language** could include phrases such as: ● "my pleasure" ● "no problem" ● "have a good day" ● "thank you for your custom"
		2.4	Identify their own role in ensuring that a brand promise is delivered	
3	Be able to prepare to deal with customers	**3.1**	Keep up to date with an organisation's products and/or services	
		3.2	Prepare resources that are necessary to deal with customers before starting work	
4	Be able to provide customer service	**4.1**	Maintain organisational standards of presentation and behaviour when providing customer service	
		4.2	Adapt their own behaviour to meet customers' needs or expectations	
		4.3	Respond to customers' requests in line with organisational guidelines	
		4.4	Inform customers of the progress of their requests	
		4.5	Confirm that customers' expectations have been met in line with the service offer	
		4.6	Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service	

| 5 | Be able to support improvements to customer service delivery | 5.1 | Identify ways that customer service could be improved for an organisation and individuals | |
| | | 5.2 | Share information and ideas with colleagues and/or service partners to support the improvement of service delivery | |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to deliver customer service. Upon completion of this unit, learners will be able to prepare to deal with customers, provide customer service, and support improvements to customer service delivery.

UNDERSTAND CUSTOMERS

Unit Level	2
Unit Number	CS 8
Ofqual Reference	F/506/2131
Credit Value	2
Total Unit Time	20
Guided Learning Hours	17

Assessement 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	Understand different types of customers	**1.1**	Explain the distinctions between internal and external customers	
		1.2	Explain how **cultural factors** can affect customers' expectations	1.2 **Cultural factors** can include, • Stories portrayed in the media • Industry standard setting • Demographics such as age, gender, socio-economic status • Religious, moral views
		1.3	Describe the characteristics of challenging customers	
		1.4	Explain how to identify dissatisfied customers	
2	Understand the value of customers and their loyalty	**2.1**	Explain how the achievement of the customer **service offer** contributes to enhancing customer loyalty	2.1 **Service offer** is defined as the extent and limits of the customer service that an organisation is offering
		2.2	Explain the relationship between customer satisfaction and organisational performance	

		2.3	Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services	
		2.4	Explain the potential consequences of customers' dissatisfaction	
		2.5	Describe different methods of attracting customers and retaining their loyalty	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the underpinning knowledge required to understand customers. Upon completion of this unit, learners will have developed an understanding of different types of customers and will also know the value of customers and their loyalty.

RESOLVE CUSTOMER SERVICE PROBLEMS

Unit Level	2
Unit Number	CS 17
Ofqual Reference	A/506/2158
Credit Value	5
Total Unit Time	50
Guided Learning Hours	22

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the resolution of customer service problems	**1.1**	Describe an organisation's customer service and complaints procedures	
		1.2	Describe **techniques** to identify customer service problems and their causes	1.2 **techniques** include, types of questioning used, communicating with both customers and colleagues, active listening
		1.3	Describe **techniques** to deal with situations where customers become agitated or angry	1.3 **techniques** may relate to learners own communication style, body language, active listening or referral and involvement of others
		1.4	Explain the limits of their own authority for resolving customers' problems and making promises	
		1.5	Explain the purpose of encouraging customers to provide feedback	
		1.6	Describe methods used to encourage customers to provide feedback	

2	Be able to resolve customer service problems	2.1	Identify the nature and cause of customer service problems	
		2.2	Identify workable options for resolving problems within organisational guidelines	
		2.3	Use the most appropriate method of communication for dealing with customers	
		2.4	Agree with customers the option that best meets their needs and those of the organisation	
		2.5	Keep customers informed of progress	
		2.6	Fulfil promises made to customers during the resolution process	2.7 **Others** may include colleagues, supervisors, managers
		2.7	Share customer feedback with **others** to improve the resolution of customer service problems	
		2.8	Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems	
3	Be able to manage unresolved customer service problems	3.1	Explain to customers the reasons why problems cannot be resolved	3.2 **Other sources of help** may be internal or external to an organisation i.e. managers or the Citizens Advice Bureau
		3.2	Refer customers to **other sources of help** if their problems cannot be resolved	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to resolve customer service problems. Upon completion of this unit, learners will be able to resolve customer service problems and manage unresolved customer service 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

Assessment Guidance

Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.

Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the monitoring and resolution of customers' complaints	**1.1**	Assess the suitability of a range of **monitoring techniques** for customers' complaints	1.1 **Monitoring techniques** may include, but are not limited to: ● Record keeping ● Customer Contact Systems ● E-mails ● Letters ● Task-specific documents
		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	1.3 **Negotiating techniques** may include, but are not exclusive to: ● Compensation ● Replacement ● Cost reduction ● Upgrade ● Standard communication ● Referral to specialist team
		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	1.4 **Conflict management techniques** may include, but are not limited to: ● Standard Communication ● Referral to specialist team ● Explanation at source ● 'Second facing' at source
		1.8	Explain the advantages and limitations of offering compensation or replacement products and/or services	1.5 **Organisational procedures** may include, but are not limited to: ● 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.

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
GCSE equivalent grades amended	Inline with new guidelines	Version 11	March 2025
Removal of Certification and End Dates	The Operational End Date (last date to register learners), and Certification End Date (last date to certificate learners) are only set once the decision has been made by CMI to withdraw a qualification(s). **If these dates have not been 'set', this indicates the qualification(s) will continue to be live for the foreseeable future**.	Version 10	July 2024
Updated Links to CMI Procedures	Updated links		
Qualification extended	Qualification extended to 31st Aug 2024	Version 9	30th June 2022
Grading systems included - Pass/Refer	Consistency		
Qualification extended	Qualification extended to 31st Aug 2021	Version 8	18th July 2019
Guidance on Rules of Combination	Guidance on optional units and barred units expanded	Version 6	10th October 2018
Qualification extended	Qualification extended to 31st Aug 2019	Version 5	15th March 2018
First publication		Version 1	1st Sept 2014