CMI LEVEL 5 NVQ DIPLOMA IN MANAGEMENT AND LEADERSHIP

(RQF) Syllabus | July 2024 | Version 9

CMI Chartered Management Institute

CONTENTS

UNITS

QUALIFICATION PURPOSE

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

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
5D27V2	CMI Level 5 NVQ Diploma in Management and Leadership	601/3780/0

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 6 Qualifications in Management and Leadership
- CMI Level 5 Qualifications in Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 5 and Level 6 qualifications.

This qualification can be offered to Learners from age 18. 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 5 portray practical skills and competences that are rated in academic terms as being comparable to Foundation Degrees and Higher National Diplomas (HNDs).

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 5 NVQ Diploma in Management and Leadership (5D27V2)

To achieve a CMI Level 5 NVQ Diploma in Management and Leadership, learners must complete a **minimum of 53 credits**, which is equivalent to **530 TQT hours** of which there are **237 GLH** .

- **220 TUT hours (22 credits)** from **GROUP A MANDATORY UNITS**
- a **minimum of 230 TUT hours (23 credits)** from **GROUP B OPTIONAL UNITS**
- a **maximum of 80 TUT hours (8 credits)** from **GROUP C OPTIONAL UNITS**

A **minimum of 300 TUT hours (30 credits)** must be achieved through the completion of units at Level 5 or above.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
MANDATORY GROUP A				
M&L 45	Contribute to the development of a strategic plan	5	31	50
M&L 49	Design business processes	5	23	50
M&L 50	Manage strategic change	7	25	70
M&L 26	Provide leadership and management	5	28	50
OPTIONAL GROUP B				
M&L 46	Establish business risk management processes	5	29	50
M&L 47	Promote equality of opportunity, diversity and inclusion	5	26	50
M&L 51	Develop and manage collaborative relationships with other organisations	5	28	50
M&L 52	Optimise the use of technology	6	29	60
M&L 53	Manage product and/or service development	5	23	50
M&L 54	Manage strategic marketing activities	7	28	70
M&L 25	Develop and maintain professional networks	3	15	30
M&L 27	Develop and implement an operational plan	5	24	50
M&L 28	Encourage learning and development	3	16	30
M&L 31	Discipline and grievance management	3	26	30
M&L 32	Develop working relationships with stakeholders	4	20	40

M&L 33	Manage a tendering process	4	21	40
M&L 34	Manage physical resources	4	26	40
M&L 35	Manage the impact of work activities on the environment	4	30	40
M&L 36	Prepare for and support quality audits	3	17	30
M&L 37	Conduct quality audits	3	21	30
M&L 38	Manage a budget	4	26	40
M&L 40	Manage a project	7	38	70
M&L 41	Manage business risk	6	27	60
M&L 42	Manage knowledge in an organisation	5	34	50
M&L 43	Recruitment, selection and induction practice	6	33	60
M&L 44	Manage redundancy and redeployment	6	39	60
M&L 64	Lead the development of a knowledge management strategy	7	33	70
M&L 65	Lead the development of a quality strategy	4	20	40
M&L 66	Lead the development of a continuous improvement strategy	5	28	50
OPTIONAL GROUP C				
M&LEB1	Manage Health and Safety in own area of responsibility	5	15	50
B&A 64	Contribute to the design and development of an information system	5	23	50
B&A 65	Manage information systems	6	30	60
B&A 69	Manage events	6	49	60
CS 34	Manage customer service operations	7	23	70
CS 36	Review the quality of customer service	4	20	40
SAL4-3	Developing sales proposals	5	30	50
SAL4-1	Prioritising information for sales planning	3	20	30

RELATIONSHIP TO NATIONAL OCCUPATIONAL STANDARDS (NOS) FOR MANAGEMENT AND LEADERSHIP

UNIT NUMBER	UNIT NAME	NOS UNITS
M&L 45	Contribute to the development of a strategic plan	CFAM&LAA3
M&L 49	Design business processes	CFAM&LBA2
M&L 50	Manage strategic change	CFAM&LBA9
M&L 26	Provide leadership and management	CFAM&LDC1 CFAM&LDC2
M&L 46	Establish business risk management processes	CFAM&LDA7
M&L 47	Promote equality of opportunity, diversity and inclusion	CFAM&LDD2
M&L 51	Develop and manage collaborative relationships with other organisations	CFAM&LED3
M&L 52	Optimise the use of technology	CFAM&LEB2 CFAM&LEB3
M&L 53	Manage product and/or service development	CFAM&LEB4
M&L 54	Manage strategic marketing activities	CFAM&LFE3
M&L 25	Develop and maintain professional networks	CFAM&LFE4
M&L 27	Develop and implement an operational plan	CFAM&LEA1 CFAM&LEA4
M&L 28	Encourage learning and development	CFAM&LFA5
M&L 31	Discipline and grievance management	CFAM&LBB1
M&L 32	Develop working relationships with stakeholders	CFAM&LEC2 CFAM&LEC3
M&L 33	Manage a tendering process	CFAM&LDA1 CFAM&LDA2 CFAM&LDA3
M&L 34	Manage physical resources	CFAM&LDA4 CFAM&LDA5
M&L 35	Manage the impact of work activities on the environment	CFAM&LBA6

M&L 36	Prepare for and support quality audits	CFAM&LBB1
M&L 37	Conduct quality audits	CFAM&LBA7
M&L 38	Manage a budget	CFAM&LFA3
M&L 40	Manage a project	CFAM&LCA1 CFAM&LCA2 CFAM&LCA3 CFAM&LCA4 CFAM&LCA5
M&L 41	Manage business risk	CFAM&LDD4
M&L 42	Manage knowledge in an organisation	CFAM&LEB5
M&L 43	Recruitment, selection and induction practice	CFAM&LFB4 CFAM&LFB5
M&L 44	Manage redundancy and redeployment	CFAM&LFB1 CFAM&LFB2 CFAM&LFB3 CFAM&LFB5
M&L 64	Lead the development of a knowledge management strategy	CFAM&LEC1 CFAM&LEC2 CFAM&LEC3
M&L 65	Lead the development of a quality strategy	CFAM&LFE1
M&L 66	Lead the development of a continuous improvement strategy	CFAM&LFE5
M&LEB1	Manage Health and Safety in own area of responsibility	CFABAD111
B&A 64	Contribute to the design and development of an information system	CFABAD122
B&A 65	Manage information systems	CFABAA312
B&A 69	Manage events	CFACSB13 CFACSD20
CS 34	Manage customer service operations	CFACSB14
CS 36	Review the quality of customer service	N/A
SAL4-3	Developing sales proposals	N/A
SAL4-1	Prioritising information for sales planning	N/A

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.

Please ensure that the content of the CMI Centre Delivery plan is approved by the CMI Quality Manager/Auditor.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

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

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

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

The CMI Level 5 NVQ Diploma in Management and Leadership is a work-based qualification; therefore all the units are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. The following evidence is acceptable:

1. **Evidence from Workplace Performance**
   - Evidence of occupational competence of all units should be generated and collected through performance under workplace conditions. This includes competence units which have knowledge learning outcomes and assessment criteria. The minimum evidence required from a Learner is that they must be able to demonstrate that they have met each assessment criteria on at least one occasion.

   - These conditions would be those typical to the Learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all Learners. However, Assessors must ensure that, as far as possible, the conditions for assessment should be those under which the Learner usually works.

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

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

   - Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

   - If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the

skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. More information is below.

Realistic Working Environment (RWE)

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

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

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

1. the RWE is managed as a real work situation
2. assessment must be carried out under realistic business pressures
3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
4. 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)

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

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

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

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

ACCESSIBILITY OF CMI QUALIFICATIONS

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

RECOGNITION OF PRIOR LEARNING AND ACHEIVEMENT

For further guidance on RPL and exemptions can be found in CMI RPL policy. Please click here.

MEMBERSHIP

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

CHARTERED MANAGER

Chartered Managers are consistent high performer, committed to current best practice and ethical standards.
A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

STUDY RESOURCES

Management Direct
www.managers.org.uk/mgtdirect

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.

DEVELOP AND MAINTAIN PROFESSIONAL NETWORKS

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

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	Understand the principles of effective networking	**1.1**	Describe the interpersonal skills needed for effective networking	
		1.2	Explain the basis on which to choose **networks** to be developed	1.2 **Networks** may cover: ● Online networking (social media) ● Face-to-face networking ● Professional network services ● Formal networking (weekly/monthly meetings and referrals)
		1.3	Evaluate the role of shared agendas and conflict management in relationship-building	
		1.4	Evaluate the role of the internet in business networking	
		1.5	Assess the importance of following up leads and actions	
		1.6	Analyse **ethical issues** relating to networking activities	1.6 **Ethical issues** may relate to: ● The Data Protection Act ● Conflicts of interest

					Social responsibility
					Morality
2	Be able to identify professional networks for development	**2.1**	Identify potential **networks** for professional development from an analysis of their benefits compared with individual needs and aspirations		2.1-2.3 **Networks** may cover:
		2.2	Shortlist **networks** for development against defined criteria		Online networking (social media) Face-to-face networking Professional network services Formal networking (weekly/monthly meetings and referrals)
		2.3	Assess the benefits and limitations of joining and maintaining selected **network(s)**		
3	Be able to maintain professional networks	**3.1**	Identify the potential for mutual benefit with network members		
		3.2	Promote their own skills, knowledge and competence to network members		
		3.3	Provide information, services or support to network members where the potential for mutual benefit has been identified		
		3.4	Establish **the boundaries of confidentiality**		3.4 **The boundaries of confidentiality** will vary but must adhere to The Data Protection Act
		3.5	Agree guidelines for the exchange of information and resources		
		3.6	Take action to ensure that participation in **networks** reflects current and defined future aspirations and needs		3.6-3.7 **Networks** may cover: Online networking (social media) Face-to-face networking Professional network services Formal networking (weekly/monthly meetings and referrals)
		3.7	Make introductions to people with common or complementary interest to and within **networks**		

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

PROVIDE LEADERSHIP AND MANAGEMENT

Unit Level	4	Assessment Guidance
Unit Number	M&L 26	
Ofqual Reference	L/506/1953	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.
Credit Value	5	
Total Unit Time	50	Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Guided Learning Hours	28	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles supporting leadership and management	1.1	Analyse how leadership and management theories may be applied	
		1.2	Assess the influence of an **organisation's culture** on its leadership styles and management practices	1.2 **Organisation's culture** could be values, systems, beliefs, working language, norms
		1.3	Assess the influence of an organisation's structure on its leadership styles and management practices	
		1.4	Analyse how **theories of motivation** may be applied in the practice of leadership	1.4 **Theories of motivation** may include: ● classical management ● human relations ● Learners to demonstrate use of analysis and application of chosen theories
		1.5	Evaluate the role of stakeholder engagement in leadership and management	

		1.6	Assess the suitability of a range of leadership styles and management practices to the culture of an organisation	
2	Be able to engage and inspire stakeholders and colleagues	**2.1**	Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals	
		2.2	Display **behaviours and attitudes** that show a commitment to the fulfilment of an organisation's vision and the expression of its values	2.2 **Behaviours and attitudes** may include: ● Honesty ● Trustworthiness ● Reliability ● Sincerity ● Professionalism
		2.3	Identify who stakeholders are and the nature of their interest	
		2.4	Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives	
		2.5	Win the trust and support of colleagues and other key stakeholders through exemplary **performance and behaviour**	2.5 **Performance and behaviour** should refer to aspects which go beyond expectations agreed in service offers, job descriptions or contracts
		2.6	Take action to maintain morale through difficult times	
		2.7	Take action to secure the on-going commitment of colleagues and other key stakeholders	
3	Be able to deliver results	**3.1**	Make planning and resourcing decisions that optimise the available resources, skills and expertise	
		3.2	Use **delegation techniques** whilst delivering targets	3.2 **Delegation techniques** may include, ● Selecting an individual/team with suitable skills, resources and expertise
		3.3	Empower individuals to take responsibility for their decisions and actions within agreed parameters	
		3.4	Adapt plans, priorities and resource allocations to meet changing circumstances and priorities	

- Providing clear instructions and monitoring progress.

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DEVELOP AND IMPLEMENT AN OPERATIONAL PLAN

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

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

1	Understand the principles of operational planning

ASSESSMENT CRITERIA

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

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

1.4 **Planning tools** might include, but are not exclusive to:
- Fishbone diagrams
- Gantt charts
- Critical path analysis
- Business process modelling

2	Be able to develop an operational plan	2.1	Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)	
		2.2	Identify evaluation mechanisms appropriate to the plan	
		2.3	Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures	
		2.4	Develop proportionate and targeted plans to manage identified risks	
		2.5	Take action to ensure that plans complement and maximise synergy with other business areas	
		2.6	Adhere to organisational policies and procedures, legal and ethical requirements	
3	Be able to implement an operational plan	3.1	Implement plans within agreed budgets and timescales	
		3.2	Communicate the requirements of the plans to those who will be affected	
		3.3	Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks	
4	Be able to evaluate the effectiveness of an operational plan	4.1	Conduct **periodic reviews** of the progress and effectiveness of the plans, using information from a range of sources	4.1 **Periodic reviews,** could include milestone reviews with teams or individuals and will be in relation to the length of the project plan
		4.2	Report on the effectiveness of operational plans in the appropriate format	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

ENCOURAGE LEARNING AND DEVELOPMENT

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

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	Understand the principles of learning and development	1.1	Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs	
		1.2	Analyse the advantages and limitations of different **learning and development methods**	1.2 **Learning and development methods** could include: ● Conscious Competence learning model ● Learning evaluation methods ● Kirkpatrick's learning evaluation model ● Experiential learning ● Role-playing ● Kolb's Learning Styles model
		1.3	Explain how to identify individuals' learning and development needs	
		1.4	Evaluate the role of self-reflection in learning and development	
2	Be able to support individuals' learning and development		Promote the benefits of learning to people in own area of responsibility	

			Support individuals in identifying their current and likely future learning and development needs from a range of information sources	
			Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs	
			Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan	
			Create an environment that encourages and promotes learning and development	
			Provide opportunities for individuals to apply their developing competence in the workplace	
3	Be able to evaluate individuals' learning and development		Analyse information from a range of sources on individuals' performance and development	
			Evaluate the effectiveness of different learning and development method	
			Agree revisions to personal development plans in the light of feedback	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DISCIPLINE AND GRIEVANCE MANAGEMENT

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

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	Understand the principles supporting the management of discipline and grievance cases	1.1	Explain the difference between a discipline case and a grievance case and the implications for their management	
		1.2	Explain sources of advice and expertise on discipline and grievance	
		1.3	Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases	
		1.4	Explain organisational procedures for the management of discipline and grievance cases	
		1.5	Explain the communication techniques to be used in the management of discipline and grievance cases	

		1.6	Explain the types of behaviours that are likely to result in disciplinary proceedings	
		1.7	Explain the types of actions that are likely to lead to a grievance	
		1.8	Explain how to carry out investigations into discipline and grievance cases	
		1.9	Analyse the effect of well managed and poorly managed discipline and grievance cases	
		1.10	Explain how the outcomes of discipline and grievance cases can be managed	
2	Be able to manage a disciplinary case	**2.1**	Inform an individual that they are subject to disciplinary proceedings within agreed timescales	
		2.2	Explain to an individual the reasons why they are subject to disciplinary proceedings	
		2.3	Provide evidence that supports the case for disciplinary proceedings	
		2.4	Develop a case to support an individual who is subject to disciplinary proceedings	
		2.5	Keep detailed and accurate records of agreements, actions and events for disciplinary cases	
		2.6	Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case	
3	Be able to manage a grievance	**3.1**	Identify the nature of a grievance	
		3.2	Investigate the seriousness and potential implications of a grievance	

		3.3	Adhere to organisational procedures when managing a grievance	
		3.4	Evaluate the effectiveness of how a grievance has been managed	
		3.5	Agree measures to prevent future reoccurrences of grievances	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DEVELOP WORKING RELATIONSHIPS WITH STAKEHOLDERS

Unit Level	4	**Assessment Guidance**
Unit Number	M&L 32	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.
Ofqual Reference	F/506/1982	
Credit Value	4	Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Total Unit Time	40	
Guided Learning Hours	20	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand working relationships with stakeholders	1.1	Analyse stakeholder mapping techniques	
		1.2	Explain how influencing skills and techniques can be used to enhance the relationship with stakeholders	
		1.3	Explain how expectation management and conflict resolution techniques are applied to stakeholder management	
		1.4	Analyse the advantages and limitations of different types of stakeholder consultation	
		1.5	Evaluate the risks and potential consequences of inadequate stakeholder consultation	
2	Be able to determine the scope for collaboration with stakeholders	2.1	Identify the stakeholders with whom relationships should be developed	

		2.2	Explain the roles, responsibilities, interests and concerns of stakeholders
		2.3	Evaluate business areas that would benefit from collaboration with stakeholders
		2.4	Evaluate the scope for and limitations of collaborating with different types of stakeholder
3	Be able to develop productive working relationships with stakeholders	**3.1**	Create a climate of mutual trust and respect by behaving openly and honestly
		3.2	Take account of the advice provided by stakeholders
		3.3	Minimise the potential for friction and conflict amongst stakeholders
4	Be able to evaluate relationships with stakeholders	**4.1**	Monitor relationships and developments with stakeholders
		4.2	Address changes that may have an effect on stakeholder relationships
		4.3	Recommend improvements based on analyses of the effectiveness of stakeholder relationships

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

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

MANAGE A TENDERING PROCESS

Unit Level	4	**Assessment Guidance**
Unit Number	M&L 33	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.
Ofqual Reference	L/506/1984	
Credit Value	4	Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Total Unit Time	40	
Guided Learning Hours	21	

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

2	Be able to manage a tendering exercise	2.1	Assess the appropriateness of different media to attract potential suppliers	
		2.2	Use media to attract potential suppliers that are appropriate to the nature of the contract	
		2.3	Specify tender application procedures, arrangements and timetable	
		2.4	Invite suppliers to apply for the tender	
		2.5	Sift out those that do not meet the agreed criteria	
		2.6	Confirm that the track records of shortlisted suppliers demonstrate the required technical capability	
3	Be able to negotiate the award of contracts	3.1	Explain the provisions of contract law that affect the negotiation	
		3.2	Devise a negotiating strategy that is appropriate to the contract and supplier	
		3.3	Award contracts that best meet business needs, are realistic and meet the specification	
		3.4	Complete the tendering exercise in accordance with organisational standards	
		3.5	Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers	
		3.6	Communicate outcomes of the tendering exercise to stakeholders	

| | 3.7 | Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts | |

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE PHYSICAL RESOURCES

		Assessment Guidance
Unit Level	4	
Unit Number	M&L 34	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.
Ofqual Reference	K/506/1989	
Credit Value	4	Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Total Unit Time	40	
Guided Learning Hours	26	

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Be able to identify the need for physical resources	1.1	Identify resource requirements from analyses of organisational needs	
		1.2	Evaluate alternative options for obtaining physical resources	
		1.3	Evaluate the impact on the organisation of introducing physical resources	

		1.4	Identify the optimum option that meets operational requirements for physical resources	
2	Be able to obtain physical resources	**2.1**	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits	
		2.2	Obtain authorisation and financial commitment for the required expenditure	
		2.3	Negotiate best value from contracts in accordance with organisational standards and procedures	
		2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources	
		2.5	Check that the physical resources received match those ordered	
3	Be able to manage the use of physical resources	**3.1**	Take action to ensure physical resources are used in accordance with manufacturers' instructions	
		3.2	Evaluate the efficiency of physical resources against agreed criteria	
		3.3	Recommend improvements to the use of physical resources and associated working practices	
		3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE THE IMPACT OF WORK ACTIVITIES ON THE ENVIRONMENT

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

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	Understand how to support environmentally-friendly working practices	1.1	Explain how to carry out an environmental impact analysis	
		1.2	Compare sources of specialist advice on environmentally-friendly working practices	
		1.3	Analyse the business and environmental benefits of effective energy management policies	
		1.4	Explain the health and safety requirements for the use and disposal of resources and waste	
2	Be able to organise work so as to minimise the impact on the environment	2.1	Analyse potentially adverse effects on the environment caused by work activities	
		2.2	Evaluate the effectiveness of methods of improving environmental sustainability in an organisation	

		2.3	Implement plans and procedures to adapt work practices to make them more environmentally-friendly	
		2.4	Develop a system for colleagues to recommend improvements to make work practices more environmentally-friendly	
3	Be able to manage the environmental impact of the use of resources	3.1	Explain when to obtain specialist environmental management advice	
		3.2	Explain where to seek specialist environmental management advice	
		3.3	Determine the environmental impact of the use of different physical resources	
		3.4	Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment	
		3.5	Evaluate the effectiveness of organisational environmental policies and procedures	
		3.6	Adhere to organisational policies and procedures, legal and ethical requirements	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

PREPARE FOR AND SUPPORT QUALITY AUDITS

Unit Level	4
Unit Number	M&L 36
Ofqual Reference	K/506/1992
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		
1	Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management	
		1.2	Analyse the purpose and requirements of a range of quality standards	
		1.3	Analyse the advantages and limitations of a range of quality techniques	
		1.4	Assess how the management of quality contributes to the achievement of organisational objectives	
2	Be able to prepare for quality audits	2.1	Establish the quality requirements applicable to the work being audited	
		2.2	Confirm that documentation is complete	
		2.3	Confirm that any previously agreed actions have been implemented	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

CONDUCT QUALITY AUDITS

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

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	Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management	
		1.2	Analyse the purpose and requirements of a range of quality standards	
		1.3	Analyse the advantages and limitations of a range of quality techniques	
		1.4	Assess how the management of quality contributes to the achievement of organisational objectives	
2	Be able to prepare to carry out quality audits	2.1	Establish the quality requirements applicable to the work being audited	
		2.2	Develop a plan for a quality audit	

		2.3	Prepare the documentation needed to undertake a quality audit	
		2.4	Specify data requirements to those who will support the audit	
3	Be able to conduct quality audits	**3.1**	Confirm that any previously agreed actions have been implemented	
		3.2	Analyse information against agreed quality criteria	
		3.3	Identify instances where business processes, quality standards and/or procedures could be improved	
		3.4	Agree actions and timescales that will remedy non-conformance or non-compliance	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE A BUDGET

Unit Level	4	**Assessment Guidance**
Unit Number	M&L 38	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.
Ofqual Reference	A/506/1995	
Credit Value	4	Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Total Unit Time	40	
Guided Learning Hours	26	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand how to identify financial requirements	**1.1**	Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives	
		1.2	Analyse the components of a business case to meet organisational requirements	
		1.3	Analyse the factors to be taken into account to secure the support of stakeholders	
		1.4	Describe the business planning and budget-setting cycle	
2	Understand how to set budgets	**2.1**	Explain the purposes of budget-setting	
		2.2	Analyse the information needed to enable realistic budgets to be set	

		2.3	Explain how to address contingencies
		2.4	Explain organisational policies and procedures on budget-setting
3	Be able to manage a budget	**3.1**	Use the budget to control performance and expenditure
		3.2	Identify the cause of variations from budget
		3.3	Explain the actions to be taken to address variations from budget
		3.4	Propose realistic revisions to budget, supporting recommendations with evidence
		3.5	Provide budget-related reports and information within agreed timescales
		3.6	Explain the actions to be taken in the event of suspected instances of fraud or malpractice
4	Be able to evaluate the use of a budget	**4.1**	Identify successes and areas for improvement in budget management
		4.2	Make recommendations to improve future budget setting and management

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE A PROJECT

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

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

		1.5	Analyse the requirements of project governance arrangements	
2	Be able to plan a project		Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work	
		2.2	Agree the objectives and scope of proposed projects with stakeholders	
		2.3	Assess the interdependencies and potential risks within a project	
		2.4	Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan	
		2.5	Develop proportionate and targeted plans to manage identified risks and contingencies	
		2.6	Apply project lifecycle approaches to the progress of a project	
3	Be able to manage a project	3.1	Allocate resources in accordance with the project plan	
		3.2	Brief project team members on their roles and responsibilities	
		3.3	Implement plans within agreed budgets and timescales	
		3.4	Communicate the requirements of the plans to those who will be affected	

		3.5	Revise plans in the light of changing circumstances in accordance with project objectives and identified risks	
		3.6	Keep stakeholders up to date with developments and problems	
		3.7	Complete close-out actions in accordance with project plans	
		3.8	Adhere to organisational policies and procedures, legal and ethical requirements when managing a project	
4	Be able to evaluate the effectiveness of a project	**4.1**	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources	
		4.2	Evaluate the effectiveness of capturing and managing project-related knowledge	
		4.3	Report on the effectiveness of plans	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE BUSINESS RISK

Unit Level	4
Unit Number	M&L 41
Ofqual Reference	L/506/2004
Credit Value	6
Total Unit Time	60
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		
1	Understand the management of business risk	1.1	Explain what is meant by business risk	
		1.2	Analyse business risk identification theories and models	
		1.3	Explain measures and techniques to mitigate business risk	
		1.4	Explain their own level of authority in managing risk	
2	Be able to address business risk	2.1	Monitor work in line with organisational risk procedures	
		2.2	Identify potential risks using agreed risk criteria	
		2.3	Assess identified risks, their potential consequences and the probability of them happening	

		2.4	Communicate to stakeholders the likelihood of the risk occurring and its potential consequences	
		2.5	Explain organisational business risk management policies	
3	Be able to mitigate business risk	3.1	Develop risk management plans and processes that are proportionate to the risk and the available resources	
		3.2	Implement risk management plans in accordance with organisational requirements	
		3.3	Monitor on-going risk-related developments and amend plans in the light of changing circumstances	
		3.4	Keep stakeholders informed of any developments and their possible consequences	
		3.5	Evaluate the effectiveness of actions taken, identifying possible future improvements	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE KNOWLEDGE IN AN ORGANISATION

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

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

		1.7	Describe strategies to manage tacit and explicit knowledge	
2	Be able to identify knowledge to be managed within an organisation	2.1	Identify the criteria against which knowledge will be managed	
		2.2	Engage colleagues in identifying the knowledge to be managed	
3	Be able to manage knowledge within an organisation	3.1	Implement actions in accordance with the knowledge management plan	
		3.2	Adhere to security processes for the collection, storage and retrieval of knowledge	
		3.3	Evaluate the extent to which current knowledge management systems and processes are fit for purpose	
		3.4	Recommend improvements to processes and systems to manage knowledge	
		3.5	Assess the likely impact and implications of the loss of knowledge	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

RECRUITMENT, SELECTION AND INDUCTION PRACTICE

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

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	Understand the principles and theories underpinning recruitment, selection and induction practice	1.1	Explain workforce planning techniques	
		1.2	Describe the information needed to identify recruitment requirements	
		1.3	Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices	
		1.4	Analyse the factors involved in establishing recruitment and selection criteria	
		1.5	Evaluate the suitability of different recruitment and selection methods for different roles	
		1.6	Analyse patterns of employment that affect the recruitment of staff	

		1.7	Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
		1.8	Explain the induction process
		1.9	Explain the relationship between human resource processes and the induction processes
2	Be able to recruit people into an organisation	**2.1**	Determine current staffing needs
		2.2	Identify current skills needs from identified staffing needs
		2.3	Identify future workforce needs
		2.4	Develop a resourcing plan that addresses identified needs within budgetary limitations
		2.5	Evaluate the cost-effectiveness of different methods of recruitment for an identified role
		2.6	Explain how recruitment policies and practices meet legal and ethical requirements
		2.7	Select the most appropriate method of recruitment for identified roles
3	Be able to select appropriate people for the role	**3.1**	Plan assessment processes that are valid and reliable
		3.2	Provide those involved in the selection process with sufficient information to enable them to make informed decisions
		3.3	Justify assessment decisions with evidence

		3.4	Inform applicants of the outcome of the process in line with organisational procedures
		3.5	Evaluate the effectiveness of the selection process
		3.6	Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments
4	Be able to induct people into an organisation	**4.1**	Develop induction materials that meet operational and new starters' needs
		4.2	Explain to new starters organisational policies, procedures and structures
		4.3	Explain to new starters their role and responsibilities
		4.4	Explain to new starters their entitlements and where to go for help
		4.5	Assess new starters' training needs
		4.6	Confirm that training is available that meets operational and new starters' needs
		4.7	Provide support that meets new starters' needs throughout the induction period

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE REDUNDANCY AND REDEPLOYMENT

			Assessment Guidance
Unit Level	4		
Unit Number	M&L 44		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.
Ofqual Reference	M/506/2044		
Credit Value	6		Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Total Unit Time	60		
Guided Learning Hours	39		

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the management of redundancy	1.1	Explain the legal requirements that relate to the management of redundancy	
		1.2	Explain the conditions required for a redundancy and their implications	
		1.3	Explain possible ways of avoiding redundancies	

		1.4	Explain the factors involved in identifying the pool for redundancy selection
		1.5	Explain the factors involved in developing an appeals process
		1.6	Explain the process for planning and managing a redundancy
		1.7	Evaluate the implications of voluntary and compulsory redundancy on individuals
		1.8	Evaluate the implications of voluntary and compulsory redundancy for organisations
		1.9	Evaluate the type of information required by staff who are retained
		1.10	Evaluate the type of information required by staff who are made redundant
		1.11	Assess the role of outplacement in redundancy
2	Understand the principles of redeployment	**2.1**	Explain the concept of redeployment
		2.2	Explain the legal requirements that relate to the management of redeployment
		2.3	Explain the process for planning and managing a redeployment
		2.4	Evaluate the type of information required by staff who are retained
		2.5	Evaluate the type of information required by staff who are redeployed

		2.6	Evaluate the benefits and limitations to an organisation of redeployment	
		2.7	Assess the role of project management techniques in the management of redeployment	
3	Be able to manage a redundancy	3.1	Evaluate the available options for avoiding a redundancy and their implications	
		3.2	Develop a redundancy plan and timetable that addresses redundancy objectives	
		3.3	Take action to ensure that redundancy payments are calculated accurately	
		3.4	Use an appropriate method for communicating the outcome of a redundancy decision	
		3.5	Make agreed support services available to those who have been made redundant	
4	Be able to manage the redeployment of staff	4.1	Explain to redeployees the reasons, purpose and benefits of redeployment	
		4.2	Develop a redeployment plan that addresses agreed objectives	
		4.3	Use an appropriate method for communicating about redeployment	
		4.4	Make agreed support services available to those being redeployed	
		4.5	Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

CONTRIBUTE TO THE DEVELOPMENT OF A STRATEGIC PLAN

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

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	Understand the principles of strategic planning	**1.1**	Evaluate a range of strategic planning models	
		1.2	Evaluate the advantages and limitations of a range of analytical techniques	
		1.3	Analyse a range of perspectives of and approaches to business strategy	
2	Be able to analyse the factors affecting the development of strategic plans	**2.1**	Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans	
		2.2	Evaluate the market factors that may influence strategic planning decisions	
		2.3	Evaluate the application of scanning tools to strategy development	

3	Be able to make a contribution to a strategic plan	3.1	Analyse the relationship between strategic intentions, strategic choice and strategy formulation	
		3.2	Make viable contributions that are consistent with strategic objectives and resource constraints	
		3.3	Evaluate the impact of a proposed strategy on a business	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

ESTABLISH BUSINESS RISK MANAGEMENT PROCESSES

Unit Level	5
Unit Number	M&L 46
Ofqual Reference	J/506/2048
Credit Value	5
Total Unit Time	50
Guided Learning Hours	29

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	Understand business risk management models and techniques	1.1	Analyse standards relating to the management of business risk
		1.2	Analyse the factors influencing different types of risk
		1.3	Evaluate the relationship between risk management, business continuity and crisis management
		1.4	Evaluate a range of scenario planning and crisis management models
		1.5	Analyse methods of calculating risk probability

		1.6	Analyse the effectiveness of a range of risk monitoring techniques	
		1.7	Analyse the significance of risk governance structures and ownership	
2	Be able to develop business risk management processes	**2.1**	Review periodically the effectiveness of risk management strategy, policy and criteria	
		2.2	Take action to ensure that risk profiles remain current and relevant	
		2.3	Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk	
		2.4	Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation	
		2.5	Take action to ensure that risk management processes are integrated into operational plans and activities	
3	Be able to evaluate the effectiveness of business risk management processes	**3.1**	Appraise the suitability of a range of risk evaluation techniques to business risk management	
		3.2	Evaluate risk using valid quantitative and qualitative information	
		3.3	Identify areas for improvement in identifying and managing risk	
		3.4	Encourage a culture that accepts and manages risk	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to establish business risk management processes and will introduce learners to business risk management models and techniques. Upon completion of this unit, learners will be able to develop and evaluate business risk management processes.

PROMOTE EQUALITY OF OPPORTUNITY, DIVERSITY AND INCLUSION

		Assessment Guidance
Unit Level	5	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 47	
Ofqual Reference	R/506/2053	
Credit Value	5	
Total Unit Time	50	
Guided Learning Hours	26	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles underpinning equality, diversity and inclusion in the workforce	1.1	Analyse the development of equality, diversity and inclusion policies and practices in the workforce	
		1.2	Evaluate the application of approaches to equal opportunities	

		1.3	Evaluate the impact of equality, diversity and inclusion policy on workforce performance
		1.4	Evaluate methods of managing ethical conflicts
		1.5	Evaluate the business benefits of effective equality, diversity and inclusion policies and practices
		1.6	Evaluate the impact of equality, diversity and inclusion on organisational practices
		1.7	Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce
2	Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements	**2.1**	Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose
		2.2	Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally
		2.3	Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes
		2.4	Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices
3	Be able to promote equality, diversity and inclusion policies and practices	**3.1**	Devise a communications strategy and plan that covers everyone within their area of responsibility

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to promote equality of opportunity, diversity and inclusion and introduces learners to the key principles underpinning equality, diversity and inclusion in the workforce. Upon completion of this unit, learners will be able to evaluate, diversity and inclusion policies and practices.

DESIGN BUSINESS PROCESSES

Unit Level	5
Unit Number	M&L 49
Ofqual Reference	D/506/2055
Credit Value	5
Total Unit Time	50
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		
1	Understand techniques and tools that support the design of business processes	1.1	Analyse the principles of business change and business process re-engineering	
		1.2	Evaluate the concept and application of workflow patterns and usability testing	
		1.3	Evaluate a range of modelling tools	
		1.4	Analyse the factors to be taken into account when evaluating the effectiveness of business processes	
2	Be able to develop business processes	2.1	Evaluate the scope for business process improvement and constraints	
		2.2	Generate ideas that meet defined business needs	
		2.3	Test a proposed process through a modelling exercise	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE STRATEGIC CHANGE

Unit Level	6
Unit Number	M&L 50
Ofqual Reference	H/506/2056
Credit Value	7
Total Unit Time	70
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		
1	Understand the management and evaluation of change	1.1	Evaluate the characteristics and application of a range of change management models for different organisational structures	
		1.2	Analyse stakeholder mapping techniques used for managing and evaluating change	
		1.3	Analyse techniques to evaluate change	
		1.4	Evaluate the relationship between change management, business continuity and crisis management	
2	Be able to plan for strategic change	2.1	Assess the reasons for, scope and inherent risks of a required change	
		2.2	Evaluate the influences of the internal and external environment on a change	

		2.3	Analyse the ethical dimensions of a change	
		2.4	Identify viable alternative strategies for achieving a desired change	
		2.5	Justify with evidence the selected strategy to be taken to manage a change	
		2.6	Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources	
		2.7	Develop a stakeholder engagement plan that addresses their needs and concerns	
		2.8	Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives	
3	Be able to manage strategic change	3.1	Allocate resources and responsibilities in accordance with the plan	
		3.2	Take action to ensure the change plan is implemented in accordance with organisational values and procedures	
		3.3	Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy	
		3.4	Take into account the on-going commitment of stakeholders to a change and its implications	
		3.5	Manage friction between stakeholders' needs and interdependencies in accordance with the change plan	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DEVELOP AND MANAGE COLLABORATIVE RELATIONSHIPS WITH OTHER ORGANISATIONS

Unit Level	5
Unit Number	M&L 51
Ofqual Reference	T/506/2059
Credit Value	5
Total Unit Time	50
Guided Learning Hours	28

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	Understand the principles of effective collaboration with other organisations	1.1	Assess the nature of potential stakeholders' interest and needs	
		1.2	Evaluate the strengths and weaknesses of stakeholder mapping techniques	
		1.3	Assess the value of a range of analytical techniques and alliance modelling	
		1.4	Evaluate the implications of collaborative relationships for risk and knowledge management	
		1.5	Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to develop and manage collaborative relationships with other organisations and introduces learners to the key principles of effective collaboration. Upon completions

of this unit, learners will be able to identify external collaborative relationships to be developed and consequently collaborate with other organisations

			Assessment Guidance
Unit Level	5		
Unit Number	M&L 52		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.
Ofqual Reference	F/506/2064		
Credit Value	6		Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Total Unit Time	60		
Guided Learning Hours	29		

OPTIMISE THE USE OF TECHNOLOGY

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles underpinning the optimisation of technology	1.1	Explain how to keep up-to-date with technological developments	
		1.2	Analyse the requirements of organisational procurement processes	
		1.3	Evaluate the implications of technology for business continuity and crisis management plans	

		1.4	Evaluate the legal implications of changes to the use of technology
		1.5	Analyse the requirements of a technology strategy
2	Be able to scope the use of technology	**2.1**	Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality
		2.2	Evaluate the current use of technology against agreed criteria
		2.3	Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems
		2.4	Identify the strategic implications of changes to the use of technology
		2.5	Assess the risks, limitations and benefits of changes to the use of technology
3	Be able to optimise the use of technological solutions	**3.1**	Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy
		3.2	Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans
		3.3	Recommend technological solutions that meet the specified objectives
4	Be able to manage the use of technology	**4.1**	Develop procedures that address all aspects of the technology and their implications

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to optimise the use of technology and introduces learners to the key principles underpinning the optimisation of technology. Upon completion of this unit, learners will be able to scope the use of technology, optimise the use of technology solutions, and manage the use of technology.

MANAGE PRODUCT AND/OR SERVICE DEVELOPMENT

Unit Level	5
Unit Number	M&L 53
Ofqual Reference	Y/506/2068
Credit Value	5
Total Unit Time	50
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	
1	Understand the development of new or improved products and/or services	**1.1**	Analyse the stages of the development process, product life cycle and their requirements
		1.2	Explain the requirements of market segmentation
		1.3	Analyse the factors affecting buyer behaviour
		1.4	Evaluate the use of market analytical tools when developing
2	Be able to establish the need for new or improved products and/or services	**2.1**	Establish criteria by which the need for new or improved products and/or services will be evaluated
		2.2	Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services
		2.3	Identify competitor activity that may have an impact on the market for new or improved products and/or services
		2.4	Assess the likely impact of customers' culture and behaviour on potential sales
3	Be able to manage the development of new or improved products and/or services	**3.1**	Take action to ensure that proposals are consistent with organisational strategy, objectives and values
		3.2	Assess the costs of developing new or improved products and/or services

| | 3.3 | Assess the viability of products and/or services by carrying out viability tests | |
| | 3.4 | Evaluate the degree of success of new or improved products and/or services | |

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE STRATEGIC MARKETING ACTIVITIES

			Assessment Guidance
Unit Level	5		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 54		
Ofqual Reference	L/506/2293		
Credit Value	7		
Total Unit Time	70		
Guided Learning Hours	28		

LEARNING OUTCOMES	ASSESSMENT CRITERIA	

1	Understand the strategic management of marketing activities	1.1	Analyse concepts underpinning strategic marketing in business practice	
		1.2	Assess the scope of strategic marketing activities and how they affect a business	
		1.3	Evaluate the relationship between the marketing and other business functions	
		1.4	Analyse the planning principles involved in developing a marketing strategy	
		1.5	Analyse a range of tools to evaluate a strategic marketing plan	
		1.6	Explain the advantages and limitations of a range of marketing strategies	
2	Be able to evaluate a market	2.1	Evaluate existing and potential markets against agreed strategic criteria	
		2.2	Identify features of actual and potential offerings through an evaluation of competitors' products and/or services	
3	Be able to develop a marketing communications strategy and plan	3.1	Evaluate a range of marketing communications frameworks	
		3.2	Define marketing messages that are consistent with strategic objectives, organisational culture and values	
		3.3	Specify communications media that are likely to reach the identified target customers	
		3.4	Integrate marketing communications within operational processes	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit aims to develop the knowledge and skills required to manage strategic marketing activities. Upon completion of this unit, learners will have developed an understanding of the strategic management of marketing activities. Learners will be able to evaluate a market, develop a marketing communications strategy and plan and manage strategic marketing activities. |

LEAD THE DEVELOPMENT OF A KNOWLEDGE MANAGEMENT STRATEGY

Unit Level	7
Unit Number	M&L 64
Ofqual Reference	D/506/2959
Credit Value	7
Total Unit Time	70

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.

		Guided Learning Hours	33	

	LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the principles underpinning knowledge management	**1.1**	Analyse the **value of knowledge management**	1.1 In analysing **the value of knowledge management** a response could refer to knowledge management as: ● A data and information systems e.g. data base ● Document management systems ● Net based portal ● Social systems This is not an exhaustive list.
		1.2	Evaluate the advantages and disadvantages of a range of models of knowledge management	
		1.3	Assess the role of staff in the development of a knowledge management strategy	
		1.4	Assess the nature of knowledge management as a **strategic asset**	1.4 **Strategic asset** a response could refer to knowledge management with reference to: ● Intellectual property IP ● Intellectual capital This is not an exhaustive list.
		1.5	Characterise **different knowledge management approaches and schools of thought**	1.5 **Different knowledge management approaches and schools of thought** could include KM system as: ● A data and information computer systems ● Document management systems ● An internet or intranet net based portal to access data and information ● A social system

		1.6	Analyse different frameworks and dimensions of knowledge management and the use and implications of push and pull strategies	And could include reference to:
				● The SECI model ● The work of Nonaka and the concept of Ba ● The eastern and western context
		1.7	Analyse the use of technology to manage knowledge	
				These are not exhaustive lists.
2	Be able to develop a knowledge management strategy	**2.1**	Identify the scope for the **creation, development, sharing and transfer of knowledge**	2.1 **The creation, development, sharing and transfer of knowledge** should cover some of the following in the context of the learner's organisation:
				● Capture ● Storage ● Creation of new knowledge and understanding ● Dissemination ● Measurement
		2.2	Take action to ensure the strategy identifies business-critical knowledge, facilitates the creation, maintenance and sharing of knowledge and addresses hindrances and risks	
				There might also be reference made to culture.
		2.3	Take action to ensure the strategy provides a framework for addressing business-critical needs and addresses all aspects of an organisation's environment	2.4 **Protocols** might include those relating to: ● Information and data security ● Data base formats ● Document management systems
		2.4	Specify standards, processes and protocols that support knowledge creation, sharing and protection	This is not an exhaustive list
3	Be able to manage knowledge	**3.1**	Implement systems and procedures that protect intellectual property from unauthorised use	
		3.2	Evaluate the capability and capacity of existing information, knowledge and communications systems to meet current and predicted needs	

		3.3	Select technologies and suppliers that are capable of meeting current and likely future information, knowledge and communications needs within required security and resource constraints	
4	Be able to promote knowledge management	**4.1**	Encourage managers to act as knowledge management role models	
		4.2	Use communications media that are appropriate to the nature of the organisation	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to lead the development of a knowledge management strategy and introduces learners to the key principles underpinning knowledge management. Upon completion of this unit, learners will be able to develop a knowledge management strategy, as well as manage and promote knowledge management.

LEAD THE DEVELOPMENT OF A QUALITY STRATEGY

Unit Level	7
Unit Number	M&L 65
Ofqual Reference	J/506/2101
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		
1	Understand the principles underpinning the development of a quality strategy	**1.1**	Define the scope of quality	
		1.2	Distinguish between quality management, quality assurance, quality control and quality improvement	
		1.3	Evaluate a range of approaches to quality management and the principles on which they are built	
		1.4	Analyse the development of quality management principles	
		1.5	Evaluate the requirements of a range of quality standards	
2	Be able to develop a quality strategy	**2.1**	Identify the scope of a quality strategy	

		2.2	Devise a strategy that is capable of assuring and controlling the quality of work to agreed standards	
		2.3	Specify standards, processes and protocols that support the maintenance of quality standards	
		2.4	Evaluate the use of technology to manage quality for different purposes	
3	Be able to manage quality	**3.1**	Implement systems and procedures that are capable of monitoring quality standards	
		3.2	Evaluate the capability and capacity of systems to meet current and predicted quality needs	
		3.3	Select technologies and suppliers that are capable of meeting current and likely future quality needs within constraints	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to lead the development of a quality strategy and introduces learners to the key principles underpinning the development of a quality strategy. Upon completion of this unit, learners will be able to develop a quality strategy and manage quality.

LEAD THE DEVELOPMENT OF A CONTINUOUS IMPROVEMENT STRATEGY

Unit Level	7
Unit Number	M&L 66
Ofqual Reference	F/506/2114
Credit Value	5
Total Unit Time	50
Guided Learning Hours	28

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	Understand the principles underpinning the development of a continuous improvement strategy	1.1	Define the **scope of continuous improvement** and its relationship with other systems	1.1 In defining the **scope of continuous improvement** could make reference to: ● Kaizen ● The Japanese concept of Ba ● Systems and processes which can be engineered and measured ● Systems as socio technical processes
		1.2	Distinguish between **continuous and continual improvement**	1.2 **Continuous and continual** could include: philosophy, culture and learning environment
		1.3	Evaluate a **range of approaches** to continuous improvement and the principles on which they are built	1.3 **Range of approaches** might include, but is not exclusive to: ● Kaizen ● Continuous Improvement and improvement tools

		1.4	Evaluate the implications of staff involvement in continuous improvement	**1.5 Development of continuous improvement** could include reference to: ● Japanese concepts of Kaizen and Ba ● A philosophy of shared learning ● The introduction and evolution of quality tools e.g. Toyota ● How continuous improvement has developed within your organisation
		1.5	Analyse the **development of continuous improvement**	
2	Be able to develop a continuous improvement strategy	**2.1**	Identify the scope of a continuous improvement strategy	**2.2 A strategy that is capable of evaluating business performance** might include: ● The use of score card methods for performance management and measurement ● The strategy for collecting, storing and disseminating appropriate measurement data
		2.2	Devise a **strategy that is capable of evaluating business performance** and identifying areas that could be improved	
		2.3	Establish valid measures for evaluating business performance	
		2.4	Establish systems for collecting and assessing information on business performance	
		2.5	Foster a culture where people are encouraged to make suggestions for improvement	
3	Be able to manage continuous improvement	**3.1**	Implement systems and procedures that are capable of measuring business performance	
		3.2	Benchmark performance against historical data, other comparable organisations	
		3.3	Take action to ensure that knowledge and understanding is fed into the knowledge management system	
		3.4	Take action to ensure that improvements made align with business objectives and values	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to lead the development of a continuous improvement strategy and introduces learners to the key principles underpinning the development of a continuous improvement strategy. Upon completion of this unit, learners will be able to develop a continuous improvement strategy and manage continuous improvement.

MANAGE HEALTH AND SAFETY IN OWN AREA OF RESPONSIBILITY

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

LEARNING OUTCOMES | ASSESSMENT CRITERIA

	LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand responsibilities and liabilities in relation to health and safety legislation	1.1	Evaluate personal responsibilities and liabilities under health and safety legislation	
		1.2	Describe an organisation's responsibilities under health and safety legislation	
		1.3	Identify specialist to consult with when health and safety issues outside own remit are identified	

2	Understand how to assess, monitor and minimise health and safety risks in own area of responsibility	2.1	Describe the types of hazards and risks that may arise in relation to health and safety	
		2.2	Explain how to use systems for identifying hazards and assessing risks	
		2.3	Explain how to monitor, evaluate and report on health and safety within own area of responsibility	
		2.4	Describe the types of actions which should be undertaken to control or eliminate health and safety hazards	
3	Be able to review health and safety policy in own area of responsibility	3.1	Review written health and safety policy against requirements for own area of responsibility	
		3.2	Communicate any recommendations for changes to health and safety policy relevant to individuals	
4	Be able to communicate health and safety policy in own area of responsibility	4.1	Communicate written health and safety policy to all people in own area of responsibility and other relevant parties	
		4.2	Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy	
5	Be able to monitor health and safety in own area of responsibility	5.1	Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility	
		5.2	Assess working environment within own area of responsibility against organisation's health and safety policy	
		5.3	Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility	
		5.4	Take appropriate action to eliminate or control identified hazards and identify risks	
		5.5	Evaluate health and safety requirements in project or operational plans within own area of responsibility	

CONTRIBUTE TO THE DESIGN AND DEVELOPMENT OF AN INFORMATION SYSTEM

Unit Level	4
Unit Number	B&A 64
Ofqual Reference	A/506/1950
Credit Value	5
Total Unit Time	50
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		
1	Understand information system design requirements	1.1	Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation	
		1.2	Assess the ways in which information can be used by an organisation	
		1.3	Evaluate the implications of data protection requirements for the design of an information system	

2	Be able to contribute to the specification of an information system	2.1	Identify the users and stakeholders of an information system	
		2.2	Identify the information that will be managed within a system	
		2.3	Analyse the impact of budgetary constraints on the design of an information system	
		2.4	Specify the functionality of a system that is capable of delivering agreed requirements	
		2.5	Specify access and security restrictions and systems that meet the design specification of an information system	
		2.6	Identify resources needed to implement and operate the system	
		2.7	Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system	
3	Be able to recommend options for the development of an information system	3.1	Evaluate the advantages and limitations of proprietary and customised information systems	
		3.2	Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source	
		3.3	Identify the implications of testing information systems before finalising the specification	
		3.4	Justify recommendations for the development of an information system based on an analysis of cost-effectiveness and functionality	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE INFORMATION SYSTEMS

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

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	Understand the management of information systems	1.1	Explain the uses of an information system	
		1.2	Describe typical **information system interfaces**	1.2 **Information system interfaces** may include but are not exclusive to: ● Touch screens ● Storage devices ● File-sharing software
		1.3	Analyse the implications of system updates and system developments to an organisation	
		1.4	Analyse the use of stakeholders' feedback on the effectiveness of an information system	

		1.5	Evaluate the implications of data protection requirements for the management and use of an information system	
2	Be able to set up information system processes	**2.1**	Develop standard operating procedures for administrative processes that meet organisational and legal requirements	
		2.2	Implement management processes that are capable of identifying and resolving problems	
		2.3	Analyse users' training needs for an information system	
3	Be able to manage an information system	**3.1**	Monitor the quality of information against agreed key performance indicators (KPIs)	
		3.2	Update information systems in line with business and users' needs	
		3.3	Provide training and support in the use of information systems to users and stakeholders	
		3.4	Manage problems in the information system in a way that minimises disruption to business	
		3.5	Evaluate the effectiveness of an information system	
		3.6	Make recommendations for improvements that will enhance the efficiency of an information system	
		3.7	Adhere to organisational policies and procedures, legal and ethical requirements in the management of an information system	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the management of an event	1.1	Explain how organisational objectives will be met by an event	
		1.2	Explain the flexibilities and constraints of an event's budget	
		1.3	Evaluate the use of **project management techniques** in event management	1.3 **Project management techniques** may include: ● Critical path ● Crash ● Milestone ● Gantt ● PERT (programme evaluation review techniques)
		1.4	Analyse how models of contingency and crisis management can be applied to event management	
		1.5	Analyse the use of customer relationship management (CRM) systems to attract attendees	
		1.6	Evaluate the application of the principles of logistics to event management	
		1.7	Describe the insurance requirements of an event	

2	Be able to manage the planning of an event	2.1	Identify the purpose of an event and the key messages to be communicated
		2.2	Identify target attendees for an event
		2.3	Assess the impact of an event on an organisation and its stakeholders
		2.4	Establish requirements for resources, location, technical facilities, layout, health and safety
		2.5	Identify how event-related risks and contingencies will be managed
		2.6	Develop an event plan that specifies objectives, success and evaluation criteria
		2.7	Make formal agreements for what will be provided, by whom and when
		2.8	Determine methods of entry, security, access and pricing
3	Be able to manage an event	3.1	Manage the allocation of resources in accordance with the event management plan
		3.2	Respond to changing circumstances in accordance with contingency plans
		3.3	Deliver agreed outputs within the timescale
		3.4	Manage interdependencies, risks and problems in accordance with the event management plan
		3.5	Comply with the venue, insurance and technical requirements

		3.6	Apply the principles and good practice of customer care when managing an event	
		3.7	Adhere to organisational policies and procedures, legal and ethical requirements when managing an event	
4	Be able to follow up an event	**4.1**	Ensure that all post-event leads and/or actions are followed up	
		4.2	Optimise opportunities to take actions that are likely to further business objectives	
		4.3	Evaluate the effectiveness of an event against agreed criteria	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE CUSTOMER SERVICE OPERATIONS

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

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

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

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

REVIEW THE QUALITY OF CUSTOMER SERVICE

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

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	Understand how to review the quality of customer service	1.1	Explain the value of measuring the quality of customer service	
		1.2	Analyse the criteria for and **factors** involved in setting customer service standards	1.2 **Factors** which have an impact on the criteria, e.g. busy periods, meeting market trends etc.
		1.3	Explain how to construct representative samples	
		1.4	Analyse methods of validating information and information sources	
		1.5	Explain how to set and use customer service **performance metrics**	1.5 **Performance metrics** could include sales renewal rates; number of complaints or queries;

		1.6	Explain the use of customer feedback in the measurement of customer service	number of damaged or faulty goods; average order fulfilment time etc.
		1.7	Analyse the advantages and disadvantages of a range of **data analysis methods**	1.7 **Data analysis methods** (for quantitative and qualitative data), e.g., spreadsheet, software, manual analysis.
2	Be able to plan the measurement of customer service	**2.1**	Identify the features of customer service against which customer satisfaction can be measured	2.2 **Data collection methods** will be appropriate to the customer service environment in which the candidate is being assessed, e.g., recorded calls in a call centre.
		2.2	Select **data collection methods** that are valid and reliable	
		2.3	Specify monitoring techniques that measure customer satisfaction	
		2.4	Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service	
		2.5	Specify the information to be collected	
3	Be able to evaluate the quality of customer service	**3.1**	Validate the information collected to identify useable data	
		3.2	Use information analysis methods that are appropriate to the nature of the information collected	
		3.3	Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria	
		3.4	Develop recommendations that address identified areas for improvement supported by evidence	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DEVELOPING SALES PROPOSALS

Unit Level	4	Assessment Guidance
Unit Number	SAL-43	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. |
Ofqual Reference	A/502/8656	
Credit Value	5	
Total Unit Time	50	
Guided Learning Hours	30	

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

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

PRIORITISING INFORMATION FOR SALES PLANNING

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

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

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

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
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 9	July 2024
Qualification extended	Qualification extended to 31st Aug 2024	Version 8	July 2022
Qualification extended	Qualification extended to 31st Aug 2022	Version 7	February 2021
Qualification extended	Qualification extended to 31st Aug 2021	Version 6	July 2019
Qualification extended	Qualification extended to 31st Aug 2019	Version 5	March 2018
First publication		Version 1	Sept 2014