CMI LEVEL 3 DIPLOMA IN MANAGEMENT (COMBINED)

(RQF) Syllabus | December 2019 | Version 8

CMI Chartered Management Institute

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UNITS

QUALIFICATION PURPOSE

This qualification has been developed in consultation with employers and other key stakeholders. It is for supervising or junior managers and has been designed to support the development of their knowledge and competence in managing individuals and teams. The qualifications will develop key skills, including working with others, managing oneself, and coordinating the work of others.

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
3D27V2	CMI Level 3 Diploma in Management	601/3779/4

KEY DATES

These qualifications are regulated from 30th June 2014 and the operational start date in CMI Centres is 1st September 2014. The review date for this qualification is 31st December 2021.

PROGRESSION

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

- CMI Level 4 Qualifications in Management and Leadership
- CMI Level 4 NVQ Diploma in Management

- CMI Level 3 Qualifications in Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 3 or 4 qualifications.

ENTRY AND RECRUITMENT

This qualification can be offered to Learners from age 16. CMI does not specify entry requirements for this qualification, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:
- meet their needs
- enable and facilitate learning and achievement
- enable progression

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

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

EQUIVALENCES

CMI qualifications at RQF Level 3 portray practical skills and competences that are rated in academic terms as being comparable to GCE AS/A Levels.

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 3 Diploma in Management (Combined) (3D27V2)

To achieve a CMI Level 3 Diploma in Management, learners must complete a **minimum of 55 credits** which is equivalent to **550 TQT hours**, of which there are **284 GLH :**

- **310 TUT hours (31 credits)** from **GROUP A MANDATORY UNITS**
- a **minimum of 170 TUT hours (17 credits)** from **GROUP B OPTIONAL UNITS**
- a **maximum of 70 TUT hours (7 credits)** from **GROUP C OPTIONAL UNITS**.

A **minimum of 480 TQT hours (48 credits)** must be achieved through the completion of units at Level 3 or above.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
MANDATORY GROUP A				
M&L 9	Manage personal and professional development	3	12	30
M&L 11	Manage team performance	4	21	40
M&L 15	Principles of leadership and management	8	50	80
M&L 24	Principles of people management	6	34	60
B&A 59	Principles of business	10	74	100
OPTIONAL GROUP B				
M&L 10	Promote equality, diversity and inclusion in the workplace	3	15	30
M&L 12	Manage individuals' performance	4	20	40
M&L 13	Manage individuals' development in the workplace	3	10	30
M&L 14	Chair and lead meetings	3	10	30
M&L 16	Encourage innovation	4	14	40
M&L 17	Manage conflict within a team	5	25	50
M&L 18	Procure products and/or services	5	35	50
M&L 19	Implement change	5	28	50
M&L 20	Implement and maintain business continuity plans and processes	4	25	40
M&L 21	Collaborate with other departments	3	14	30

M&L 22	Support remote or virtual teams	4	18	40
M&L 23	Participate in a project	3	19	30
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 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
OPTIONAL GROUP C				
B&A 35	Buddy a colleague to develop their skills	3	19	30
B&A 41	Contribute to the improvement of business performance	6	33	60
B&A 42	Negotiate in a business environment	4	18	40
B&A 43	Develop a presentation	3	11	30
B&A 44	Deliver a presentation	3	17	30
B&A 46	Contribute to the development and implementation of an information system	6	21	60

CS 30	Resolve customers' problems	4	19	40
CS 31	Resolve customers' complaints	4	22	40
CS 32	Gather, analyse and interpret customer feedback	5	24	50
B&A 39	Employee rights and responsibilities	2	16	20
HSPW2	Health and safety procedures in the workplace	2	16	20
B&A 69	Manage events	6	49	60
CS 36	Review the quality of customer service	4	20	40

Barred Units

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

This unit:	Is barred from this unit:
M&L23 Participate in a project	M&L40 Manage a project

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

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

UNIT NUMBER	UNIT NAME	NOS UNITS
M&L 9	Manage personal and professional development	CFAM&LAA1; CFAM&LAA2; CFAM&LAA3
M&L 10	Promote equality, diversity and inclusion in the workplace	CFAM&LBA7
M&L 11	Manage team performance	CFAM&LDB2; CFAM&LDB3
M&L 12	Manage individuals' performance	CFAM&LDB4; CFAM&LDC2 CFAM&LDC3;CFAM&LDC5
M&L 13	Manage individuals' development in the workplace	CFAM&LDC1; CFAM&LDC2
M&L 14	Chair and lead meetings	CFAM&LDD6

M&L 15	Principles of leadership and management	CFAM&LBA2; CFAM&LDB4
M&L 16	Encourage innovation	CFAM&LCA1
M&L 17	Manage conflict within a team	CFAM&LDB8; CFAM&LDD5
M&L 18	Procure products and/or services	CFAM&LED1; CFAM&LED2; CFAM&LED3
M&L 19	Implement change	CFAM&LCA2; CFAM&LCA3 CFAM&LCA4; CFAM&LCA5
M&L 20	Implement and maintain business continuity plans and processes	CFAM&LBB2
M&L 21	Collaborate with other departments	CFAM&LDD3
M&L 22	Support remote or virtual teams	CFAM&LDB6
M&L 23	Participate in a project	CFAM&LFA5
M&L 24	Principles of people management	CFAM&LBA7; CFAM&LDB1 CFAM&LDB4; CFAM&LDB8 CFAM&LDC2; CFAM&LDC5
M&L 25	Develop and maintain professional networks	CFAM&LAA3
M&L 27	Develop and implement an operational plan	CFAM&LBA9
M&L 28	Encourage learning and development	CFAM&LDC1; CFAM&LDC2
M&L 31	Discipline and grievance management	CFAM&LDA7
M&L 32	Develop working relationships with stakeholders	CFAM&LDD2
M&L 34	Manage physical resources	CFAM&LEB2 CFAM&LEB3
M&L 35	Manage the impact of work activities on the environment	CFAM&LEB4
M&L 36	Prepare for and support quality audits	CFAM&LFE3
M&L 37	Conduct quality audits	CFAM&LFE4
M&L 38	Manage a budget	CFAM&LEA1; CFAM&LEA4
M&L 40	Manage a project	CFAM&LFA5
M&L 41	Manage business risk	CFAM&LBB1
M&L 42	Manage knowledge in an organisation	CFAM&LEC2; CFAM&LEC3
M&L 43	Recruitment, selection and induction practice	CFAM&LDA1; CFAM&LDA2; CFAM&LDA3

M&L 44	Manage redundancy and redeployment	CFAM&LDA4; CFAM&LDA5
B&A 35	Buddy a colleague to develop their skills	CFACSD5249
B&A 39	Employee rights and responsibilities	N/A
B&A 41	Contribute to the improvement of business performance	CFABAH122
B&A 42	Negotiate in a business environment	CFABAG124
B&A 43	Develop a presentation	CFABAA617
B&A 44	Deliver a presentation	CFABAA623
B&A 46	Contribute to the development and implementation of an information system	CFABAD111
B&A 59	Principles of Business	CFABAA112
B&A 69	Manage events	CFABAA312
CS 30	Resolve customers' problems	CFACSC5
CS 31	Resolve customers' complaints	CFACSC7; CFACSC8
CS 32	Gather, analyse and interpret customer feedback	CFACSD12
CS 36	Review the quality of customer service	CFACSB14
HSPW2	Health and safety procedures in the workplace	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.

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

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

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

ASSESSMENT AND VERIFICATION

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

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

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

Competence Units

The competence units within the CMI Level 3 Diploma in Management are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc.), witness testimony, discussion and questioning etc. The following evidence is acceptable:

1. Evidence from Workplace Performance

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

2. Simulation

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

Unit Code	Unit Title	Level
M&L44	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)

Knowledge Units

The knowledge units within the CMI Level 3 Diploma in Management are:

Unit Code	Unit Title	Level
M&L15	Principles of leadership and management	3
M&L24	Principles of people management	3

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

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

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

and must also show the Learner's:

- Clear grasp of concepts
- Ability to link theory to practice
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

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. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.
It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres.

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

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

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

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

WORD COUNT & APPENDICES

The amount and volume of work for each knowledge unit at this level should be broadly comparable to a word count of 2000-2500 words.

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

EXTERNAL ASSESSMENT

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all centres to have their Learner's assignments externally assessed, for knowledge units within this qualification.

Some CMI Centres choose to send one assignment of the qualification to be externally assessed, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work assessed and certificated within a six week period. Please refer to fee's guide for the actual cost.

Further information on this service and the units for which is available appears on the CMI website.

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/members

It's fast, comprehensive and free to members

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

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

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

E-journals

For in depth research try our e-journals service

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

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.

Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews. Access to CPD is through ManagementDirect.

MANAGE PERSONAL AND PROFESSIONAL DEVELOPMENT

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to identify personal and professional development requirements	**1.1**	Compare sources of information on professional development trends and their validity	
		1.2	Identify trends and developments that influence the need for professional development	
		1.3	Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation	
2	Be able to fulfil a personal and professional development plan	**2.1**	Evaluate the **benefits** of personal and professional development	2.1 **Benefits** may include, but are not limited to: • Promotion prospects • Improved knowledge and skills • Use of new skills • Opportunity to increase work responsibilities/salary
		2.2	Explain the basis on which types of development actions are selected	

		2.3	Identify current and future likely skills, knowledge and experience needs using **skills gap analysis**	2.3 A **skills gap analysis** is a tool used to identify the difference between a current state and a future goal state within a business.
		2.4	Agree a personal and professional development plan that is consistent with business needs and personal objectives	
		2.5	Execute the plan within the agreed budget and timescale	
		2.6	Take advantage of development opportunities made available by professional networks or professional bodies	
3	Be able to maintain the relevance of a personal and professional development plan	**3.1**	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives	
		3.2	Obtain feedback on performance from a range of valid **sources**	3.2 **Sources** may include, but are not exclusive to: • Management reviews • Feedback reports from other internal departments • External customer feedback reporting
		3.3	Review progress toward personal and professional objectives	
		3.4	Amend the personal and professional development plan in the light of feedback received from others'	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

PROMOTE EQUALITY, DIVERSITY AND INCLUSION IN THE WORKPLACE

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1	Explain the difference between **equality, diversity and inclusion**	1.1/1.2/1.4 Learners should ensure they specifically address all three areas of: • **equality** • **diversity and** • **inclusion** When meeting the relevant criteria in this unit. 1.3 **Equality Legislation** will include but is not exclusive to: • Equality Act 2010
		1.2	Explain the impact of **equality, diversity and inclusion** across aspects of organisational policy	
		1.3	Explain the potential consequences of breaches of **equality legislation**	
		1.4	Describe nominated responsibilities within an organisation for **equality, diversity and inclusion**	
2	Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different **forms of discrimination** and harassment	2.1 **Forms of discrimination** may include but are not exclusive to: • Direct Discrimination • Indirect Discrimination
		2.2	Describe the characteristics of behaviour that supports **equality, diversity and inclusion** in the workplace	

		2.3	Explain the importance of displaying behaviour that supports **equality, diversity and inclusion** in the workplace	2.2/2.3 Learners should ensure they specifically address all three areas of: • **equality** • **diversity and** • **inclusion** when meeting the relevant criteria in this unit
3	Be able to support equality, diversity and inclusion in the workplace	3.1	Ensure **colleagues** are aware of their responsibilities for equality, diversity and inclusion in the workplace	3.1 **Colleagues** primarily relates to colleagues for whom the learner has line manager responsibility
		3.2	Identify potential issues relating to equality, diversity and inclusion in the workplace	
		3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE TEAM PERFORMANCE

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the management of team performance	**1.1**	Explain the use of **benchmarks** in managing performance	1.1 A **benchmark** is a standard or measurement that may include: • Key performance indicators (KPIs) • Best operational practices
		1.2	Explain a range of **quality management techniques** to manage team performance	1.2 **Quality management techniques** may include: • Total quality management (TQM) • Statistical process control (SPC) • Continual improvement processes
		1.3	Describe constraints on the ability to amend priorities and plans	
2	Be able to allocate and assure the quality of work	**2.1**	Identify the strengths, competences and expertise of team members	
		2.2	Allocate work on the basis of the strengths, competences and expertise of team members	

		2.3	Identify areas for improvement in team members' performance outputs and standards	
		2.4	Amend priorities and plans to take account of changing circumstances	
		2.5	Recommend changes to systems and processes to improve the quality of work	
3	Be able to manage communications within a team	**3.1**	Explain to team members the lines of communication and authority levels	
		3.2	Communicate individual and team objectives, responsibilities and priorities	
		3.3	Use communication methods that are appropriate to the topics, audience and timescales	
		3.4	Provide support to team members when they need it	
		3.5	Agree with team members a process for providing feedback on work progress and any issues arising	
		3.6	Review the effectiveness of team communications and make improvements	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE INDIVIDUALS' PERFORMANCE

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the management of underperformance in the workplace	1.1	Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance	
		1.2	Explain how to identify causes of underperformance	
		1.3	Explain the purpose of making individuals aware of their underperformance clearly but sensitively	
		1.4	Explain how to address issues that hamper individuals' performance	
		1.5	Explain how to agree a course of action to address underperformance	

2	Be able to manage individuals' performance in the workplace	2.1	Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to **organisational objectives**	2.1 **Organisational objectives** are the overall goals, purpose and mission of a business as established by its management
		2.2	Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs	
		2.3	Apply **motivation techniques** to maintain morale	2.3 **Motivation techniques** may include, but are not exclusive to: • Incentives and rewards • Flexible working arrangements • Praise and gratitude • Coaching or mentoring
		2.4	Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards	
		2.5	Monitor individuals' progress towards objectives in accordance with agreed plans	
		2.6	Recognise individuals' achievement of targets and quality standards	
		2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace	

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

MANAGE INDIVIDUALS' DEVELOPMENT IN THE WORKPLACE

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

Assessment Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to carry out performance appraisals	1.1	Explain the purpose of performance reviews and appraisals	
		1.2	Explain techniques to prepare for and carry out appraisals	
		1.3	Provide a private environment in which to carry out appraisals	
		1.4	Carry out performance reviews and appraisals in accordance with organisational policies and procedures	
		1.5	Provide clear, specific and evidence based feedback sensitively	

		1.6	Agree future actions that are consistent with appraisal findings and identified development needs	
2	Be able to support the learning and development of individual team members	**2.1**	Describe training techniques that can be applied in the workplace	
		2.2	Analyse the advantages and disadvantages of learning and development interventions and methods	
		2.3	Explain organisational learning and development policies and resource availability	
		2.4	Review individuals' learning and development needs at regular intervals	
		2.5	Suggest learning and development opportunities and interventions that are likely to meet individual and business needs	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

CHAIR AND LEAD MEETINGS

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

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 Be able to prepare to lead meetings	**1.1** Identify the type, purpose, objectives, and background to a meeting	
	1.2 Identify those individuals expected, and those required to attend a meeting	
	1.3 Prepare for any **formal procedures** that apply to a meeting	1.3 **Formal procedures** may include • Setting the time, date and place of meeting • Sending out invites
	1.4 Describe ways of minimising likely problems in a meeting	

		1.5	Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale	• Setting an agenda
2	Be able to chair and lead meetings	**2.1**	Follow **business conventions** in the conduct of a meeting	2.1 **Business conventions** are a set of rules that govern the way each meeting is managed
		2.2	Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved	
		2.3	Manage the agenda within the timescale of the meeting	
		2.4	Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements	
3	Be able to deal with post-meeting matters	**3.1**	Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale	
		3.2	Take action to ensure that post-meeting actions are completed	
		3.3	Evaluate the effectiveness of a meeting and identify points for future improvement	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

PRINCIPLES OF LEADERSHIP AND MANAGEMENT

Unit Level	3
Unit Number	M&L15
Ofqual Reference	F/506/2596
Credit Value	8
Total Unit Time	80
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		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Understand the principles of effective decision making	1.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken	
		1.2	Assess the importance of analysing the **potential impact** of decision making	1.2 **Potential impact** may include, but is not exclusive to the impact on: • Teams • Individuals • Suppliers • Stakeholders • Managers
		1.3	Explain the importance of obtaining sufficient valid information to enable effective decision making	
		1.4	Explain the importance of aligning decisions with business objectives, values and policies	
		1.5	Explain how to validate information used in the decision making process	
		1.6	Explain how to address issues that hamper the achievement of targets and quality standards	

2	Understand leadership styles and models	2.1	Explain the difference in the influence of managers and leaders on their teams	2.2 **Leadership styles** may include, but are not exclusive to: • Autocratic • Laissez-faire • Situational leadership • Transformational leadership • Transactional leadership • Charismatic • Servant leader
		2.2	Evaluate the suitability and impact of different **leadership styles** in different contexts	
		2.3	Analyse theories and models of motivation and their application in the workplace	
3	Understand the role, functions and processes of management	3.1	Analyse a manager's responsibilities for planning, coordinating and controlling work	
		3.2	Explain how managers ensure that team objectives are met	
		3.3	Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives	
		3.4	Analyse theories and **models of management**	3.4 **Models of management** may include, but are not exclusive to: • Classical e.g. Fayol, Tayler, Webber • Human relations e.g. Mayo or Schein • Neo human approaches e.g. Maslow, McGregor, Likert and Argyris
		3.5	Explain how the application of management theories guide a manager's actions	
		3.6	Explain the operational constraints imposed by budgets	
4	Understand performance measurement	4.1	Explain the relationship between business objectives and performance measures	
		4.2	Explain the features of a performance measurement system	
		4.3	Explain how to set key performance indicators (KPIs)	

		4.4	Explain the tools, processes and timetable for monitoring and reporting on business performance	
		4.5	Explain the use of management accounts and management information systems in performance management	
		4.6	Explain the distinction between outcomes and outputs	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop knowledge and understanding regarding leadership and management and introduces learners to the associated key principles. Upon completion of this unit, learners will have an understanding of the principles of effective decision making, leadership styles and models and performance management. Learners will also have an understanding of the role, functions and processes of management.

ENCOURAGE INNOVATION

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

Assessement Guidance

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

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

LEARNING OUTCOMES

1	Be able to identify opportunities for innovation

ASSESSMENT CRITERIA

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

1.1 **Techniques** may include, but are not exclusive to;
- Brainstorming
- NGT – Nominal Group Technique
- Use of customer feedback
- Attribute listing
- Need identification
- Synetics
- Idea screening

1.4 **Stakeholders** may include, but are not exclusive to:
- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates

		1.7	Analyse valid information to identify opportunities for innovation and improvement	• Standards agencies 1.5 **Innovate** refers to making positive changes to current methods, ideas or products
2	Be able to generate and test ideas for innovation and improvement	**2.1**	Generate ideas for innovation or improvement that meet the agreed criteria	
		2.2	Test selected ideas that meet viability criteria	2.3 **Value** refers to the benefits of the ideas and could include: increased work place efficiency, greater market share, increased turnover, customer satisfaction, improved social/environmental reputation etc.
		2.3	Evaluate the fitness for purpose and **value** of the selected ideas	
		2.4	Assess potential innovations and improvements against the agreed evaluation criteria	
3	Be able to implement innovative ideas and improvements	**3.1**	Explain the risks of implementing innovative ideas and improvements	
		3.2	Justify conclusions of efficiency and value with evidence	
		3.3	Prepare costings and schedules of work that will enable efficient implementation	
		3.4	Design processes that support efficient implementation	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE CONFLICT WITHIN A TEAM

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

Assessement Guidance

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

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

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

		1.3	Analyse the **potential consequences** of unresolved conflict within a team	1.3 **Potential consequences** may include, but are not limited to: • Organisational • Financial • Team dynamics • Productivity • Personal
		1.4	Explain the role of **external arbitration** and conciliation in conflict resolution	1.4 **External arbitration** may include, but is not limited to: • Supportive • Mediation • Investigative
2	Be able to reduce the potential for conflict within a team	**2.1**	Communicate to team members their roles, responsibilities, objectives and expected **standards of behaviour**	2.1 **Standards of behaviour** will be relevant to the learner's place of work and organisation's procedures / policies.
		2.2	Explain to team members the **constraints** under which other colleagues work	2.2 **Constraints** may include, but are not limited to: • Organisational • Team • Personal
		2.3	Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures	
		2.4	Take action to minimise the potential for conflict within the limits of their own authority	
		2.5	Explain how team members' personalities and cultural backgrounds may give rise to conflict	
3	Be able to deal with conflict within a team	**3.1**	Assess the seriousness of conflict and its potential **impact**	3.1 **Impact** may include, but is not exclusive to: • Decrease in productivity • Decrease in co-operative working • Less communication • Lack of knowledge sharing • Inability to meet deadlines
		3.2	Treat everyone involved with impartiality and sensitivity	
		3.3	Decide a course of action that offers optimum benefits	
		3.4	Explain the importance of engaging team members' support for the agreed actions	

| | | 3.5 | Communicate the actions to be taken to those who may be affected by it | • Inability to meet objectives |
| | | 3.6 | Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team | |

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

PROCURE PRODUCTS AND/OR SERVICES

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to identify procurement requirements	**1.1**	Explain current and likely future procurement requirements	
		1.2	Decide whether the purchase of products and/or services offers the organisation best value	
		1.3	Evaluate ethical and **sustainability** considerations relating to procurement	1.3 **Sustainability** is defined as 'avoiding the depletion of natural resources in the procurement process'
		1.4	Justify the decision to buy products and/or services with evidence of an analysis of **risk**, costs and benefits	1.4 **Risk** includes risks to the business and organisation as well as Health and Safety risks.
2	Be able to select suppliers	**2.1**	Explain the factors to be taken into account in selecting suppliers	
		2.2	Explain organisational procurement policies, procedures and standards	

		2.3	Explain the effect of supplier choice on the supply chain	
		2.4	Use appropriate media to publicise procurement requirements	
		2.5	Confirm the **capability and track record** of suppliers and their products and/or services	2.5 **Capability and track record** may be in the context of internal to or external to the learner's organisation
		2.6	Select suppliers that meet the procurement specification	
3	Be able to buy products and/or services	3.1	Explain the action to be taken in the event of problems arising	
		3.2	Agree contract terms that are mutually acceptable within their own scope of authority	
		3.3	Record agreements made, stating the specification, contract terms and any post-contract requirements	
		3.4	Adhere to organisational policies and procedures, legal and ethical requirements	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

IMPLEMENT CHANGE

Unit Level	3
Unit Number	M&L19
Ofqual Reference	T/506/1929
Credit Value	5
Total Unit Time	50
Guided Learning Hours	28

Assessement Guidance

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

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA	ASSESSMENT GUIDANCE
1 Understand the principles of change management	**1.1** Explain the importance of effective leadership when implementing change	
	1.2 Explain the role of internal and external stakeholders in the management of change	
	1.3 Evaluate the suitability of **change management models** for different contexts	1.3 **Change management models** may include: • Lewin – force field analysis • Kotter - 8 steps • Nudge theory • Psychological contract • Fisher – personal change
	1.4 Explain how to assess the business risks associated with change	
	1.5 Assess the need for contingency planning when implementing change	
	1.6 Assess the need for crisis management when implementing change	

		1.7	Explain the different types of barriers to change and how to deal with these	
		1.8	Explain how to evaluate change management projects	
2	Be able to plan the implementation of change	**2.1**	Explain the need for change	
		2.2	Explain the potential consequences of not implementing change	
		2.3	Explain the roles and responsibilities of a change management project team	
		2.4	Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources	
		2.5	Brief team members on their roles and responsibilities and the objectives of the change	
		2.6	Gain acceptance to the need for change from team members and other stakeholders	
3	Be able to manage the implementation of a change plan	**3.1**	Explain organisational escalation processes for reporting problems	
		3.2	Analyse the advantages and disadvantages of monitoring techniques	
		3.3	Implement the plan within the agreed timescale	
		3.4	Provide support to team members and other stakeholders according to identified needs	
		3.5	Monitor the progress of the implementation against the plan	

		3.6	Manage problems in accordance with contingency plans	
4	Be able to evaluate the effectiveness of the implementation of change plans	4.1	Assess the suitability of **techniques** used to analyse the effectiveness of change	4.1 **Techniques** used to analyse the effectiveness of change may include, but are not exclusive to; • Impact evaluation • Process evaluation • Outcome or summative evaluation • Data analysis • Feedback • Observations • Meetings
		4.2	Collate valid feedback and information from stakeholders	
		4.3	Analyse feedback and information against agreed criteria	
		4.4	Identify areas for future improvement	
		4.5	Communicate the lessons learned with those who may benefit	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to implement change and introduces learners to the key principles of change management. Upon completion of this unit, learners will be able to plan and manage the implementation of change. After having implemented change, learners will also be able to evaluate the effectiveness of the implementation of change plans.

IMPLEMENT AND MAINTAIN BUSINESS CONTINUITY PLANS AND PROCESSES

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

Assessment Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		ASSESSMENT GUIDANCE
1	Be able to plan for the implementation of business continuity plans and processes	1.1	Describe the components of a **business continuity plan**	1.1/1.6 A **business continuity plan** sets out how the business will operate following an incident and how it expects to return to 'business as usual' in the quickest possible time
		1.2	Explain the uses of a **business continuity plan**	
		1.3	Explain the features of different business continuity planning models	
		1.4	Explain the potential consequences of inadequate **business continuity plans** and processes	
		1.5	Confirm the required aim, scope and objectives of **business continuity plans**	
		1.6	Engage stakeholders in developing **business continuity plans** and processes	

		1.7	Identify **business-critical** products and/or services and the activities and resources that support them	1.7 **Business critical** refers to anything that is necessary for a business to be successful
2	Be able to implement business continuity plans and processes	**2.1**	Develop a framework for **business continuity management**	2.1 **Business continuity management** is about identifying those parts of the business that cannot afford to be lost, such as:
		2.2	Recommend resources that are proportionate to the potential impact of business disruption	• Information • Premises • Stock • Staff
		2.3	Communicate the importance and requirements of business continuity plans and processes to stakeholders	
		2.4	Meet their own objectives within the plan	
3	Be able to maintain the fitness for purpose of on-going business continuity plans and processes	**3.1**	Provide training for staff who may be affected	
		3.2	Validate and test the strength of **business continuity plans** and processes	3.2 A **business continuity plan** sets out how the business will operate following an incident and how it expects to return to 'business as usual' in the quickest possible time
		3.3	Update plans and processes in the light of feedback from business continuity exercises and other sources of information	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

COLLABORATE WITH OTHER DEPARTMENTS

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

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 collaborate with other departments	**1.1** Explain the need for **collaborating** with other departments	1.1 **Collaborating** may include, but is not limited to: • Meeting to discuss ideas • Sharing information • Sharing resources • Working on a common project • Secondment of team members
	1.2 Explain the nature of the interaction between their own team and other departments	
	1.3 Explain the features of effective collaboration	
	1.4 Explain the potential implications of ineffective collaboration with other departments	
	1.5 Explain the factors relating to **knowledge management** that should be considered when collaborating with other departments	1.5 **Knowledge management** is the process of capturing, sharing, developing and effectively using organisational knowledge

2	Be able to identify opportunities for collaboration with other departments	2.1	Analyse the advantages and disadvantages of **collaborating** with other departments	2.1 **Collaborating** may include, but is not limited to:
		2.2	Identify with which departments collaborative relationships should be built	• Meeting to discuss ideas • Sharing information • Sharing resources
		2.3	Identify the scope for and limitations of possible collaboration	• Working on a common project • Secondment of team members
3	Be able to collaborate with other departments	3.1	Agree **Service Level Agreements (SLAs)**, objectives and priorities of collaborative arrangements	3.1 **Service level agreement (SLA)** is part of a service contract where the service is formally defined
		3.2	Work with other departments in a way that contributes to the achievement of **organisational objectives**	3.2 **Organisational objectives** are the overall goals, purpose and mission of a business as established by its management

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

SUPPORT REMOTE OR VIRTUAL TEAMS

Unit Level	3
Unit Number	M&L 22
Ofqual Reference	A/506/1933
Credit Value	4
Total Unit Time	40
Guided Learning Hours	18

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Be able to assess the support needed by remote or virtual teams	**1.1**	Identify the resource requirements for providing communication tools and processes for remote or virtual working	
		1.2	Specify effective tools and processes that are capable of supporting remote or virtual teams	
		1.3	Identify processes and systems that will enable people to connect to information and knowledge remotely and securely	
		1.4	Plan how to assure the safety of staff in remote teams	
2	Be able to support remote or virtual teams	**2.1**	Provide guidelines, training, information and coaching to support remote or virtual teams	
		2.2	Identify areas for improvement from monitoring processes and information	

2.3	Facilitate interactive collaboration amongst stakeholders
2.4	Take action to ensure that team members adhere to regulatory, professional and commercial requirements
2.5	Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
2.6	Take action to ensure that records management issues arising from remote or virtual working are addressed

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

PARTICIPATE IN A PROJECT

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

Assessement Guidance

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

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

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

| | | | | | • Management reviews |
| | | | | | • Use of dashboards/logs |

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

PRINCIPLES OF PEOPLE MANAGEMENT

Unit Level	3
Unit Number	M&L 24
Ofqual Reference	R/506/1937
Credit Value	6
Total Unit Time	60
Guided Learning Hours	34

Assessement Guidance

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles of workforce management	**1.1**	Explain the relationship between Human Resources (HR) functions and other **business functions**	1.1 **Business functions** may include: • Purchasing • Production • Marketing • Finance • Administration • Public relations • General management
		1.2	Explain the purpose and process of workforce planning	
		1.3	Explain how employment law affects an organisation's HR and business policies and practices	1.4 **Employment contracts** could include: • Temporary • Fixed-term • Annualized hours • Term-time only • Casual/zero hours contracts • Employee-shareholder • Apprenticeship/training
		1.4	Evaluate the implications for an organisation of utilising different types of **employment contracts**	
		1.5	Evaluate the implications for an individual of different types of employment contracts	

2	Understand equality of opportunity, diversity and inclusion	**2.1**	Explain an organisation's responsibilities and liabilities under equality legislation	
		2.2	Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations	
		2.3	Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion	
		2.4	Explain how to measure diversity within an organisation	
3	Understand team building and dynamics	**3.1**	Explain the difference between a group and a team	
		3.2	Outline the characteristics of an effective team	
		3.3	Explain the techniques of building a team	
		3.4	Explain techniques to **motivate** team members	3.4 Ways to **motivate** people may include, but are not exclusive to: • Team building • Goal setting / clear targets • Performance measurement • Encouragement and feedback • Rewarding • Inspiring • Empowering • Supporting • Coaching • Promoting creativity • Provide meaningful and challenging work • Training and development
		3.5	Explain the importance of communicating targets and objectives to a team	
		3.6	Examine theories of **team development**	3.6 **Team development** refers to: • Developing trust among team members

				- Practicing Openness - Enhancing co-operation through realisation of objectives - Promoting Inter-dependence (collaboration, teamwork, etc.)
		3.7	Explain common causes of conflict within a team	
		3.8	Explain **techniques to manage conflict** within a team	3.8 **Techniques to manage conflict** may include: - Direct approach - Bargaining - Enforcement - Retreat - De-emphasis
4	Understand performance management	**4.1**	Identify the characteristics of an effective performance management system	
		4.2	Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities	
		4.3	Describe best practice in conducting appraisals	
		4.4	Explain the factors to be taken into account when managing people's wellbeing and performance	
		4.5	Explain the importance of following disciplinary and grievance processes	
5	Understand training and development	**5.1**	Explain the benefits of employee development	
		5.2	Explain the advantages and limitations of different types of training and development methods	
		5.3	Explain the role of targets, objectives and feedback in employee development	

		5.4	Explain how personal development plans support the training and development of individuals	
		5.5	Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles	
		5.6	Explain how to support individuals' learning and development	
6	Understand reward and recognition	6.1	Describe the components of **'total reward'**	6.1 **'Total reward'** may include, - Compensation - Benefits - Work-Life - Performance and Recognition
		6.2	Analyse the relationship between motivation and reward	
		6.3	Explain different types of pay structures	
		6.4	Explain the risks involved in the management of reward schemes	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop knowledge and understanding regarding people management and introduces learners to the principles underpinning the management of people. Upon completion of this unit, learners will have developed an understanding of workforce management, team building and dynamics, and equality of opportunity, diversity and inclusion. Learners will also have developed an understanding of performance management, training and development and reward and recognition.

Unit Level	4	Assessement Guidance

DEVELOP AND MAINTAIN PROFESSIONAL NETWORKS

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

Assessement Guidance

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

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

LEARNING OUTCOMES

ASSESSMENT CRITERIA

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: • Online networking (social media) • Face-to-face networking • Professional network services • Formal networking (weekly/monthly meetings and referrals)
		2.2	Shortlist **networks** for development against defined criteria	
		2.3	Assess the benefits and limitations of joining and maintaining selected **network(s)**	
3	Be able to maintain professional networks	**3.1**	Identify the potential for mutual benefit with network members	
		3.2	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

		3.7	Make introductions to people with common or complementary interest to and within **networks**	• Professional network services • Formal networking (weekly/monthly meetings and referrals)

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.

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles of operational planning	**1.1**	Evaluate the use of **risk analysis techniques** in operational planning	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
		1.2	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	1.4 **Planning tools** might include, but are not exclusive to**:** - Fishbone diagrams - Gantt charts - Critical path analysis - Business process modelling
		1.5	Explain how to carry out a cost-benefit analysis	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

ENCOURAGE LEARNING AND DEVELOPMENT

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
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		2.1	Promote the benefits of learning to people in own area of responsibility	

	Be able to support individuals' learning and development	2.2	Support individuals in identifying their current and likely future learning and development needs from a range of information sources	
		2.3	Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs	
		2.4	Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan	
		2.5	Create an environment that encourages and promotes learning and development	
		2.6	Provide opportunities for individuals to apply their developing competence in the workplace	
3	Be able to evaluate individuals' learning and development	3.1	Analyse information from a range of sources on individuals' performance and development	
		3.2	Evaluate the effectiveness of different learning and development method	
		3.3	Agree revisions to personal development plans in the light of feedback	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DISCIPLINE AND GRIEVANCE MANAGEMENT	Unit Level	4	Assessement Guidance
	Unit Number	M&L 31	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/506/1981	
	Credit Value	3	Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
	Total Unit Time	30	
	Guided Learning Hours	26	

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		**3.1** Identify the nature of a grievance	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DEVELOP WORKING RELATIONSHIPS WITH STAKEHOLDERS

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

Assessement Guidance

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
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 PHYSICAL RESOURCES

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
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

Assessement Guidance

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

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

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

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE A BUDGET

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the management of a project	1.1	Explain how to carry out a cost-benefit analysis for a project	
		1.2	Evaluate the use of risk analysis techniques	
		1.3	Evaluate project planning and management tools and techniques	
		1.4	Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources	
		1.5	Analyse the requirements of project governance arrangements	

2	Be able to plan a project	2.1	Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work	
		2.2	Agree the objectives and scope of proposed projects with stakeholders	
		2.3	Assess the interdependencies and potential risks within a project	
		2.4	Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan	
		2.5	Develop proportionate and targeted plans to manage identified risks and contingencies	
		2.6	Apply project lifecycle approaches to the progress of a project	
3	Be able to manage a project	3.1	Allocate resources in accordance with the project plan	
		3.2	Brief project team members on their roles and responsibilities	
		3.3	Implement plans within agreed budgets and timescales	
		3.4	Communicate the requirements of the plans to those who will be affected	

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
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	**Assessment Guidance**
	Unit Number	M&L 42	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/506/2032	
	Credit Value	5	Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
	Total Unit Time	50	
	Guided Learning Hours	34	

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

Assessement Guidance

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

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

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

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

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

MANAGE REDUNDANCY AND REDEPLOYMENT

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

Assessement Guidance

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

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

LEARNING OUTCOMES	ASSESSMENT CRITERIA	
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.

BUDDY A COLLEAGUE TO DEVELOP THEIR SKILLS

Unit Level	2
Unit Number	B&A 35
Ofqual Reference	M/506/1895
Credit Value	3
Total Unit Time	30
Guided Learning Hours	19

Assessment Guidance

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand how to buddy a colleague	**1.1**	Describe what is expected of a buddy	1.2/1.3 **Techniques** may include: • Choice of Medium used to provide feedback • Giving praise • Choice of Timing, location and approach
		1.2	Explain **techniques** to give positive feedback and constructive criticism	**Techniques** may include: • Body language • Listening actively • Speech tone • Understand strengths and weaknesses of each other • Collaboration and partnership working • Build objectives and aims
		1.3	Explain **techniques** to establish rapport with a buddy	
2	Be able to plan to buddy a colleague	**2.1**	Agree which aspects of a colleague's work may benefit from buddying	

		2.2	Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague	
		2.3	Agree a schedule of meetings that minimises disruption to business	
		2.4	Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives	
3	Be able to support a buddy colleague carrying out work activities	**3.1**	Remain unobtrusive while a buddy colleague carries out their work activities	
		3.2	Provide examples of how to carry out tasks correctly	
		3.3	Identify instances of good practice and areas for improvement through observation	
		3.4	Praise a buddy colleague on well completed tasks	
		3.5	Give constructive feedback on ways in which a buddy could improve performance	
		3.6	Offer a buddy hints and tips based on personal experience	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to buddy a colleague to develop their skills. Upon completion of this unit, learners will be able to develop a plan to buddy a colleague and then put that plan into action by supporting a buddy colleague in carrying out work activities.

EMPLOYEE RIGHTS AND RESPONSIBILITIES	**Unit Level**	2	**Assessement Guidance**	

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

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

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

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

CONTRIBUTE TO THE IMPROVEMENT OF BUSINESS PERFORMANCE

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

Assessement Guidance

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles of resolving business problems	1.1	Explain the use of different **problem-solving techniques**	1.1 **Problem-solving techniques** may include but are not exclusive to: • Define and clarify the issue • Gather all the facts and understand their causes • Brainstorm possible options and solutions • Consider and compare the pros and cons of each option • Select the best option • Explain your decision to those involved and affected
		1.2	Explain the organisational and **legal constraints** relating to problem-solving	1.2 **Legal constraints** refer to a limit that is set out to regulate how far a person or an

		1.3	Describe the role of **stakeholders** in problem-solving	organisation can go in regards to a specific matter
				1.3 **Stakeholders** may include, but are not exclusive to: • Shareholders • Directors • Colleagues and managers • Customers • The local community in which a business operates • Standards agencies
		1.4	Describe the steps in **the business decision-making process**	
		1.5	Analyse the implications of adopting recommendations and implementing decisions to solve business problems	1.4 The description of how a **decision is made** will need to be in line with organisational policies and procedures
2	Understand improvement techniques and processes	2.1	Describe the purpose and benefits of continuous improvement	
		2.2	Analyse the features, use and constraints of different **continuous improvement techniques and models**	2.2 **Continuous improvement techniques and models** could include: • Training programmes • Surveys • Time studies • Brainstorming sessions
		2.3	Explain how to carry out a **cost-benefit analysis**	2.3 **Cost-benefit analysis** refers to a systematic approach for estimating the strengths and weaknesses of different options
		2.4	Explain the importance of feedback from customers and other **stakeholders** in continuous improvement	

				2.4 **Stakeholders** may include, but are not exclusive to: • Shareholders • Directors • Colleagues and managers • Customers • The local community in which a business operates • Standards agencies
3	Be able to solve problems in business	**3.1**	Identify the nature, likely cause and implications of a problem	
		3.2	Evaluate the **scope** and scale of a problem	3.2 The **scope** of a problem refers to those affected and may include but not be exclusive to: • Colleagues • Departments • Organisation • Customers • Resources
		3.3	Analyse the possible courses of action that can be taken in response to a problem	
		3.4	Use evidence to justify the approach to problem-solving	
		3.5	Develop a plan and success criteria that are appropriate to the nature and scale of a problem	
		3.6	Obtain **approval** to implement a solution to a problem	3.6 **Approval** must be from the relevant higher authority
		3.7	Take action to resolve or mitigate a problem	
		3.8	Evaluate the degree of success and scale of the implications of a solved problem	
4	Be able to contribute to the improvement of activities	**4.1**	Identify the nature, scope and scale of possible contributions to continuous improvement activities	
		4.2	Measure changes achieved against existing baseline data	

		4.3	Calculate performance measures relating to cost, quality and delivery	
		4.4	Justify the case for adopting improvements identified with evidence	
		4.5	Develop **standard operating procedures** and resource plans that are capable of implementing agreed changes	4.5 **Standard operating procedures** set out the method, practice and procedures specific to the organisation

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

NEGOTIATE A BUSINESS ENVIRONMENT

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

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 negotiation	1.1	Describe the requirements of a negotiation strategy	
		1.2	Explain the use of different negotiation techniques	
		1.3	Explain how research on the other party can be used in negotiations	
		1.4	Explain how cultural differences might affect negotiations	
2	Be able to prepare for business negotiations	2.1	Identify the purpose, scope and objectives of the negotiation	
		2.2	Explain the scope of their own authority for negotiating	

		2.3	Prepare a negotiating strategy	
		2.4	Prepare fall-back stances and compromises that align with the negotiating strategy and priorities	
		2.5	Assess the likely objectives and negotiation stances of the other party	
		2.6	Research the strengths and weaknesses of the other party	
3	Be able to carry out business negotiations	3.1	Carry out negotiations within responsibility limits in a way that optimises opportunities	
		3.2	Adapt the conduct of the negotiation in accordance with changing circumstances	
		3.3	Maintain accurate records of negotiations, outcomes and agreements made	
		3.4	Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

DEVELOP A PRESENTATION

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand how to develop a **presentation**	1.1	Explain best practice in developing **presentations**	1.1-1.3 **Presentations** can be electronic or paper based methods of delivering a message to individuals or a group
		1.2	Explain who needs to be consulted on the development of a **presentation**	
		1.3	Explain the factors to be taken into account in developing a **presentation**	1.4 **Communication media** refers to the manner in which the information is to be presented:
		1.4	Analyse the advantages and limitations of different **communication media**	• Visually – on screen, flip chart, white board, paper • Verbally – face to face, teleconference
2	Be able to develop a **presentation**	2.1	Identify the purpose, content, style, timing and **audience** for a **presentation**	2.1-2.6 **Presentations** can be electronic or paper based methods of delivering a message to individuals or a group
		2.2	Select a communication media that is appropriate to the nature of a **presentation**, message and **audience**	

2.3	Tailor a **presentation** to fit the timescale and audience's needs	2.2 **Audiences** may include, but are not exclusive to:
2.4	Prepare a **presentation** that is logically structured, summarises the content and addresses the brief	• Internal – colleagues, managers, other departments • External – individuals, companies
2.5	Take action to ensure that a **presentation** adheres to organisational guidelines and policies	2.6 **Materials** may include, but are not exclusive to:
2.6	Develop **materials** that support the content of a **presentation**	• Handouts • Models

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

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

DELIVER A PRESENTATION

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

Assessement Guidance

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

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

LEARNING OUTCOMES

			ASSESSMENT CRITERIA	
1	Understand the principles underpinning the delivery of presentations	1.1	Analyse the advantages and limitations of different **methods** of, and **media** for, making presentations	1.1 **Methods/media** may include: • Chalk and talk • PowerPoint • Video clips • Interactive white board • Handouts
		1.2	Explain how the type and size of the audience affects the delivery of a presentation	
		1.3	Explain the factors to be taken into account in developing **contingency plans** when delivering presentations	1.3 **Contingency plans** may include: • Agreement for post event hand outs • Use of USB sticks • Secondary emergency equipment • Pre event testing of equipment
		1.4	Explain voice projection and timing techniques when delivering presentations	
		1.5	Explain the **factors** to be taken in to account in responding to questions from an audience	1.5 **Factors** may include: • Timing • Listening

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

CONTRIBUTE TO THE DEVELOPMENT AND IMPLEMENTATION OF AN INFORMATION SYSTEM

		Assessement Guidance
Unit Level	3	Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required. Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Unit Number	B&A 46	
Ofqual Reference	A/506/1916	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	21	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the design and implementation of an information system	1.1	Explain the types of information to be managed by a system	
		1.2	Explain how information will be used and by whom	
		1.3	Explain who needs to be consulted in the design and implementation of an information system and why	
		1.4	Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system	
2	Be able to contribute to the development of an information system	2.1	Confirm the purpose, use and features of an information system	
		2.2	Identify the information that will be managed by the system	

		2.3	Confirm requirements for reporting information	
		2.4	Recommend the functions that will be used to manipulate and report information	
		2.5	Develop guidance for the use of an information system that is accurate and easy to understand	
		2.6	Recommend user access and security levels for the information system	
		2.7	Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints	
		2.8	Participate in system tests in accordance with the specification	
3	Be able to contribute to the implementation of an information system	3.1	Implement the information system in accordance with the plan, minimising disruption to business	
		3.2	Confirm that staff are trained to use the system prior to its launch	
		3.3	Resolve or report problems or faults with the information system within the limits of their own authority	
		3.4	Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required to contribute to the development and implementation of an information system. Upon completion of this unit learners will have developed an understanding of the design and implementation of an information system. Learners will be able to contribute to both the development and implementation of an information system.

PRINCIPLES OF BUSINESS

Unit Level	3
Unit Number	B&A 59
Ofqual Reference	D/506/1942
Credit Value	10
Total Unit Time	100
Guided Learning Hours	74

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 markets	1.1	Explain the characteristics of different **business markets**	1.1 **Business markets** are also known as business-to-business (B2B) markets or industrial marketing. They are markets in which goods/services are sold between companies/organisations as opposed to consumer markets.
		1.2	Explain the nature of interactions between businesses within a market	
		1.3	Explain how an organisation's goals may be shaped by the market in which it operates	
		1.4	Describe the legal obligations of a business	
2	Understand business innovation and growth	2.1	Define business innovation	
		2.2	Explain the uses of models of business innovation	
		2.3	Identify sources of support and guidance for business innovation	
		2.4	Explain the process of product or service development	

		2.5	Explain the benefits, risks and implications associated with innovation	
3	Understand financial management	3.1	Explain the importance of financial viability for an organisation	
		3.2	Explain the consequences of poor financial management	3.3 **Financial terminology** as a minimum should include, • Turnover • Gross profit • Net profit • Debt • Credit
		3.3	Explain different **financial terminology**	
4	Understand business budgeting	4.1	Explain the uses of a budget	
		4.2	Explain how to manage a budget	
5	Understand sales and marketing	5.1	Explain the principles of marketing	
		5.2	Explain a sales process	
		5.3	Explain the features and uses of market research	
		5.4	Explain the value of a brand to an organisation	
		5.5	Explain the relationship between sales and marketing	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop knowledge and understanding regarding business and introduces learners to the key principles of business. Upon completion of this unit, learners will develop an understanding of a variety of business principles, including business markets, business innovation and growth, and sales and marketing. Learners will also present knowledge of financial management and business budgeting.

MANAGE EVENTS

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

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 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.

RESOLVE CUSTOMERS' PROBLEMS

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

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 monitoring and resolution of customers' problems

ASSESSMENT CRITERIA

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

1.1 **Monitoring techniques** may include, but are not limited to:
- Record keeping
- Customer Contact Systems
- E-mails
- Letters
- Task-specific documents

1.4 **Negotiating techniques** may include but are not exclusive to,
- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard communication
- Referral to specialist team

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

RESOLVE CUSTOMERS' COMPLAINTS

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

Assessement Guidance

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

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

LEARNING OUTCOMES | ASSESSMENT CRITERIA

1	Understand the monitoring and resolution of customers' complaints	**1.1**	Assess the suitability of a range of **monitoring techniques** for customers' complaints	1.1 **Monitoring techniques** may include, but are not limited to: • Record keeping • Customer Contact Systems • E-mails • Letters • Task-specific documents	
		1.2	Explain how to identify those complaints that should prompt a review of the service offer and service delivery		
		1.3	Explain **negotiating techniques** used to resolve customers' complaints	1.3 **Negotiating techniques** may include, but are not exclusive to, • Compensation • Replacement • Cost reduction • Upgrade • Standard communication	

				· Referral to specialist team
	1.4	Explain **conflict management techniques** used in dealing with upset customers	1.4 **Conflict management techniques** may include, but are not limited to: · Standard Communication · Referral to specialist team · Explanation at source · 'Second facing' at source
	1.5	Explain **organisational procedures** for dealing with customer complaints	1.5 **Organisational procedures** may include, but are not limited to: · Explanation at source · 'Second facing' at source · Compensation · Replacement · Cost reduction · Upgrade · Standard Communication · Referral to specialist team
	1.6	Explain when to escalate customers' complaints	
	1.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint	
	1.8	Explain the advantages and limitations of offering compensation or replacement products and/or services	
2	Be able to deal with customers' complaints	**2.1**	Confirm the nature, cause and implications of customers' complaints	
		2.2	Take personal responsibility for dealing with complaints	
		2.3	Communicate in a way that recognises customers' problems and understands their points of view	
		2.4	Explain the advantages and limitations of different complaint response options to customers	
		2.5	Explain the advantages and limitations of different complaint response options to the organisation	
		2.6	Keep customers informed of progress	

		2.7	Agree solutions with customers that address the complaint and which are within the limits of their own authority	
		2.8	Record the outcome of the handling of complaints for future reference	
		2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints	

ADDITIONAL INFORMATION ABOUT THIS UNIT

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

GATHER, ANALYSE AND INTERPRET CUSTOMER FEEDBACK

Unit Level	3
Unit Number	CS 32
Ofqual Reference	D/506/2170
Credit Value	5
Total Unit Time	50
Guided Learning Hours	24

Assessement Guidance

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand how to gather, analyse and interpret customer feedback	1.1	Describe methods of collecting data for customer research	
		1.2	Explain random sampling techniques used to collect data	
		1.3	Explain how to evaluate **bias** in non-random samples	1.3 **Bias** refers to inclination or prejudice for or against
		1.4	Explain the principles of questionnaire design	
		1.5	Assess the suitability of a range of **techniques to analyse customer feedback**	1.5 **Techniques to analyse customer feedback** may include, • Verifying data • Identifying over-arching themes • Highlighting 'quick wins' and 'red alerts'
		1.6	Explain **techniques used to monitor the quality of data collected**	1.6 **Techniques to monitor the quality of data collected** may include,

				• sampling • monitoring • review of methods used
		1.7	Explain the use of software to record and analyse customer feedback	
		1.8	Explain the **validation issues** associated with customer feedback	1.8 A **validation issue** is something that affects the accuracy of data.
		1.9	Explain the importance of **anonymising comments** from customers who do not wish to be identified	1.9 **Anonymising comments** refers to ensuring that they do not contain information which reveals someone's identity
2	Be able to plan the collection of customer feedback on customer service issues	**2.1**	Identify the objectives of collecting customer feedback	
		2.2	Justify the reasons for selecting different **data collection methods**	2.2 **Data collection methods** could include, • Surveys • Monitoring social media • Comments boxes • Email/contact forms
		2.3	Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe	
3	Be able to gather customer feedback	**3.1**	Collect customer feedback using the sampling frame identified in a customer service plan	
		3.2	**Record data** in a way that makes analysis straightforward	3.2 **Record data** In line with organisational procedures
		3.3	Verify that all data is handled in line with legal, organisational and ethical policies and procedures	
4	Be able to analyse and interpret customer feedback to recommend improvements	**4.1**	Use **data analysis methods** to identify patterns and trends in customer feedback	4.1 **Data analysis methods** (for quantitative and qualitative) e.g. spreadsheet, software, manual analysis
		4.2	Use the findings of a data analysis to identify areas for improvement to customer service	
		4.3	Present the findings of an analysis in the agreed format	

| | | 4.4 | Recommend improvements in response to the findings of an analysis | |

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit aims to develop the knowledge and skills required to gather, analyse and interpret customer feedback. Upon completion of this unit, learners will be able to plan the collection of customer feedback, gather customer feedback, and analyse and interpret customer feedback to inform recommendations for improvements. |

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

Assessement Guidance

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
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; number of damaged or faulty goods; average order fulfilment time etc.
		1.6	Explain the use of customer feedback in the measurement of customer service	
		1.7	Analyse the advantages and disadvantages of a range of **data analysis methods**	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.

HEALTH AND SAFETY PROCEDURES IN THE WORKPLACE

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

Assessement Guidance

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

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

LEARNING OUTCOMES		ASSESSMENT CRITERIA		

1	Know health and safety procedures in the workplace	**1.1**	Define the main responsibilities for health and safety in the workplace of the following:
			    a) employers
			    b) employees	

		1.2	Describe two health and safety laws affecting the workplace	
		1.3	Define the importance of following health and safety procedures in the workplace	
		1.4	Define the types of information or support available in relation to a specific aspect of health and safety in the workplace	
2	Be able to carry out tasks with regard to health and safety in the workplace	**2.1**	Carry out a risk assessment of specified workplace activity	
		2.2	Use equipment of tools safely in the workplace	

| | | 2.3 | Describe how to prevent accidents in the workplace | |
| | | 2.4 | Assess how own health and safety practices could be improved | |

APPENDIX 1

Revisions to Document

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

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
Qualification extended	Qualification extended to 31st Aug 2021	Version 7	18th July 2019
Qualification extended	Qualification extended to 31st Aug 2019	Version 6	15th March 2018
First publication		Version 1	1st Sept 2014