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# Handbook

BUSD3 – VTCT (Skillsfirst) Level 3 Diploma in Business Administration (RQF)

601/3519/0

Version 2

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# About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at [www.vtct.org.uk](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Level 3 Diploma in Business Administration (RQF)
<b>Qualification number</b>	601/3519/0
<b>Product code</b>	BUSD3
<b>Age range</b>	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment.
<b>Credits</b>	58
<b>Total Qualification Time (TQT)</b>	580
<b>Guided Learning (GL) hours</b>	282
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Portfolio of evidence</li><li>• Skills-based assessment (if applicable)</li></ul>
<b>Entry requirements</b>	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

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## 2 Qualification information

### 2.1 Qualification aim and design

This qualification has been designed to develop learners' skills, knowledge and overall competence to enable them to carry out complex administrative functions and activities. It would be suitable for administrators, administrative officers, senior secretaries and those acting as a supervisor/team leader in an administration function.

It accredits learners' abilities to carry out a range of non-routine administrative tasks in a senior role and has been designed to accredit their achievements in a modern, practical way that is relevant to the work context and aids career progression. There is a wide range of optional units covering different administrative areas allowing learners to choose units that best fit their needs.

This qualification also serves as a core component of the Level 3 Advanced Apprenticeship in Business Administration.

### 2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 3 Diploma in Business Administration (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 4 NVQ Diploma in Business Administration (RQF)
- VTCT (Skillsfirst) Level 4 Diploma in Principles of Business Administration (RQF)
- VTCT (Skillsfirst) Level 3 Diploma in Team Management (RQF)

or similar higher level qualifications.

## 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Diploma in Business Administration (RQF) learners must achieve all mandatory units. All **58** credits must be achieved.

- All **27** credits must be achieved from Group M
- A minimum of **13** credits must be achieved from Group A
- A maximum of **10** credits can only be achieved from Group B
- A maximum of **8** credits can only be achieved from Group C

A minimum of 40 credits must be at Level 3 or above.

The minimum TQT required to achieve this qualification is **580**.

Product code	Unit title	Level	Credit	Unit reference number
<b>Mandatory units (Group M): 27 Credits</b>				
BUS40	Communicate in a business environment	3	4	Y/506/1910
BUS57	Principles of business communication and information	3	4	R/506/1940
BUS58	Principles of administration	3	6	Y/506/1941
BUS59	Principles of business	3	10	D/506/1942
ML9	Manage personal and professional development	3	3	T/506/2952

Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group A – Business Administration): A minimum of 13 credits must be achieved from Group A</b>				
BUS14	Produce business documents	2	3	Y/506/1809
BUS16	Store and retrieve information	2	4	R/506/1811
BUS17	Produce minutes of meetings	2	3	Y/506/1812
BUS18	Handle mail	2	3	D/506/1813
BUS20	Prepare text from notes using touch typing	2	4	K/506/1815
BUS21	Prepare text from shorthand	2	6	M/506/1816
BUS22	Prepare text from recorded audio instruction	2	4	T/506/1817
BUS25	Maintain and issue stationery and supplies	2	3	Y/506/2295
BUS27	Contribute to the organisation of an event	2	3	L/506/1869
BUS28**	Organise business travel or accommodation	2	4	D/506/1875
BUS29	Provide administrative support for meetings	2	4	H/506/1876

BUS30	Administer human resource records	2	3	T/506/1879
BUS31	Administer the recruitment and selection process	2	3	A/506/1883
BUS32	Administer parking dispensations	2	3	R/506/1887
BUS33	Administer finance	2	4	R/506/1890
BUS35	Buddy a colleague to develop their skills	2	3	M/506/1895
BUS39	Employee rights and responsibilities	2	2	L/506/1905
BUS41	Contribute to the improvement of business performance	3	6	D/506/1911
BUS42	Negotiate in a business environment	3	4	H/506/1912
BUS43	Develop a presentation	3	3	K/506/1913
BUS44	Deliver a presentation	3	3	M/506/1914
BUS45	Create bespoke business documents	3	4	T/506/1915
BUS46	Contribute to the development and implementation of an information system	3	6	A/506/1916
BUS47	Monitor information systems	3	8	F/506/1917
BUS48**	Evaluate the provision of business travel or accommodation	3	5	J/506/1918
BUS49	Provide administrative support in schools	3	5	L/506/1919
BUS50	Administer parking and traffic challenges, representations and civil parking appeals	3	5	F/506/1920
BUS51	Administer statutory parking and traffic appeals	3	6	R/506/1923
BUS52	Administer parking and traffic debt recovery	3	5	T/506/1932
BUS53	Administer legal files	3	5	J/506/1935
BUS54	Build legal case files	3	5	L/506/1936
BUS55	Manage legal case files	3	5	Y/506/1938
BUS60	Manage an office facility	3	4	K/506/1944
BUS61	Analyse and present business data	3	6	M/506/1945
BUS66	Support environmental sustainability in a business environment	4	4	R/506/1954
BUS67	Resolve administrative problems	4	6	D/506/1956
BUS68	Prepare specifications for contracts	4	4	H/506/1957

**\*\* See barred units table below**

Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group B – IT and Management): A maximum of 10 credits can only be achieved from Group B</b>				
CUS25	Organise and deliver customer service	3	5	L/506/2150
CUS31	Resolve customer's complaints	3	4	R/506/2151
IT301	Bespoke software	3	4	J/502/4397
IT303	Database software	3	6	T/502/4556
IT306	Presentation software	3	6	T/502/4623
IT308	Spreadsheet software	3	6	J/502/4626
IT310	Website software	3	5	Y/502/4632
IT311	Word processing software	3	6	Y/502/4629
IT312	Using email	3	3	T/502/4301
ML10	Promote equality, diversity and inclusion in the workplace	3	3	T/506/1820
ML11	Manage team performance	3	4	A/506/1821
ML12	Manage individuals' performance	3	4	J/506/1921
ML13	Manage individuals' development in the workplace	3	3	L/506/1922
ML14	Chair and lead meetings	3	3	Y/506/1924
ML16	Encourage innovation	3	4	J/506/2292
ML18	Procure products and/or services	3	5	M/506/1928
ML19	Implement change	3	5	T/506/1929
ML20	Implement and maintain business continuity plans and processes	3	4	K/506/1930
ML23**	Participate in a project	3	3	F/506/1934
ML25	Develop and maintain professional networks	4	3	J/506/1949
ML27	Develop and implement an operational plan	4	5	Y/506/1955
ML34	Manage physical resources	4	4	K/506/1989
ML36	Prepare for and support quality audits	4	3	K/506/1992
ML38	Manage a budget	4	4	A/506/1995
ML40**	Manage a project	4	7	R/506/1999
ML41	Manage business risk	4	6	L/506/2004
ML43	Recruitment, selection and induction practice	4	6	R/506/2909

**\*\* See barred units table below**



Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group C - General): A maximum of 8 credits can only be achieved from Group C</b>				
BUS56	Understand the legal context of business	3	6	D/506/1939
CUS26	Understand the customer service environment	3	5	Y/506/2152
MK1	Principles of market research	3	5	K/502/9933
MK2	Principles of marketing and evaluation	3	7	T/502/9935
MK3	Principles of marketing stakeholder relationships	3	3	J/502/9938
ML15	Principles of leadership and management	3	8	F/506/2596
PDM3	Principles of digital marketing and research	3	7	F/502/9937
RECP17	Principles of social media within a business	3	6	R/503/9324

**\*\* Barred units**

Product code	Barred with unit
BUS28	BUS48
BUS48	BUS28
ML23	ML40
ML40	ML23

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## 4 Centre requirements

### 4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

### 4.2 SkillsCfA

The Level 3 Diploma in Business Administration (RQF) is based on the units developed by SkillsCfA who are the sector skills council for business administration. Their contact details are:

SkillsCfA  
Unit 110 Linton House  
164 - 180 Union Street  
London  
SE1 0LH

Tel: 0207 091 9620  
[info@skillscfa.org](mailto:info@skillscfa.org)

This handbook provides details from the SkillsCfA assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Diploma in Business Administration (RQF) and includes the:

- requirements of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SkillsCfA website [www.skillscfa.org](http://www.skillscfa.org)

### 4.3 Requirements of those who assess performance, and moderate and verify assessments

#### 4.3.1 Assessors

The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence for the competence of knowledge based skills submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical understanding related to the qualifications for which they are assessing candidates. It will be the responsibility of the approved centre to select and appoint assessors.

Assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence based units and qualifications. Assessors working towards an appropriate qualification must get their decisions countersigned by a suitably qualified assessor/verifier. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

- be “occupationally competent” or have the necessary and sufficient experience of the role for which they intend to undertake assessments, including the level and scope of individual candidate performance at work or in RWEs; and judgements about the quality of assessment and the assessment process.

#### 4.3.2 Internal quality assurer (IQA/IV)

A primary responsibility of an IQA/IV is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQA/IV s therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA/IVs

Potential IQA/IVs should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence based assessments and candidates. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA . IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.
- be “occupationally competent or have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will provide potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification and will also allow them to make judgements about the quality of assessment and the assessment process.

#### 4.4 Employer direct model

SkillsCFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use this employer direct model:

An organisation must:

- have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; OR
- seek guidance and approval from an awarding organisation to demonstrate that they have:
  - appropriate processes in place to facilitate assessment, moderation or verification functions
  - carried out 100% mapping of the trainer, supervisor or managers assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification

Skillsfirst will:

- offer this model to employers only and
- supply information on the requirements for internal and external moderation/verification activities to assessment centres.

#### 4.7 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD.

Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

#### 4.8 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

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# 5 Assessment

## 5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

## 5.2 Evidence from workplace performance

- Evidence of occupational competence of all units at any level should be generated and collected through performance under workplace conditions. This includes competence units which have knowledge learning outcomes and assessment criteria.
- These conditions would be those typical to the candidate'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 candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

## 5.2 Characteristics of assessment guidance

The learner may produce evidence from a range of examples which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

### 4.2.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

### 4.2.2 Realistic working environment (RWE)

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:

- the RWE is managed as a real work situation;
- assessment must be carried out under realistic business pressures;
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- candidates must be expected to achieve a volume of work comparable to normal business practices;
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available;
- account must be taken of any legislation or regulations in relation to the type of work that is being carried out;
- candidates must be given workplace responsibilities to enable them to meet the requirements of the units;
- customer perceptions of the RWE is similar to that found in the work situation being represented;
- candidates must show that their productivity reflects those found in the work situation being represented

## 5.3 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

### 5.3.1 Simulation

- Simulation can be applied to all Level 1 units.
- 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. Guidelines for using RWE can be found in Appendix A.
- Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

### 5.3.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

## 5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

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## 6 Units – Group M



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# Unit Handbook

## BUS40 – Communicate in a business environment

Unit reference number: Y/506/1910

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 24**

### Unit aim

The aim of this unit is to provide learners with an understanding of the different business communication models, systems and processes and the ability to communicate verbally and in writing in a business environment.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand business communication models, systems and processes

LO2 Be able to communicate in writing in business

LO3 Be able to communicate verbally in business

Version 1

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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Stakeholders** may include, but are not limited to:

- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

**Agreed business practices** to include house styles, and in line with organisational policies

Simulation is not allowed

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand business communication models, systems and processes	1.1 Analyse the communication needs of internal and external stakeholders
	1.2 Analyse the different communication models that support administration
	1.3 Evaluate the effectiveness of different communication systems
	1.4 Explain the factors that affect the choice of communication media
	1.5 Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
	1.6 Explain the factors to be taken into account in planning and structuring different communication media
	1.7 Explain ways of overcoming barriers to communication
	1.8 Explain the use of communications theories and body language
	1.9 Explain proof-reading techniques for business communications

Learning Outcome	Assessment Criteria
LO2 Be able to communicate in writing in business	2.1 Identify the purpose and audience of the information to be communicated
	2.2 Select communication media that are appropriate to the audience and information to be communicated
	2.3 Present information in the format, layout and style that is appropriate to the information to be communicated
	2.4 Follow agreed business practices when communicating in writing
	2.5 Adapt the style and content of a communication, appropriate to specific audiences
	2.6 Present written communications that are clear, expressed in correct grammar and reflect what is intended
	2.7 Meet agreed deadlines in communicating with others

Learning Outcome	Assessment Criteria
LO3 Be able to communicate verbally in business	3.1 Identify the nature, purpose, audience and use of the information to be communicated
	3.2 Use language that is correct and appropriate for the audience's needs
	3.3 Use appropriate body language and tone of voice to reinforce messages
	3.4 Identify the meaning and implications of information that is communicated verbally
	3.5 Confirm that a recipient has understood correctly what has been communicated
	3.6 Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

### BUS40 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand from Skillsfirst handbooks	Qualifications Administrator

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# Unit Handbook

## BUS57 – Principles of business communication and information

Unit reference number: R/506/1940

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 27**

### Unit aim

The aim of this unit is to provide learners with an understanding of negotiation and information systems in a business environment. It also provides learners with an understanding of how to create bespoke business documents and to develop and deliver presentations.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand negotiation in a business environment

LO2 Understand how to develop and deliver presentations

LO3 Understand how to create bespoke business documents

LO4 Understand information systems in a business environment

Version 1.0

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Techniques** should cover the methods used including software and in house processes

**Information systems** may include:

- hardware
- software
- infrastructure

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand negotiation in a business environment	1.1 Explain the importance of negotiation in a business environment
	1.2 Explain the features and uses of different approaches to negotiation
	1.3 Identify the components of negotiation tactics

Learning Outcome	Assessment Criteria
LO2 Understand how to develop and deliver presentations	2.1 Explain the different types of presentation and their requirements
	2.2 Explain how different resources can be used to develop a presentation
	2.3 Explain different methods of giving presentations
	2.4 Explain best practice in delivering presentations
	2.5 Explain how to collect and use feedback on a presentation

Learning Outcome	Assessment Criteria
LO3 Understand how to create bespoke business documents	3.1 Explain the characteristics of bespoke documents
	3.2 Explain the factors to be taken into account in creating and presenting bespoke documents
	3.3 Explain the legal requirements and procedures for gathering information for bespoke documents
	3.4 Explain techniques to create bespoke business documents
	3.5 Explain how to gain approval of bespoke documents

Learning Outcome	Assessment Criteria
LO4 Understand information systems in a business environment	4.1 Explain the typical stages of information system development
	4.2 Analyse the benefits and limitations of different information systems
	4.3 Explain legal, security and confidentiality requirements for information systems in a business environment
	4.4 Explain how to monitor the use and effectiveness of an information system

### BUS57 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Rob Farmer



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# Unit Handbook

## BUS58 – Principles of administration

Unit reference number: Y/506/1941

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 27**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to manage an office facility and the health and safety in a business environment. It also provides learners with an understanding of how to organise events, supervise an administration team, chair, lead and manage meetings, as well as how to take minutes of meetings.

### Learning outcomes

There are six outcomes to this unit. The learner will:

- LO1 Understand how to manage an office facility
- LO2 Understand health and safety in a business environment
- LO3 Understand how to take minutes of meetings
- LO4 Understand how to chair, lead and manage meetings
- LO5 Understand how to supervise an administration team
- LO6 Understand how to organise events

Version 1.0

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Events** may include, but are not limited to a:

- Meeting
- Conference
- Product launch
- Announcement
- Celebration
- Social occasion

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage an office facility	1.1 Explain the legal requirements relating to the management of office facilities
	1.2 Describe the typical services provided by an office facility
	1.3 Explain how to establish office management procedures
	1.4 Explain how to manage office resources
	1.5 Explain techniques to monitor and manage work flows
	1.6 Explain typical support and welfare facilities for office workers

Learning Outcome	Assessment Criteria
LO2 Understand health and safety in a business environment	2.1 Explain the legal obligations of the employer for health and safety in the workplace
	2.2 Explain an individual's responsibilities for health and safety in the workplace
	2.3 Describe accident and emergency procedures

Learning Outcome	Assessment Criteria
LO3 Understand how to take minutes of meetings	3.1 Explain the purpose of meeting minutes
	3.2 Explain the legal implications of meeting minutes
	3.3 Explain the importance of accuracy in minute taking
	3.4 Describe what should and should not be included in different types of meeting minutes
	3.5 Describe how to take notes during meetings

Learning Outcome	Assessment Criteria
LO4 Understand how to chair, lead and manage meetings	4.1 Explain the features and purpose of different types of formal and informal meeting
	4.2 Explain the role and responsibilities of the chair
	4.3 Explain the role of others in a meeting
	4.4 Explain techniques to facilitate a meeting
	4.5 Explain the information requirements of a meeting before, during and after a meeting

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Understand how to supervise an administration team	5.1 Explain the use of targets and budgets to manage workloads
	5.2 Explain how to allocate work to individual team members
	5.3 Explain different quality management techniques to manage the performance of an administrative team
	5.4 Explain the techniques used to identify the need for improvements in team outputs and standards

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO6 Understand how to organise events	6.1 Explain the characteristics, requirements and purposes of different types of events
	6.2 Explain the types of information and information sources needed to organise an event
	6.3 Explain how to plan an event
	6.4 Explain how to identify the right resources from an event plan
	6.5 Describe the likely types of information needed by delegates before, during and after an event

### BUS58 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Rob Farmer

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# Unit Handbook

## BUS59 – Principles of Business

Unit reference number: D/506/1942

**Level: 3**

**Credit value: 10**

**Guided Learning (GL) hours: 74**

### Unit aim

The aim of this unit is to provide learners with an understanding of business markets, innovation and growth, financial management and budgeting. It also provides learners with an understanding of sales and marketing

### Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand business markets

LO2 Understand business innovation and growth

LO3 Understand financial management

LO4 Understand business budgeting

LO5 Understand sales and marketing

Version 1.0

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**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.

The common features of **models of business** innovation is that they extend product life, conserve resources and prevent materials from becoming waste.

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand business markets	1.1 Explain the characteristics of different business markets
	1.2 Explain the nature of interactions between businesses within a market
	1.3 Explain how an organisation's goals may be shaped by the market which it operates
	1.4 Describe the legal obligations of a business

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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 Explain different financial terminology

Learning Outcome	Assessment Criteria
LO4 Understand business budgeting	4.1 Explain the uses of a budget
	4.2 Explain how to manage a budget

Learning Outcome	Assessment Criteria
LO5 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



### BUS59 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

## ML9 – Manage personal and professional development

Unit reference number: T/506/2952

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 12**

### Unit aim

The aim of this unit is to provide learners with an ability to identify personal and professional development requirements and use these to fulfil a personal and professional development plan. It will also provide learners with an ability to maintain the relevance of a personal and professional development plan.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to identify personal and professional development requirements

LO2 Be able to fulfil a personal and professional development plan

LO3 Be able to maintain the relevance of a personal and professional development plan

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Trends and developments** may include, but are not limited to:

- Organisational
- Vocational – sector driven
- Governmental
- Legal/Regulatory
- Technological
- Scientific

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

- Promotion prospects
- Improved knowledge and skills
- Use of new skills
- Opportunity to increase work responsibilities/salary

A **skills gap analysis** is a tool used to identify the difference between a current state and a future goal state within a business.

**SMART** – (Specific, Measurable, Achievable, Realistic, Time-framed)

**Sources** may include, but are not limited to:

- Management reviews
- Feedback reports from other internal departments
- External customer feedback reporting

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development
	2.2 Explain the basis on which types of development actions are selected
	2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis
	2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives
	2.5 Execute the plan within the agreed budget and timescale
	2.6 Take advantage of development opportunities made available by professional networks or professional bodies

Learning Outcome	Assessment Criteria
LO3 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
	3.3 Review progress toward personal and professional objectives
	3.4 Amend the personal and professional development plan in the light of feedback received from others

### ML9 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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## 7 Units – Group A

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# Unit Handbook

## BUS14 – Produce business documents

Unit reference number: Y/506/1809

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 24**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to prepare business documents and the ability to prepare and distribute business documents

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to prepare business documents

LO2 Be able to prepare business documents

LO3 Be able to distribute business documents

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Requirements** include those of the organisation and the task at hand

Simulation is not allowed

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to prepare business documents	1.1 Explain the requirements for language, tone, image and presentation for different documents
	1.2 Explain how to integrate images into documents
	1.3 Describe how corporate identity impacts upon document production
	1.4 Explain the requirements of data protection, copyright and intellectual property legislation relating to document production
	1.5 Describe organisational procedures for version control
	1.6 Describe security requirements relating to document production

Learning Outcome	Assessment Criteria
LO2 Be able to prepare business documents	2.1 Identify the purpose, audience, content, style, format and deadlines of a document
	2.2 Use document production resources in line with organisational guidelines
	2.3 Use correct grammar, spelling, punctuation and sentence structure
	2.4 Produce documents that meet the requirements within the agreed timescale

Learning Outcome	Assessment Criteria
LO3 Be able to distribute business documents	3.1 Provide final documents in the appropriate medium for authorised readers
	3.2 Specify restrictions and distribution lists in accordance with the requirements
	3.3 Maintain the requirements of security in the production, distribution and storage of documents

### BUS14 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS16 – Store and retrieve information

Unit reference number: R/506/1811

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 19**

### Unit aim

The aim of this unit is to provide learners with an understanding of information storage and retrieval and the ability to gather, store and retrieve information.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand information storage and retrieval

LO2 Be able to gather and store information

LO3 Be able to retrieve information

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

Systems:

- Paper
- Electronic
- Organisational systems

Simulation is not allowed

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand information storage and retrieval	1.1 Describe systems and procedures for storing and retrieving information
	1.2 Outline legal and organisational requirements for information security and retention
	1.3 Explain how to create filing systems to facilitate information identification and retrieval
	1.4 Explain how to use different search techniques to locate and retrieve information
	1.5 Describe what to do when problems arise when storing or retrieving information

Learning Outcome	Assessment Criteria
LO2 Be able to gather and store information	2.1 Gather the information required within the agreed timescale
	2.2 Store files and folders in accordance with organisational procedures
	2.3 Store information in approved locations
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements

Learning Outcome	Assessment Criteria
LO3 Be able to retrieve information	3.1 Confirm information to be retrieved and its intended use
	3.2 Retrieve the required information within the agreed timescale

### BUS16 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS17 – Produce minutes of meetings

Unit reference number: Y/506/1812

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 13**

## Unit aim

The aim of this unit is to provide learners with an understanding of how to take minutes of meetings and the ability to take notes and produce minutes of those meetings

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to take minutes of meetings

LO2 Be able to take notes of meetings

LO3 Be able to produce minutes of meetings

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Minutes** are an instant written record of a meeting or hearing

**Meeting records** may include, but are not limited to:

- Minutes
- Agendas
- Audio recordings
- Video recordings
- Secretary's notes

**Formal minutes** are a permanent, detailed record of business transacted and resolutions adopted at official meetings that must be approved at the next meeting as a true representation of the proceedings

**Organisational conventions** are the way in which something is usually done within a business.

To **transcribe** is to put into a written or printed form

**Appendices** are supplementary material at the end of a document, usually of an explanatory, statistical, or bibliographic nature.

Simulation is not allowed

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to take minutes of meetings	1.1 Explain the purpose of different types of minutes and other meeting records
	1.2 Explain the legal requirements of formal minutes
	1.3 Describe organisational conventions for producing minutes
	1.4 Describe the responsibilities of the minute taker in a meeting
	1.5 Explain why it is important to maintain confidentiality of meetings, discussions and actions
	1.6 Explain why it is necessary to record who proposed and seconded suggestions and changes

Learning Outcome	Assessment Criteria
LO2 Be able to take notes of meetings	2.1 Take accurate notes of the attendance, proceedings, areas of discussion and agreed actions of meetings
	2.2 Record allocated responsibilities for agreed actions

Learning Outcome	Assessment Criteria
LO3 Be able to produce minutes of meetings	3.1 Transcribe notes accurately into meeting minutes using correct language, grammar, punctuation and sentence structure and in the agreed style
	3.2 Include agreed attachments or appendices
	3.3 Obtain approval for the final documents
	3.4 Distribute minutes to the agreed distribution list
	3.5 Maintain the requirements of confidentiality

### BUS17 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS18 – Handle mail

Unit reference number: D/506/1813

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to deal with mail and the ability to deal with incoming and outgoing mail.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to deal with mail

LO2 Be able to deal with incoming mail

LO3 Be able to deal with outgoing mail

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

For 3.2, this decision is made within limits of the learner's authority, e.g. if the organisation has a contract with a preferred supplier.

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to deal with mail	1.1 Explain how to deal with “junk” mail
	1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	1.3 Describe how to operate a franking machine
	1.4 Explain how to prepare packages for distribution
	1.5 State organisational policies and procedures on mail handling, security and the use of courier services
	1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures

Learning Outcome	Assessment Criteria
LO2 Be able to deal with incoming mail	2.1 Sort incoming mail in line with organisational procedures
	2.2 Distribute incoming mail and packages to the right people according to the agreed schedule
	2.3 Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures

Learning Outcome	Assessment Criteria
LO3 Be able to deal with outgoing mail	3.1 Organise the collection of outgoing mail and packages on time
	3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item
	3.3 Dispatch outgoing mail on time

### BUS18 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS20 – Prepare text from notes using touch typing

Unit reference number: K/506/1815

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 26**

## Unit aim

The aim of this unit is to provide learners with an understanding of how to create text from notes and the ability to produce text using touch typing and the ability to carry out this activity

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to create text from notes

LO2 Be able to produce text using touch typing

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Technology features** may refer to a function of an IT application or system

Simulation is not allowed

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to create text from notes	1.1 Explain the importance of confirming the purpose of the text and intended audience
	1.2 Describe the problems that may occur in transcribing notes written by others
	1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.4 Explain how technology features can help to create, format and check the accuracy of text
	1.5 Describe ways of checking produced texts for accuracy and correctness
	1.6 Describe organisational procedures for the storage, security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to produce text using touch typing	2.1 Agree the purpose, format and deadlines for texts
	2.2 Touch type texts at the speed and level of accuracy required by the organisation
	2.3 Check that the text is accurate and the meaning is clear and correct
	2.4 Store texts and original notes safely and securely following organisational procedures
	2.5 Present texts in the required formats and within the agreed timescales

### BUS20 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS21 – Prepare text from shorthand

Unit reference number: M/506/1816

**Level: 2**

**Credit value: 6**

**Guided Learning (GL) hours: 46**

## Unit aim

The aim of this unit is to provide learners with an understanding of how to use shorthand to create text and the ability to carry out this activity

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to use shorthand to create text

LO2 Be able to use shorthand to prepare text

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit

## **Assessment guidance**

Simulation is not allowed

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to use shorthand to create text	1.1 Explain the importance of confirming the purpose of the text and intended audience
	1.2 Describe techniques that may be used when taking shorthand notes
	1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.4 Explain how technology features can help to create, format and check the accuracy of text
	1.5 Describe ways of checking produced texts for accuracy and correctness
	1.6 Describe organisational procedures for the storage, security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to use shorthand to prepare text	2.1 Agree the purpose, format and deadlines for texts
	2.2 Take dictation using shorthand at the speed required by the organisation
	2.3 Input and format text from shorthand notes
	2.4 Check that text is accurate and the meaning is clear and correct
	2.5 Store texts and original notes safely and securely following organisational procedures
	2.6 Present texts in the required formats and within the agreed timescales

### BUS21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS22 – Prepare text from recorded audio instruction

Unit reference number: T/506/1817

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 15**

## Unit aim

The aim of this unit is to provide learners with an understanding of how to and the ability to carry out this activity

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the preparation of text from recorded notes

LO2 Be able to prepare text from recorded notes

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Types of technology** could include, but not be exclusive of:

- Analogue recording
- Digital recording
- Dictation software
- Tape recorders
- Disk recorders

**Speaking styles** could include, but not be exclusive of:

- Accents
- Slang
- Abbreviations
- Mumbling

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the preparation of text from recorded notes	1.1 Explain the importance of confirming the purpose of the text and intended audience
	1.2 Describe the main features of the different types of technology that can be used for playing back recordings
	1.3 Explain how different speaking styles of those giving dictation can affect outputs
	1.4 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.5 Describe ways of checking produced texts for accuracy and correctness
	1.6 Describe organisational procedures for the storage, security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to prepare text from recorded notes	2.1 Agree the purpose, format and deadlines for texts
	2.2 Input and format text from audio recording
	2.3 Check that text is accurate and the meaning is clear and correct
	2.4 Store texts and original recordings safely and securely following organisational procedures
	2.5 Present texts in the required formats and within the agreed timescales

### BUS22 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS25 – Maintain and issue stationery and supplies

Unit reference number: Y/506/2295

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 18**

### Unit aim

The aim of this unit is to provide learners with an understanding of the maintenance of stationery and supplies and the ability to maintain the stocks of stationery and supplies and to issue stationery and supplies to meet organisational requirements.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the maintenance of stationery and supplies

LO2 Be able to maintain stocks of stationery and supplies

LO3 Be able to issue stock of stationery and supplies

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Problems** may include but is not limited to: late, damaged or incorrect deliveries of ordered items

**Factors** may include but is not limited to:

- Urgency
- Budget
- Availability of products/delivery time
- Expected usage

**Required levels** may include but is not limited to: Based on statistical information, supply and demand estimation, and/or consideration from others such as managers

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the maintenance of stationery and supplies	1.1 Describe organisational policies, procedures and levels of authority in maintaining supplies
	1.2 Explain how to carry out a stock check of stationery
	1.3 Describe the types of problems that may occur with deliveries and stock items
	1.4 Explain how to deal with problems that occur with deliveries and stock items
	1.5 Explain the factors to take into account when ordering stationery
	1.6 Explain the benefits and limitations of different potential suppliers, against organisational requirements
	1.7 Explain how to calculate quantities of stationery and supplies to be ordered
	1.8 Describe how to dispose of or recycle waste

Learning Outcome	Assessment Criteria
LO2 Be able to maintain stocks of stationery and supplies	2.1 Maintain stocks of stationery and supplies at the required levels
	2.2 Maintain the requirements of storage and security
	2.3 Carry out stock checks in accordance with organisational policies and procedures
	2.4 Chase up late or incorrect orders with suppliers

Learning Outcome	Assessment Criteria
LO3 Be able to issue stock of stationery and supplies	3.1 Issue stationery and supplies in accordance with organisational requirements
	3.2 Maintain up-to-date records of stock issued, received and in storage
	3.3 Deal with unwanted or damaged stationery and supplies safely
	3.4 Recommend ways in which the system for receiving and issuing stock could be improved

### BUS25 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

**BUS27 – Contribute to the organisation of an event**

Unit reference number: L/506/1869

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 23**

## Unit aim

The aim of this unit is to provide learners with an understanding of event organisation and the ability to carry out pre-event actions, set up an event and to carry out post-event actions.

## Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand event organisation

LO2 Be able to carry out pre-event actions

LO3 Be able to set up an event

LO4 Be able to carry out post-event actions

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

The **Event** may include, but is not limited to a:

- Meeting
- Announcement
- Celebration
- Social occasion
- Product launch

**Resources** may include but are not limited to:

- Human resource
- Equipment
- Materials
- Public address systems
- Information technology

**Pre-event documentation** may include, but is not limited to:

- Invitations
- Meeting requests
- Preparatory notes
- Agenda
- Menu
- Health & safety forms

**Special requirements** may include, but are not limited to:

- Mobility
- Translation or interpretation services
- Special dietary requirements
- Allergies
- Travel and accommodation bookings
- Religious or cultural requirements
- Security requirements

The **layout** includes the arrangement of furniture and other environmental features

**Organisational values** are the general principles or standards of behaviour that are expected within an organisation

**Organisational standards** are defined levels of expectation for a specific behaviour set by an organisation

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand event organisation	1.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event
	1.2 Explain the purpose and features of different types of events
	1.3 Describe the type of resources needed for different types of events
	1.4 Describe the different needs attendees may have and how to meet these
	1.5 Explain the requirements of health, safety and security when organising events
	1.6 Describe the types of problems that may occur during events and how to deal with them

Learning Outcome	Assessment Criteria
LO2 Be able to carry out pre-event actions	2.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event
	2.2 Explain the purpose and features of different types of events
	2.3 Describe the type of resources needed for different types of events
	2.4 Describe the different needs attendees may have and how to meet these
	2.5 Explain the requirements of health, safety and security when organising events
	2.6 Describe the types of problems that may occur during events and how to deal with them

Learning Outcome	Assessment Criteria
LO3 Be able to set up an event	3.1 Set up layout and resources in accordance with the event plan
	3.2 Confirm that all identified resources are in place and meet requirements
	3.3 Behave in a way that maintains organisational values and standards

Learning Outcome	Assessment Criteria
LO4 Be able to carry out post-event actions	4.1 Ensure the venue is restored to the required conditions in accordance with the terms of the contract
	4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event

### BUS27 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## BUS28 – Organise business travel or accommodation

Unit reference number: D/506/1875

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 23**

### Unit aim

The aim of this unit is to provide learners with an understanding of the organisation of business travel or accommodation for others. It also provides learners with the ability to research business travel or accommodation options for others and make business travel or accommodation arrangements to meet the requested requirements.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the organisation of business travel or accommodation for others

LO2 Be able to research business travel or accommodation options for others

LO3 Be able to make business travel or accommodation arrangements for others

---

# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the organisation of business travel or accommodation for others	1.1 Explain any budgetary or policy constraints relating to business travel or accommodation
	1.2 Describe financial arrangements relating to business travel or accommodation
	1.3 Explain how to make arrangements for visas and related foreign travel documentation
	1.4 Describe the procedures for obtaining or exchanging foreign currency

Learning Outcome	Assessment Criteria
LO2 Be able to research business travel or accommodation options for others	2.1 Identify different suppliers that are capable of delivering the services required within budget
	2.2 Recommend travel or accommodation arrangements that best meet the requirements
	2.3 Recommend suppliers of travel or accommodation that best meet the requirements

Learning Outcome	Assessment Criteria
LO3 Be able to make business travel or accommodation arrangements for others	3.1 Confirm the requirements for travel or accommodation
	3.2 Agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements
	3.3 Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately
	3.4 Obtain travel or accommodation documentation within the required timescale
	3.5 Confirm the acceptability of payments to be made within the limits of their own authority
	3.6 Keep up-to-date records of travel or accommodation arrangements and agreed commitments
	3.7 Adhere to organisational policies and procedures, legal and ethical requirements when making business travel or accommodation arrangements for others

### BUS28 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

**BUS29 – Provide administrative support for meetings**

Unit reference number: H/506/1876

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 28**

## Unit aim

The aim of this unit is to provide learners with an understanding of the administration of meetings and the ability to make administrative preparations and support the administration of meetings

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the administration of meetings

LO2 Be able to make administrative preparations for meetings

LO3 Be able to support the administration of meetings

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of meetings	1.1 Describe the purpose of the meeting and who needs to attend
	1.2 Explain why it is important to have a minimum number of attendees for a meeting
	1.3 Explain ways to achieve maximum attendance at meetings
	1.4 Explain the access, health, safety and security requirements relating to meetings
	1.5 Describe how to set up the resources needed for a meeting
	1.6 Explain the responsibilities of the meeting chair and meeting secretary
	1.7 Explain the difference between formal and informal meetings
	1.8 Explain the legal implications of formal meetings

Learning Outcome	Assessment Criteria
LO2 Be able to make administrative preparations for meetings	2.1 Book meeting venue, resources, and facilities in accordance with the brief
	2.2 Collate documents needed for a meeting
	2.3 Distribute meeting invitations, documents and other meeting-related requirements within the timescale
	2.4 Confirm meeting attendees and any special requirements

Learning Outcome	Assessment Criteria
LO3 Be able to support the administration of meetings	3.1 Take action to ensure that the equipment allocated for use at a meeting functions correctly
	3.2 Provide support to meetings in accordance with requests
	3.3 Ensure the venue is restored to the required conditions after the meeting
	3.4 Distribute meeting records promptly to the agreed distribution list
	3.5 Carry out any follow-up actions in accordance with the brief

### BUS29 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS30 – Administer human resource records

Unit reference number: T/506/1879

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 28**

### Unit aim

The aim of this unit is to provide learners with an understanding of human resource (HR) records and the ability to administer HR information.

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the administration of human resource (HR) records

LO2 Be able to administer HR information

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Organisational systems** may be electronic or paper based

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of human resource (HR) records	1.1 Explain what HR-related information needs to be kept and why
	1.2 Explain the relationship of HR to other parts of an organisation
	1.3 Describe the impact of other organisations on HR activities
	1.4 Describe the features and uses of organisational systems for managing human resource information
	1.5 Explain the requirements of confidentiality, data protection and system security
	1.6 Describe the information to be provided for different management reports
	1.7 Explain the limits of their own authority in administering HR records
	1.8 Explain the implications of not keeping HR records up-to-date
	1.9 Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data

Learning Outcome	Assessment Criteria
LO2 Be able to administer HR information	2.1 Keep HR records up-to-date
	2.2 Process data in accordance with organisational procedures
	2.3 Provide information within the limits of confidentiality
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements

### BUS30 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS31 – Administer the recruitment and selection process

Unit reference number: A/506/1883

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 25**

## Unit aim

The aim of this unit is to provide learners with an understanding of the recruitment and selection process and the ability to administer the recruitment and selection process

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the recruitment and selection process

LO2 Be able to administer the recruitment process

LO3 Be able to administer the selection process

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Legal** requirements may include, but are not limited to:

- Employment Law
- Employment Rights Act
- Equality Act 2010
- Data Protection Act 1998
- National Minimum Wage Act 1998
- Working Time Regulations 1998
- Pensions Act
- Trade Unions and Labour Relations (Consolidation) Act 92

**Pre-employment checks** should cover DRB/CRB, reference requests as required for the organisation/role before commencement of employment.

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the recruitment and selection process	1.1 Explain the different administrative requirements of internal and external recruitment
	1.2 Describe the uses of a job description and a person specification
	1.3 Explain the administrative requirements of different methods of selection
	1.4 Explain the requirements of different pre-employment checks to be carried out
	1.5 Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process
	1.6 Explain the requirements of confidentiality, data protection and system security

Learning Outcome	Assessment Criteria
LO2 Be able to administer the recruitment process	2.1 Check that the job or role details are correct and are in accordance with the brief
	2.2 Place job advertisements in the agreed media in accordance with the timescales
	2.3 Record applicant responses within the timescale
	2.4 Provide requested information to applicants in accordance with organisational policies and procedures
	2.5 Adhere to organisational policies and procedures, legal and ethical requirements

Learning Outcome	Assessment Criteria
LO3 Be able to administer the selection process	3.1 Invite shortlisted applicants to participate in the selection process in accordance with organisational procedures
	3.2 Co-ordinate selection arrangements in accordance with the brief
	3.3 Carry out agreed pre-employment checks within the agreed timescale
	3.4 Inform applicants of the outcome of their application in accordance with organisational policies and procedures
	3.5 Keep selection records up-to-date

### BUS31 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS32 – Administer parking dispensations

Unit reference number: R/506/1887

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 25**

### Unit aim

The aim of this unit is to provide learners with an understanding of the administration of parking dispensations and the ability to process applications and to issue parking dispensations

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the administration of parking dispensations

LO2 Be able to process applications for parking dispensations

LO3 Be able to issue parking dispensations

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Legal and regulatory requirements** will be specific to the relevant authority and could include:

- Timescales for processing applications
- Circumstances in which a dispensation can be issued
- Costs associated and charged for the dispensation

**Eligibility criteria** could include but not be exclusive to:

- Carrying out works
- Unloading goods/materials
- Funerals
- Blood transfusion services
- Health screening
- Domestic removal
- Disabled

**Requirements of confidentiality and data** will be specific to the authority but must include The Data Protection Act

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of parking dispensations	1.1 Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations
	1.2 Describe the legal and regulatory requirements relating to parking dispensations
	1.3 Describe the parking dispensation eligibility criteria and checks
	1.4 Describe organisational security and anti-fraud policies, procedures and processes
	1.5 Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges
	1.6 Explain where to go for help when dealing with parking dispensations

Learning Outcome	Assessment Criteria
LO2 Be able to process applications for parking dispensations	2.1 Advise customers of the eligibility criteria for parking dispensations
	2.2 Determine whether customers are eligible by matching the case to the criteria
	2.3 Clarify any areas of doubt or confusion with customers
	2.4 Carry out relevant checks in accordance with organisational procedures and legislative procedures
	2.5 Record the reasons for the decision as to whether or not to grant parking dispensations
	2.6 Maintain the requirements of confidentiality and data protection

Learning Outcome	Assessment Criteria
LO3 Be able to issue parking dispensations	3.1 Communicate the decision and return related paperwork on parking dispensations to customers in accordance with organisational procedures
	3.2 Process payments and refunds in accordance with organisational procedures
	3.3 Keep records up-to-date
	3.4 Adhere to organisational policies and procedures, legal and ethical requirements

### BUS32 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS33 – Administer finance

Unit reference number: R/506/1890

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 21**

### Unit aim

The aim of this unit is to provide learners with an understanding of finance for administrators and the ability to administer finance.

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand finance for administrators

LO2 Be able to administer finance

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand finance for administrators	1.1 Describe organisational hierarchy and levels of authority for financial transactions
	1.2 Explain organisational systems for sales invoicing, purchasing, payments and receipts
	1.3 Describe the use of a purchase order, invoice, receipts and expenses

Learning Outcome	Assessment Criteria
LO2 Be able to administer finance	2.1 Record income and expenditure in accordance with organisational policies and procedures
	2.2 Process purchase orders, invoices or expenses in accordance with organisational policies and procedures
	2.3 Process outgoing payments to the correct recipient
	2.4 Accept or allocate incoming payments in accordance with organisational policies

### BUS33 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

**BUS35 – Buddy a colleague to develop their skills**

Unit reference number: M/506/1895

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 19**

## Unit aim

The aim of this unit is to provide learners with an understanding of how to buddy a colleague and the ability to plan the buddying of a colleague and to support a buddy colleague carrying out their work activities.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to buddy a colleague

LO2 Be able to plan to buddy a colleague

LO3 Be able to support a buddy colleague carrying out work activities

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Techniques to give positive feedback** may include:

- Giving praise
- Timing
- Location and approach

**Techniques to establish rapport** may include:

- Body language
- Listening actively
- Speech tone
- Understand strengths and weaknesses of each other
- Collaboration and partnership working
- Build objectives and aims

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to buddy a colleague	1.1 Describe what is expected of a buddy
	1.2 Explain techniques to give positive feedback and constructive criticism
	1.3 Explain techniques to establish rapport with a buddy

Learning Outcome	Assessment Criteria
LO2 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 minimise disruption to business
	2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives

Learning Outcome	Assessment Criteria
LO3 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

### BUS35 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

## BUS39 – Employee rights and responsibilities

Unit reference number: L/506/1905

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 16**

### Unit aim

The aim of this unit is to provide learners with an understanding of the role of organisations and industries, employers' expectations and employees' rights and obligations.

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the role of organisations and industries

LO2 Understand employers' expectations and employees' rights and obligations

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

### BUS39 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

**BUS41 – Contribute to the improvement of business performance**

Unit reference number: D/506/1911

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 33**

## **Unit aim**

The aim of this unit is to provide learners with an understanding of the principles of resolving business problems and improvement techniques and processes. It also provides learners with the ability to solve problems in business and to contribute to the improvement of activities.

## **Learning outcomes**

There are four outcomes to this unit. The learner will:

LO1 Understand the principles of resolving business problems

LO2 Understand improvement techniques and processes

LO3 Be able to solve problems in business

LO4 Be able to contribute to the improvement of activities

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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Problem-solving techniques** could include but are not exclusive to:

- Defining and clarifying the issue
- Gathering all the facts and understand their causes.
- Brainstorming 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

**Legal constraints** refer to a limit that is set out to regulate how far a person or an organisation can go in regards to a specific matter

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

- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

**Continuous improvement techniques and models** could include:

- Training programmes
- Surveys
- Time studies
- Brainstorming sessions

**Cost-benefit analysis** refers to a systematic approach for estimating the strengths and weaknesses of different options

The **scope** of a problem refers to those affected and could include but not be exclusive to:

- Colleagues
- Departments
- Organisation
- Customers

**Approval** must be from the relevant higher authority

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

Simulation is not allowed

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of resolving business problems	1.1 Explain the use of different problem-solving techniques
	1.2 Explain the organisational and legal constraints relating to problem-solving
	1.3 Describe the role of stakeholders in problem-solving
	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

Learning Outcome	Assessment Criteria
LO2 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
	2.3 Explain how to carry out a cost-benefit analysis
	2.4 Explain the importance of feedback from customers and other stakeholders in continuous improvement

Learning Outcome	Assessment Criteria
LO3 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
	3.3 Analyse the possible courses of action that can be taken in response to a problem
	3.4 Use evidence to justify the approach to problem-solving
	3.5 Develop a plan and success criteria that are appropriate to the nature and scale of a problem
	3.6 Obtain approval to implement a solution to a problem
	3.7 Take action to resolve or mitigate a problem
	3.8 Evaluate the degree of success and scale of the implications of a solved problem

Learning Outcome	Assessment Criteria
LO4 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

### BUS41 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand from Skillsfirst	Qualifications Administrator

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# Unit Handbook

**BUS42 – Negotiate in a business environment**

Unit reference number: H/506/1912

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 18**

## Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning negotiation and the ability to prepare for, and carry out, business negotiations.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles underpinning negotiation

LO2 Be able to prepare for business negotiations

LO3 Be able to carry out business negotiations



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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

### BUS42 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand from skillsfirst	Qualifications Administrator

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# Unit Handbook

**BUS43 – Develop a presentation**

Unit reference number: K/506/1913

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 11**

## Unit aim

The aim of this unit is to provide learners with an understanding of how to develop a presentation and the ability to develop one.

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to develop a presentation

LO2 Be able to develop a presentation

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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Presentations** can be electronic, paper based or verbal

**Communication media** refers to the manner in which the information is to be presented:

- Visually – on screen, flip chart, white board, paper
- Verbally – face to face, teleconference

**Audiences** could include, but not be exclusive to:

- Internal – colleagues, managers, other departments
- External – individuals, companies

**Materials** can include, but not be exclusive to:

- Handouts
- Models

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to develop a presentation	1.1 Explain best practice in developing presentations
	1.2 Explain who needs to be consulted on the development of a presentation
	1.3 Explain the factors to be taken into account in developing a presentation
	1.4 Analyse the advantages and limitations of different communication media

Learning Outcome	Assessment Criteria
LO2 Be able to develop a presentation	2.1 Identify the purpose, content, style, timing and audience for a presentation
	2.2 Select a communication media that is appropriate to the nature of a presentation, message and audience
	2.3 Tailor a presentation to fit the timescale and audience's needs
	2.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief
	2.5 Take action to ensure that a presentation adheres to organisational guidelines and policies
	2.6 Develop materials that support the content of a presentation

### BUS43 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand from skillsfirst handbooks	Qualifications administrator

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# Unit Handbook

## BUS44 – Deliver a presentation

Unit reference number: M/506/1914

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 17**

### Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the delivery of presentations. It also provides learners with the ability to prepare and to deliver a presentation

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles underpinning the delivery of presentations

LO2 Be able to prepare to deliver a presentation

LO3 Be able to deliver a presentation



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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

## Evidence requirements

Learners must provide a portfolio of evidence for this unit

## Assessment guidance

**Methods/media** may include:

- Chalk and talk
- OHP (Overhead projection)
- Powerpoint
- Video clips
- Interactive white board
- Handouts

**Contingencies** may cover:

- Equipment faults
- Venue or room layout
- Insufficient resources

**Factors** may include:

- Timing
- Listening
- Understanding
- Considering
- Responding
- Referring

**Contingency plans** may include;

- Agreement for post event hand outs
- Use of USB sticks
- Secondary emergency equipment
- Pre event testing of equipment

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the delivery of presentations	1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations
	1.2 Explain how the type and size of the audience affects the delivery of a presentation
	1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations
	1.4 Explain voice projection and timing techniques when delivering presentations
	1.5 Explain the factors to be taken into account in responding to questions from an audience
	1.6 Explain different methods for evaluating the effectiveness of a presentation

Learning Outcome	Assessment Criteria
LO2 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
	2.3 Take action to ensure that the presentation fits the time slot available

Learning Outcome	Assessment Criteria
LO3 Be able to deliver a presentation	3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience
	3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation
	3.3 Use body language in a way that reinforces messages
	3.4 Use equipment and resources effectively when delivering a presentation
	3.5 Deliver a presentation within the agreed time frame
	3.6 Respond to questions in a way that meets the audience's needs
	3.7 Evaluate the effectiveness of a presentation

### BUS44 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## BUS45 – Create bespoke business documents

Unit reference number: T/506/1915

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 23**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to create bespoke business documents and the ability to design and create bespoke business documents.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to create bespoke business documents

LO2 Be able to design bespoke business documents

LO3 Be able to create bespoke business documents

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Bespoke**, something that has been tailored, personalised or custom made.

**Technology** may include, but is not limited to:

- Word processing
- Graphic design
- Publishing software
- Online publishing
- Digital printing
- Blog, vlog and other social media formats

**Corporate identity** is a collection of visual elements, which are used in various applications to promote the image of an organisation

**Design techniques** may include, but not limited to:

- Graphic design
- Logotype
- Fonts
- Icons
- Symbols

**Stakeholders** may include, but are not limited to:

- Shareholders
- Directors
- Managers
- Customers
- Colleagues
- Organisations
- Members of the public

A **brief** is a set of instructions about a job or task

**Non-text items** may include, but are not limited to:

- Icons
- Symbols
- Images or diagrams
- Graphs or charts
- Tables
- Photographs

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to create bespoke business documents	1.1 Explain the use of bespoke business documents
	1.2 Describe the factors to be taken into account in selecting the appropriate method of presenting a business document
	1.3 Describe the use of technology to create bespoke business documents
	1.4 Explain the purpose and requirements of corporate identity in bespoke business documents
	1.5 Analyse different design techniques used to create attractive bespoke business documents
	1.6 Explain the factors to be taken into account in evaluating the impact of bespoke business documents

Learning Outcome	Assessment Criteria
LO2 Be able to design bespoke business documents	2.1 Confirm the purpose, nature, content, style, quality standards, audience and deadline of the document
	2.2 Identify the optimum method of presenting the document
	2.3 Create design options that meet the specification
	2.4 Take into account feedback from stakeholders

Learning Outcome	Assessment Criteria
LO3 Be able to create bespoke business documents	3.1 Include content that meets the brief, is accurate and grammatically correct
	3.2 Use design techniques to create documents that meet the specification
	3.3 Integrate non-text items into the agreed layout
	3.4 Present documents within the agreed timescale

### BUS45 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand	Qualifications Administrator



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# Unit Handbook

**BUS46 – Contribute to the development and implementation of an information system**

Unit reference number: A/506/1916

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 21**

## Unit aim

The aim of this unit is to provide learners with an understanding of the design and implementation of an information system and the ability to contribute to the development and implementation of an information system.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the design and implementation of an information system

LO2 Be able to contribute to the development of an information system

LO3 Be able to contribute to the implementation of an information system

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

### BUS46 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

## BUS47 – Monitor information systems

Unit reference number: F/506/1917

**Level: 3**

**Credit value: 8**

**Guided Learning (GL) hours: 43**

### Unit aim

The aim of this unit is to provide learners with an understanding of how information systems are used and the ability to monitor information systems

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how information systems are used

LO2 Be able to monitor information systems

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

## Evidence requirements

Learners must provide a portfolio of evidence for this unit

## Assessment guidance

**Information systems** may include:

- Hardware
- Software
- Infrastructure

**Consequences** cover the effects on,

- The individual
- The organisation
- The stakeholders

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how information systems are used	1.1 Explain how the intended use of reports affects the choice of format and language
	1.2 Explain how the audience of reports affects the choice of format and language
	1.3 Explain the features of different problem-solving techniques related to information systems
	1.4 Evaluate the suitability of possible problem-solving actions related to information systems
	1.5 Explain techniques to validate the reliability of information
	1.6 Analyse the suitability of different evaluation techniques related to information systems
	1.7 Assess the potential consequences of breaches of confidentiality
	1.8 Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information

Learning Outcome	Assessment Criteria
LO2 Be able to monitor information systems	2.1 Develop a plan to monitor information systems that specifies objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements
	2.2 Carry out monitoring activities in accordance with the plan
	2.3 Provide training and support to system users that is appropriate to their needs
	2.4 Identify the cause of problems with an information system
	2.5 Suggest solutions to problems with an information system
	2.6 Recommend adaptations to the system in response to identified problems or developments
	2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when monitoring information systems

### BUS47 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator



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# Unit Handbook

## BUS48 – Evaluate the provision of business travel or accommodation

Unit reference number: J/506/1918

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 30**

### Unit aim

The aim of this unit is to provide learners with an understanding of the provision of business travel or accommodation arrangements and the ability to evaluate the quality of, and recommend improvements to, organisational business travel or accommodation arrangements

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the provision of business travel or accommodation arrangements

LO2 Be able to evaluate the quality of organisational business travel or accommodation arrangements

LO3 Be able to recommend improvements to organisational business travel or accommodation arrangements

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Evaluation criteria** may include:

- Availability
- Suitability
- Effectiveness

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the provision of business travel or accommodation arrangements	1.1 Explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation
	1.2 Explain different travel or accommodation-related needs and services
	1.3 Explain different arrangements that could be made for the provision of business travel or accommodation
	1.4 Explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation

Learning Outcome	Assessment Criteria
LO2 Be able to evaluate the quality of organisational business travel or accommodation arrangements	2.1 Assess the performance of providers of travel or accommodation against agreed criteria
	2.2 Identify instances of exceptional and inadequate performance
	2.3 Evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation and their implications
	2.4 Identify alternative potential providers and ways of providing travel or accommodation

Learning Outcome	Assessment Criteria
LO3 Be able to recommend improvements to organisational business travel or accommodation arrangements	3.1 Produce costed plans that set out different options, their benefits, limitations and implications
	3.2 Shortlist alternative potential providers of business travel or accommodation against agreed criteria
	3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when recommending improvements to arrangements for business travel or accommodation

### BUS48 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

**BUS49 – Provide administrative support in schools**

Unit reference number: L/506/1919

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 33**

## Unit aim

The aim of this unit is to provide learners with an understanding of administration within a school environment and the ability to provide administrative services and to operate school administrative systems and procedures.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand administration within a school environment

LO2 Be able to provide administrative services

LO3 Be able to operate school administrative systems and procedures

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

### Documents:

- Letters
- E-mails
- Reports
- Text messages
- Newsletters
- Information notices

### Present reports according to:

- Limits of own responsibility
- The school's agreed procedure
- The standard set by the relevant public / private education authority

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand administration within a school environment	1.1 Analyse the scope, use and requirements of a school administrative system
	1.2 Explain how their own role contributes to the achievement of a school's goals
	1.3 Describe the policy context, issues and initiatives that affect the work of a school administrator
	1.4 Explain a school's administration policy and procedures for dealing with others
	1.5 Explain the requirements and procedures for dealing with child protection and student welfare
	1.6 Explain when it may be appropriate to override the requirement to maintain confidentiality

Learning Outcome	Assessment Criteria
LO2 Be able to provide administrative services	2.1 Build positive working relationships with others
	2.2 Present a professional and friendly image in line with school policy
	2.3 Coordinate the content and publishing of documents in accordance with the brief
	2.4 Organise trips, events, placements, secondments or work experience in accordance with the brief
	2.5 Maintain facilities to the required standard
	2.6 Adhere to organisational policies and procedures, and legal and ethical requirements when providing administrative services

Learning Outcome	Assessment Criteria
LO3 Be able to operate school administrative systems and procedures	3.1 Maintain accurate records
	3.2 Maintain the currency of registers, licences and contracts
	3.3 Present reports and statistical returns on time in the agreed format
	3.4 Select analysis and evaluation techniques that are appropriate to the purpose of the report and the nature of the information

### BUS49 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer



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# Unit Handbook

BUS50 – Administer parking and traffic challenges, representations and civil parking appeals

Unit reference number: F/506/1920

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 31**

## Unit aim

The aim of this unit is to provide learners with an understanding of the administration of parking and traffic challenges and the ability to process the receipt of, and to respond to, challenges, representations and CPN appeals.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the administration of parking and traffic challenges

LO2 Be able to process the receipt of challenges, representations and CPN appeals

LO3 Be able to respond to challenges, representations and CPN appeals

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Codes of practice** will be specific to the relevant authority

**Specialist software** could include:

- Parking management systems
- E-permits
- Third party interface e.g. with the DVLA or police

**Eligibility criteria** could relate to:

- Carrying out works
- Unloading goods/materials
- Funerals
- Blood transfusion services
- Health screening
- Domestic removals
- Disabled

**Obtaining additional evidence** must be done in accordance with legal and regulatory requirements and in accordance with the policies of the authority

The **agreed timescale** will be specific to the relevant authority

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of parking and traffic challenges	1.1 Explain the provisions and constraints of relevant legislation, codes of practice, Traffic Regulation Orders and the Data Protection Act
	1.2 Explain how to access, use and interpret the information needed to process challenges, representations and Civil Parking Notice (CPN) appeals
	1.3 Evaluate the importance of keeping accurate and up to date records of information and decisions
	1.4 Explain how to validate information in the administration of parking and traffic challenges
	1.5 Explain the features and use of specialist software to process and record challenges, representations and CPN appeals
	1.6 Explain the types of internal evidence needed to support reliable decisions for the administration of parking and traffic challenges
	1.7 Explain when and why it may be appropriate to reactivate the enforcement process

Learning Outcome	Assessment Criteria
LO2 Be able to process the receipt of challenges, representations and CPN appeals	2.1 Record the receipt of written challenges, representations and CPN appeals
	2.2 Confirm that the information is complete, accurate, consistent and valid
	2.3 Decide whether to allow or uphold the appeal against recognised eligibility criteria
	2.4 Provide accurate advice and information on the progress and outcome of the case

Learning Outcome	Assessment Criteria
LO3 Be able to respond to challenges, representations and CPN appeals	3.1 Confirm that the information is complete, accurate, consistent and valid
	3.2 Suspend the enforcement process while cases are being investigated
	3.3 Obtain additional evidence where gaps are identified
	3.4 Seek appropriate advice on cases beyond their level of authority
	3.5 Refer cases beyond their level of authority to the right person
	3.6 Inform customers of the decision and possible courses of action they can take within the agreed timescale
	3.7 Adhere to organisational policies and procedures, and legal and ethical requirements when responding to challenges, representations and CPN appeals

**BUS50 Document History**

Version	Issue Date	Changes	Role
1.0	07/02/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS51 – Administer statutory parking and traffic appeals

Unit reference number: R/506/1923

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 42**

### Unit aim

The aim of this unit is to provide learners with an understanding of the administration of statutory parking and traffic appeals and the ability to prepare case evidence for, and to contest, statutory parking and traffic appeals. This unit will also provide learners with an ability to investigate cases for statutory appeals.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the administration of statutory parking and traffic appeals

LO2 Be able to prepare case evidence for statutory parking and traffic appeals

LO3 Be able to investigate cases for statutory appeals

LO4 Be able to contest statutory parking and traffic appeals

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

### Relevant legislation:

- Traffic Management Act 2004
- Data Protection Act 1998
- Protection of Freedoms Act 2012
- Road Traffic Regulation Act 1984
- Road Traffic Act 1991
- Consumer law
- Equalities law

### Codes of practice:

- Approved Operator Scheme (AOS) private land

**Statement of Truth:** a signed written statement to verify that the information contained within a set of documents is true.

### Specialist software such as:

- Customer Relationship Management (CRM) database
- Microsoft Access
- Bespoke software

**Recovery process:** to prepare a Warranty of Execution to recover costs using external debt recovery agencies/bailiffs

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of statutory parking and traffic appeals	1.1 Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act
	1.2 Explain the grounds on which someone may appeal and on which they may file a statement of truth
	1.3 Explain the evidence needed to carry out an investigation
	1.4 Explain how to validate information for statutory parking and traffic appeals
	1.5 Explain the requirements for preparing and presenting a case summary
	1.6 Explain the preparations and codes of conduct relating to attending a hearing for statutory parking and traffic appeals
	1.7 Describe the actions needed to close a case and refund fees
	1.8 Explain who needs to be informed of the outcomes of a statutory appeal and why
	1.9 Explain the features of specialist software to process and record statutory appeals
	1.10 Explain the potential consequences of not acting within the given deadline
	1.11 Explain when and why an appeal may be referred by an adjudicator to an independent person to consider mitigation
	1.12 Explain the actions needed to reactivate the recovery process after the failure of statutory parking and traffic appeals

Learning Outcome	Assessment Criteria
LO2 Be able to prepare case evidence for statutory parking and traffic appeals	2.1 Record the receipt of statutory appeal notifications or revocation orders
	2.2 Confirm that the information is accurate and consistent
	2.3 Notify the right person of any discrepancies
	2.4 Meet the requirements of the deadline

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO3 Be able to investigate cases for statutory appeals	3.1 Confirm that the information supplied is accurate, valid and reliable
	3.2 Obtain additional evidence where gaps are identified
	3.3 Refer cases beyond their own level of authority to the right person
	3.4 Make and record decisions in statutory appeal cases on the basis of the evidence provided
	3.5 Keep the adjudicator and appellant or respondent informed of progress and outcomes
	3.6 Adhere to organisational policies and procedures, and legal and ethical requirements when investigating cases for statutory appeals

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Be able to contest statutory parking and traffic appeals	4.1 Prepare a case summary in accordance with organisational guidelines and codes of practice
	4.2 Collate, label and present documentation in the format required by the appeals service
	4.3 Respond promptly to requests for further information
	4.4 Inform everyone who needs to know of the outcomes of a statutory appeal
	4.5 Keep accurate records of information and decisions made



### BUS51 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS52 – Administer parking and traffic debt recovery

Unit reference number: T/506/1932

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 35**

## Unit aim

The aim of this unit is to provide learners with an understanding of the parking and traffic debt recovery process and the ability to administer it.

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the parking and traffic debt recovery process

LO2 Be able to administer the parking and traffic debt recovery process

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Relevant legislation** could include the:

- Traffic Signs Regulations and General Directions
- Traffic Management Act

The **codes of practice** will be specific to the authority

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the parking and traffic debt recovery process	1.1 Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act
	1.2 Explain the criteria, policy and procedures relating to debt recovery
	1.3 Analyse the role of the Traffic Enforcement Centre and magistrates' court in the debt recovery process
	1.4 Explain the requirements of debt recovery documentation
	1.5 Explain the features and benefits of different investigation techniques
	1.6 Explain who needs to be informed of the outcomes of the debt recovery process and why
	1.7 Explain the actions to be taken at each stage of the debt recovery process
	1.8 Explain the potential consequences of an inadequate audit trail
	1.9 Explain the actions needed to close a debt recovery case

Learning Outcome	Assessment Criteria
LO2 Be able to administer the parking and traffic debt recovery process	2.1 Monitor the quality of the data to be registered at the Traffic Enforcement Centre or magistrates' court
	2.2 Serve debt recovery documentation in accordance with organisational policy and relevant legislation
	2.3 Prepare case evidence in accordance with organisational policy and relevant legislation
	2.4 Make decisions on the basis of the evidence within the limits of their own authority
	2.5 Inform everyone who needs to know of the progress and outcomes of the case
	2.6 Monitor the performance of debt recovery agents
	2.7 Take prompt action in the event of problems arising in the debt recovery process
	2.8 Keep accurate and up-to-date records of actions and decisions taken
	2.9 Adhere to organisational policies and procedures, and legal and ethical requirements when administering the parking and traffic debt recovery process

### BUS52 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS53 – Administer legal files

Unit reference number: J/506/1935

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 31**

### Unit aim

The aim of this unit is to provide learners with an understanding of the administration of legal files and then ability to maintain, close and archive a legal file

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the administration of legal files

LO2 Be able to maintain a legal file

LO3 Be able to close and archive a legal file

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

Learners should be able to explain the different legal areas they themselves are responsible for. They should also have a generic awareness of other **legal areas** which exist within their place of work.

The explanation of the **duty of confidentiality** should include relevant and current legislation and practical implications.

For ACs 1.6 and 1.7 the description/explanation should include reference to appropriate **regulation** and demonstrate an understanding of internal **organisational** procedures. It should also include the **purpose** and potential implications of non-compliance.

Learners should be able to explain how they know that the **information on file** is complete, accurate and valid.

In order to achieve AC 2.3 an understanding of the organisational structure is required.

**Outstanding issues** can be identified as part of 2.1 above but the learner should also demonstrate that they take action to address issues

It is not necessary to demonstrate an in depth understanding of the **firm's precedent, knowledge or data bank** but the learner should have a system for establishing whether documents should be added.

Simulation is not allowed

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of legal files	1.1 Explain the administrative requirements of the different legal areas being administered
	1.2 Explain the scope and limits of their own responsibilities and authority
	1.3 Explain the requirements of the duty of confidentiality
	1.4 Explain the use of specialist software for processing legal cases
	1.5 Explain the potential consequences of inadequate or inaccurate record keeping
	1.6 Describe the organisational and regulatory purpose and nature of different legal checks and searches
	1.7 Explain the organisational and regulatory purpose of a client care letter
	1.8 Explain how records of time spent on work are used

Learning Outcome	Assessment Criteria
LO2 Be able to maintain a legal file	2.1 Confirm that information on file is complete, accurate and valid
	2.2 Process money received from clients in accordance with organisational and regulatory requirements
	2.3 Keep fee-earners informed of actions taken, progress, developments and problems
	2.4 Take action to ensure that files are correctly labelled and dated including summaries of their contents
	2.5 Generate correspondence that conform with the requirements of house style
	2.6 Record all time spent, costs and disbursements accurately
	2.7 Generate accurate bills that conform with organisational and regulatory requirements
	2.8 Adhere to organisational policies and procedures, and legal and ethical requirements when maintaining a legal file



Learning Outcome	Assessment Criteria
LO3 Be able to close and archive a legal file	3.1 Address any outstanding issues for a legal file
	3.2 Prepare accurate final bills in accordance with organisational and regulatory requirements
	3.3 Take action to ensure that closed files contain all the necessary documentation
	3.4 Confirm whether any documents need to be added to the firm's precedent, knowledge or data bank
	3.5 Close files in accordance with organisational standards and procedures when the account shows a nil balance
	3.6 Archive files in accordance with organisational and regulatory requirements

### BUS53 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS54 – Build legal case files

Unit reference number: L/506/1936

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 32**

## Unit aim

The aim of this unit is to provide learners with an understanding of how to, and the ability to, build legal case files

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to build legal case files

LO2 Be able to build case files

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Legal areas** will be defined by the learner's workplace

**Shortfall** is a failure to attain a specified amount or level; a shortage.

**Interviewing techniques** may include but are not limited to:

- Listening
- Questioning
- Advising
- Taking instruction

**Best practice** means commercial or professional procedures that are accepted or prescribed as being correct or most effective

A **house style** is a company's preferred manner of presentation and layout of written material

A **case file** is a collection of documents and evidence relating to a particular legal case

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to build legal case files	1.1 Explain the administrative requirements of the different legal areas being administered
	1.2 Explain the scope and limits of their own responsibilities and authority
	1.3 Explain the requirements of the duty of confidentiality
	1.4 Explain how to identify shortfalls in evidence and materials
	1.5 Explain the features and uses of different interviewing techniques
	1.6 Explain the use of specialist software for processing legal cases
	1.7 Explain how to access and use sources of information and evidence
	1.8 Explain the potential consequences of not meeting deadlines when building a legal case file

Learning Outcome	Assessment Criteria
LO2 Be able to build case files	2.1 Identify gaps in evidence and materials needed
	2.2 Carry out interviews in accordance with the principles of best practice in communication and interviewing
	2.3 Obtain evidence and materials needed to complete the file
	2.4 Generate correspondence that conforms with the house style and regulatory requirements
	2.5 Submit cases on time in line with internal and external deadlines
	2.6 Complete follow-up actions in accordance with the instructions
	2.7 Adhere to organisational policies and procedures and legal and ethical requirements when building case files

### BUS54 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

BUS55 – Manage legal case files

Unit reference number: Y/506/1938

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 32**

## Unit aim

The aim of this unit is to provide learners with an understanding of the management of, and the ability to manage, legal case files

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the management of legal case files

LO2 Be able to manage case files

---

# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of legal case files	1.1 Explain the administrative requirements of the different legal areas being administered
	1.2 Explain the scope and limits of their own responsibilities and authority
	1.3 Explain the requirements of the duty of confidentiality
	1.4 Describe the structure, format and contents of a case file
	1.5 Explain how to validate information when managing a legal case file
	1.6 Explain the requirements of processing appeals
	1.7 Explain the potential consequences of not meeting internal and external deadlines when managing a legal case file

Learning Outcome	Assessment Criteria
LO2 Be able to manage case files	2.1 Plan the management of a case file to meet deadlines
	2.2 Identify the location of required documents and materials
	2.3 Take action to ensure the file contains accurate and up-to-date information, documents and materials and is secure
	2.4 Take action to ensure court bundles are prepared correctly
	2.5 Generate correspondence and documents that conform with the requirements of house style and legal and procedural requirements
	2.6 Submit documents on time
	2.7 Process and record the hearing outcomes in accordance with organisational and procedural requirements
	2.8 Close and archive files in accordance with organisational and regulatory requirements
	2.9 Keep fee-earners informed of actions taken, progress, developments and problems
	2.10 Adhere to organisational policies and procedures, and legal and ethical requirements when managing case files

### BUS55 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## BUS60 – Manage an office facility

Unit reference number: K/506/1944

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 21**

### Unit aim

The aim of this unit is to provide learners with an understanding of the management of, and the ability to manage and maintain an office facility.

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the management of an office facility

LO2 Be able to manage and maintain an office facility

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

## Evidence requirements

Learners must provide a portfolio of evidence for this unit

## Assessment guidance

**Users** may include, but are not limited to:

- colleagues
- customers

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of an office facility	1.1 Explain the requirements of establishing and implementing office management procedures
	1.2 Explain how to manage the effectiveness of work and systems
	1.3 Explain how to manage any constraints attached to office facilities and related budgets
	1.4 Explain the factors to be taken into account in the design of office systems, procedures and guidance documents
	1.5 Explain how to create an environment that is conducive to productive work

Learning Outcome	Assessment Criteria
LO2 Be able to manage and maintain an office facility	2.1 Maintain equipment and consumables to agreed levels
	2.2 Establish systems to evaluate the effectiveness of office systems and procedures
	2.3 Review the effectiveness of office systems and procedures to meet users' needs, adapting them to meet changing demands
	2.4 Manage the maintenance of office equipment to meet users' needs and expectations
	2.5 Manage effective relationships with suppliers
	2.6 Take action to ensure that administrative services are provided to agreed standards

### BUS60 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

**BUS61 – Analyse and present business data**

Unit reference number: M/506/1945

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 24**

## Unit aim

The aim of this unit is to provide learners with an understanding of the analysis and presentation of business data and the ability to analyse quantitative and qualitative business data and to present the analysis of that business data in the agreed reporting format and house style.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the analysis and presentation of business data

LO2 Be able to analyse quantitative and qualitative business data

LO3 Be able to present the analysis of business data

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Techniques** may include,

- Comparing
- Contrasting
- Measuring
- Monitoring

**Conclusions:**

- Within limits of own responsibility
- Linked to original brief
- In agreed format

Simulation is not allowed.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the analysis and presentation of business data	1.1 Explain the uses and limitations of primary and secondary data
	1.2 Explain the uses and limitations of quantitative and qualitative data
	1.3 Evaluate the issues relating to the validity and reliability of data and its analysis
	1.4 Explain the use of IT tools to carry out research
	1.5 Assess the risks attached to making judgments based on limited or unrepresentative samples
	1.6 Assess the risks attached to generalising research findings
	1.7 Explain different formats and techniques for the presentation of the analysis

Learning Outcome	Assessment Criteria
LO2 Be able to analyse quantitative and qualitative business data	2.1 Agree the parameters of the analysis
	2.2 Clarify any ethical requirements of the analysis
	2.3 Organise the data in a way that will facilitate its analysis
	2.4 Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives
	2.5 Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
	2.6 Confirm the accuracy of data analysis and make necessary adjustments
	2.7 Draw conclusions that are valid and supported by evidence

Learning Outcome	Assessment Criteria
LO3 Be able to present the analysis of business data	3.1 Present data in the agreed reporting format and house style
	3.2 Acknowledge the limitations of the analysis
	3.3 Reference data sources

### BUS61 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## BUS66 – Support environmental sustainability in a business environment

Unit reference number: R/506/1954

**Level: 4**

**Credit value: 4**

**Guided Learning (GL) hours: 38**

### Unit aim

The aim of this unit is to provide learners with an understanding of the principles supporting environmental sustainability in a business environment and the ability to implement best practice

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the principles supporting environmental sustainability in a business environment

LO2 Be able to implement best practice in environmental sustainability in a business environment

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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

Simulation is not allowed

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles supporting environmental sustainability in a business environment	1.1 Describe current legislation in relation to environmental sustainability in a business environment
	1.2 Explain government incentives that support environmental sustainability in a business environment
	1.3 Analyse the relationship between environmental sustainability and corporate social responsibility
	1.4 Explain the health and safety considerations for environmental sustainability and waste management
	1.5 Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures

Learning Outcome	Assessment Criteria
LO2 Be able to implement best practice in environmental sustainability in a business environment	2.1 Identify the environmental standards that are relevant to an organisation
	2.2 Evaluate the impact of an organisation's business on its environment
	2.3 Promote a culture of efficient consumption of energy in line with an organisation's energy management policies
	2.4 Establish procedures to minimise waste and maximise the recycling of materials
	2.5 Establish procedures to meet hazardous waste regulations
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment

### BUS66 Document History

Version	Issue Date	Changes	Role
[v1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## BUS67 – Resolve administrative problems

Unit reference number: D/506/1956

**Level: 4**

**Credit value: 6**

**Guided Learning (GL) hours: 56**

### Unit aim

The aim of this unit is to provide learners with an understanding of how identify and resolve a range of administrative problems in a business environment. It also provides learners with the understanding of the methods used to monitor, manage, control and analyse the potential for problems and enables them to apply this understanding to implement problem solving strategies within a business environment.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles underpinning the resolution of administrative problems

LO2 Be able to identify administrative problems

LO3 Be able to resolve administrative problems

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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Administrative functions** could include those relating to:

- Finance
- Organisation
- IT
- Human resources

**Risk management** techniques are the resources used to minimise, monitor, and control the probability and/or impact of unfortunate events

**Analytical techniques** could include:

- Defining the problem not just the symptoms
- Considering different perspectives on the problem
- Understanding how the problem interrelates with other people/departments

A **strategy** is the method used to resolve a specific problem

Simulation is not allowed



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the resolution of administrative problems	1.1 Evaluate the effectiveness of different types of information on an administrative function
	1.2 Explain the basis for selecting tools, techniques and strategies to analyse administrative functions
	1.3 Explain the constraints attached to the use of resources needed to resolve administrative problems
	1.4 Explain how to apply risk assessment and management techniques to identify and resolve administrative problems
	1.5 Analyse the effectiveness of different techniques used to resolve administrative problems

Learning Outcome	Assessment Criteria
LO2 Be able to identify administrative problems	2.1 Collect information relevant to the administrative problem
	2.2 Use analytical techniques that are appropriate to the administrative problem
	2.3 Clarify whether an administrative problem is recurrent, intermittent or a sole instance
	2.4 Identify patterns of issues and problems
	2.5 Identify the likely cause of an administrative problem

Learning Outcome	Assessment Criteria
LO3 Be able to resolve administrative problems	3.1 Select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
	3.2 Develop a plan that addresses the administrative problem whilst minimising disruption to business
	3.3 Identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
	3.4 Implement a problem-solving plan within the agreed timescale and constraints
	3.5 Take action to ensure that systems and processes are capable of preventing future reoccurrences
	3.6 Evaluate the effectiveness of problem solving activities
	3.7 Adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems

### BUS67 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

**BUS68 – Prepare specifications for contracts**

Unit reference number: H/506/1957

**Level: 4**

**Credit value: 4**

**Guided Learning (GL) hours: 23**

## Unit aim

The aim of this unit is to provide learners with an understanding of the principles supporting the preparation of, and the ability to prepare, specifications for contracts

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the principles supporting the preparation of specifications for contracts

LO2 Be able to prepare specifications for contracts

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# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Sufficient information** should cover what is required, how many, by when and the available budget

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles supporting the preparation of specifications for contracts	1.1 Explain the scope of contract specifications
	1.2 Explain the roles and interests of those who should be involved in a tender process
	1.3 Analyse the legal implications of a range of types of contracts and agreements
	1.4 Explain the requirements of confidentiality and data protection
	1.5 Evaluate the risks associated with procurement and tendering processes
	1.6 Explain the basis for the design of a tender evaluation process

Learning Outcome	Assessment Criteria
LO2 Be able to prepare specifications for contracts	2.1 Confirm the requirements for the contract specification
	2.2 Draft contract specifications that meet the requirements including post-contractual requirements
	2.3 Specify the parameters of the contract in line with the requirements
	2.4 Provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification
	2.5 Define objective selection criteria to evaluate tender proposals
	2.6 Establish a selection process that meets organisational requirements
	2.7 Adhere to organisational policies and procedures, legal and ethical requirements when preparing specifications for contracts

### BUS68 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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## 8 Units – Group B

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# Unit Handbook

## CUS25 – Organise and deliver customer service

Unit reference number: L/506/2150

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 27**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to organise customer service delivery. It will also provide learners with an ability to plan and deliver excellent customer service.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to organise customer service delivery

LO2 Be able to plan the delivery of customer service

LO3 Be able to deliver customer service



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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Methods of promoting** products and/or services could include but not be limited to: advertising, e.g., TV, online, press, flyers, in store messaging, social media campaigns

**Segmentation** – the technique used to enable a business to better target its products at the right customers

**Customer journey** e.g. points of transaction, points of contact and response mechanisms for each stage of the journey

**Systems and structures** – the procedures, people, and resources needed to deliver customer service.

**Resources** can include but are not exclusive to staff, promotional materials and equipment

**Service failure** - a dissatisfactory service experience

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to organise customer service delivery	1.1 Explain how different methods of promoting products and/or services impact on customer service delivery
	1.2 Explain who should be involved in the organisation of customer service delivery
	1.3 Explain the importance of differentiating between customers' wants, needs and expectations
	1.4 Explain different ways of segmenting customer groups
	1.5 Explain how customer segmentation is used in organising customer service delivery
	1.6 Explain how to analyse the "customer journey"

Learning Outcome	Assessment Criteria
LO2 Be able to plan the delivery of customer service	2.1 Identify customers' needs and expectations
	2.2 Map the "customer journey"
	2.3 Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service
	2.4 Prepare the resources needed to deliver products and/or services to different types of customers
	2.5 Plan how to deal with unexpected additional workloads
	2.6 Allocate priorities to address points of service failure

Learning Outcome	Assessment Criteria
LO3 Be able to deliver customer service	3.1 Take steps to ensure that the needs of customers are balanced with organisational objectives
	3.2 Agree realistic and achievable actions with customers
	3.3 Identify areas for improvement in their own customer service delivery
	3.4 Adapt their own customer service delivery to meet customers' changing expectations

### CUS25 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## CUS31 – Resolve customers' complaints

Unit reference number: R/506/2151

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 22**

### Unit aim

The aim of this unit is to provide learners with an understanding of the monitoring and resolution of customers' complaints and to apply this understanding to deal with customers' complaints.

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the monitoring and resolution of customers' complaints

LO2 Be able to deal with customers' complaints

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Monitoring techniques** may include, but are not limited to:

- Record keeping
- Customer Contact Systems
- E-mails
- Letters
- Task-specific documents

**Negotiating techniques** may include, but are not limited to:

- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard communication
- Referral to specialist team

**Conflict management techniques** may include, but are not limited to:

- Standard Communication
- Referral to specialist team
- Explanation at source
- 'Second facing' at source

**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

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the monitoring and resolution of customers' complaints	1.1 Assess the suitability of a range of monitoring techniques for customers' complaints
	1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery
	1.3 Explain negotiating techniques used to resolve customers' complaints
	1.4 Explain conflict management techniques used in dealing with upset customers
	1.5 Explain organisational procedures for dealing with customer complaints
	1.6 Explain when to escalate customers' complaints
	1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
	1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services

Learning Outcome	Assessment Criteria
LO2 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

### CUS31 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## IT301 – Bespoke software

Unit reference number: J/502/4397

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 30**

### Unit aim

This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively. On completion of this unit a candidate should be able to select and use a range of advanced bespoke software tools and techniques for complex or non-routine information. Bespoke software tools and techniques will be defined as ‘advanced’ because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application;
- the user will take full responsibility for inputting, manipulating and outputting the information

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Input and combine information using bespoke software

LO2 Create and modify appropriate structures to organise and retrieve information efficiently

LO3 Exploit the functions of the software effectively to process and present information

Version 1



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# Unit content

## **Evidence requirements**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed SkillsCfA, the sector skills council for business and administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Input and combine information using bespoke software	1.1 Input relevant information accurately so that it is ready for processing
	1.2 Select and use appropriate techniques to link and combine information within the application and across different software applications

Learning Outcome	Assessment Criteria
LO2 Create and modify appropriate structures to organise and retrieve information efficiently	2.1 Evaluate the use of software functions to structure, layout and style information
	2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently
	2.3 Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available

Learning Outcome	Assessment Criteria
LO3 Exploit the functions of the software effectively to process and present information	3.1 Select and use appropriate tools and techniques to edit, analyse and format information
	3.2 Check information meets needs, using IT tools and making corrections as necessary
	3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
	3.4 Select and use presentation methods to aid clarity and meaning

### IT301 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## IT303 – Database software

Unit reference number: T/502/4556

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 45**

### Unit aim

This is the ability to use a software application designed to organise and store structured information and generate reports. On completion of this unit a candidate should be able to select and use advanced database software tools and techniques efficiently to:

- enter complex information into databases
- retrieve information by creating queries using multiple selection criteria
- produce reports by setting up menus or short cuts

They will also be able to design, create and interrogate multiple-table relational databases.

Database tools, functions and techniques will be described as ‘advanced’ because:

- the software tools and functions involved will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying and;
- the input, manipulation and output techniques involved will be complex, which will involve research, identification and application

Examples of context: Typical ‘more complex’ reports from multiple-table relational databases may be about – customers’ buying methods, order frequency and payment patterns.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Plan, create and modify relational database tables to meet requirements

LO2 Enter, edit and organise structured information in a database

LO3 Use database software tools to create, edit and run data queries and produce reports

Version 1.0

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# Unit content

## **Evidence requirements**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Plan, create and modify relational database tables to meet requirements	1.1 Explain how a relational database design enables data to be organised and queried
	1.2 Plan and create multiple tables for data entry with appropriate fields and properties
	1.3 Set up and modify relationships between database tables
	1.4 Explain why and how to maintain data integrity
	1.5 Respond appropriately to problems with database tables
	1.6 Use database tools and techniques to ensure data integrity is maintained

Learning Outcome	Assessment Criteria
LO2 Enter, edit and organise structured information in a database	2.1 Design and create forms to access, enter, edit and organise data in a database
	2.2 Select and use appropriate tools and techniques to format data entry forms
	2.3 Check data entry meets needs, using IT tools and making corrections as necessary
	2.4 Respond appropriately to data entry errors

Learning Outcome	Assessment Criteria
LO3 Use database software tools to create, edit and run data queries and produce reports	3.1 Explain how to select, generate and output information from queries according to requirements
	3.2 Create and run database queries to display, amend or calculate selected data
	3.3 Plan and produce database reports from a multiple-table relational database
	3.4 Select and use appropriate tools and techniques to format database reports
	3.5 Check reports meet needs, using IT tools and making corrections as necessary

### IT303 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## IT306 – Presentation software

Unit reference number: T/502/4623

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 45**

### Unit aim

This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing. On completion of this unit a candidate should be able to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine.

Presentation tools and techniques will be described as ‘advanced’ because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information

Examples of context: An interactive or multi-media presentation.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Input and combine text and other information within presentation slides

LO2 Use presentation software tools to structure, edit and format presentations

LO3 Prepare interactive slideshow for presentation

Version 1.0



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# Unit content

## **Evidence requirements**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Input and combine text and other information within presentation slides	1.1 Explain what types of information are required for the presentation
	1.2 Enter text and other information using layouts appropriate to type of information
	1.3 Insert charts and tables and link to source data
	1.4 Insert images, video or sound to enhance the presentation
	1.5 Identify any constraints which may affect the presentation
	1.6 Organise and combine information for presentations in line with any constraints
	1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

Learning Outcome	Assessment Criteria
LO2 Use presentation software tools to structure, edit and format presentations	2.1 Explain when and how to use and change slide structure and themes to enhance presentations
	2.2 Create, amend and use appropriate templates and themes for slides
	2.3 Explain how interactive and presentation effects can be used to aid meaning or impact
	2.4 Select and use appropriate techniques to edit and format presentations to meet needs
	2.5 Create and use interactive elements to enhance presentations
	2.6 Select and use animation and transition techniques appropriately to enhance presentations

Learning Outcome	Assessment Criteria
LO3 Prepare interactive slideshow for presentation	3.1 Explain how to present slides to communicate effectively for different contexts
	3.2 Prepare interactive slideshow and associated products for presentation
	3.3 Check presentation meets needs, using IT tools and making corrections as necessary
	3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them
	3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose

### IT306 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## IT308 – Spreadsheet software

Unit reference number: J/502/4626

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 45**

### Unit aim

This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs. On completion of this unit a candidate should be able to select and use a wide range of advanced spreadsheet software tools and techniques to produce, present and check complex and non-routine spreadsheets. Spreadsheet software tools and techniques will be defined as ‘advanced’ because:

- the range of data entry, manipulation and outputting techniques will be complex and non-routine
- the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and understanding (for example, data restrictions, data validation using formula, pivot tables, data maps)
- the user will take full responsibility for setting up and developing the functionality of the spreadsheet

Examples of context: Typical examples may include - cost benefit analysis, analysis of results from a questionnaire or survey, developing summary reports from a large data set, creating a personalised customer quotation from a standard price list.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Use a spreadsheet to enter, edit and organise numerical and other data

LO2 Select and use appropriate formulas and data analysis tools and techniques to meet requirements

LO3 Use tools and techniques to present, and format and publish spreadsheet information

Version 1.0

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# Unit content

## **Evidence requirements**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
	1.2 Enter and edit numerical and other data accurately
	1.3 Combine and link data from different sources
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

Learning Outcome	Assessment Criteria
LO2 Select and use appropriate formulas and data analysis tools and techniques to meet requirements	2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them
	2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements
	2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements
	2.4 Select and use forecasting tools and techniques

Learning Outcome	Assessment Criteria
LO3 Use tools and techniques to present, and format and publish spreadsheet information	3.1 Explain how to present and format spreadsheet information effectively to meet needs
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively
	3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs
	3.4 Select and use appropriate page layout to present, print and publish spreadsheet information
	3.5 Explain how to find and sort out any errors in formulas
	3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary
	3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets

### IT308 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## IT310 – Website software

Unit reference number: Y/502/4632

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 40**

### Unit aim

This is the ability to use a software application designed for planning, designing and building websites. On completion of this unit a candidate should be able to select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features. Website software tools and techniques will be defined as ‘advanced’ because:

- the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying
- the development techniques will be complex, and will involve research, identification and application
- the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information

Examples of context: Shopping website linked to product information and stock control database

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Create structures and styles and use them to produce websites

LO2 Select and use website software tools and features to develop multiple page websites with multimedia and interactive features

LO3 Publish and test multiple page websites with multimedia and interactive features

Version 1.0



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# Unit content

## **Evidence requirements**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Create structures and styles and use them to produce websites	1.1 Determine what website content and layout will be needed for each page and for the site
	1.2 Plan and create web page templates to layout content
	1.3 Select and use website features and structures to enhance website navigation and functionality
	1.4 Create, select and use styles to enhance website consistency and readability
	1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites
	1.6 Explain what access issues may need to be taken into account
	1.7 Explain when and why to use different file types for saving content
	1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available

Learning Outcome	Assessment Criteria
LO2 Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	2.1 Prepare content for web pages so that it is ready for editing and formatting
	2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software
	2.3 Select and use appropriate editing and formatting techniques to aid meaning
	2.4 Select and use appropriate programming and development techniques to add features and enhance websites
	2.5 Select and use file formats that make information easier to download
	2.6 Check web pages meet needs, using IT tools and making corrections as necessary

Learning Outcome	Assessment Criteria
LO3 Publish and test multiple page websites with multimedia and interactive features	3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned
	3.2 Identify any quality problems with websites and explain how to respond to them
	3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently
	3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose

### IT310 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## IT311 – Word processing software

Unit reference number: Y/502/4629

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 45**

### Unit aim

This is the ability to use a software application designed for the creation, editing and production of largely text-based documents. On completion of this unit a candidate should be able to select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents. Word processing tools and techniques will be described as 'advanced' because:

- the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying
- the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application
- the user will take full responsibility for the inputting, manipulating and outputting of the information.

Examples of context: Typical documents will require problem solving and creative thinking and may include – complex reports and content for publications such as web pages, journals, newsletters or other printed materials.

## **Learning outcomes**

There are three outcomes to this unit. The learner will:

LO1 Enter and combine text and other information accurately within word processing documents

LO2 Create and modify appropriate layouts, structures and styles for word processing documents

LO3 Use word processing software tools and techniques to format and present documents effectively to meet requirements

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# Unit content

## **Evidence requirements**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Enter and combine text and other information accurately within word processing documents	1.1 Summarise what types of information are needed for the document and how they should be linked or integrated
	1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently
	1.3 Create, use and modify appropriate templates for different types of documents
	1.4 Explain how to combine and merge information from other software or multiple documents
	1.5 Combine and merge information within a document from a range of sources
	1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available
	1.7 Select and use tools and techniques to work with multiple documents or users
	1.8 Customise interface to meet needs

Learning Outcome	Assessment Criteria
LO2 Create and modify appropriate layouts, structures and styles for word processing documents	2.1 Analyse and explain the requirements for structure and style
	2.2 Create, use and modify columns, tables and forms to organise information
	2.3 Define and modify styles for document elements
	2.4 Select and use tools and techniques to organise and structure long documents

Learning Outcome	Assessment Criteria
LO3 Use word processing software tools and techniques to format and present documents effectively to meet requirements	3.1 Explain how the information should be formatted to aid meaning
	3.2 Select and use appropriate techniques to format characters and paragraphs
	3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents
	3.4 Check documents, meet needs, using IT tools and making corrections as necessary
	3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose
	3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose

### IT311 Document History

Version	Issue Date	Changes	Role
1.0	07/02/2023	Rebrand	Regulation Officer



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# Unit Handbook

IT312 – Using email

Unit reference number: T/502/4301

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 20**

## Unit aim

This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages. This unit is about the skills and knowledge to make effective use of a range of e-mail software tools to send, receive and store messages for, at times, non-routine or unfamiliar activities.

## Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Use e-mail software tools and techniques to compose and send messages

LO2 Manage use of e-mail software effectively

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# Unit content

## **Evidence requirements**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

## **Endorsement of the unit by a sector or other appropriate body**

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Use e-mail software tools and techniques to compose and send messages	1.1 Select and use software tools to compose and format e-mail messages, including attachments
	1.2 Explain methods to improve message transmission
	1.3 Send e-mail messages to individuals and groups
	1.4 Explain why and how to stay safe and respect others when using e-mail
	1.5 Use an address book to manage contact information

Learning Outcome	Assessment Criteria
LO2 Manage use of e-mail software effectively	2.1 Develop and communicate guidelines and procedures for using e-mail effectively
	2.2 Read and respond appropriately to e-mail messages and attachments
	2.3 Use email software tools and techniques to automate responses
	2.4 Explain why, how and when to archive messages
	2.5 Organise, store and archive e-mail messages effectively
	2.6 Customise e-mail software to make it easier to use
	2.7 Explain how to minimise e-mail problems
	2.8 Respond appropriately to email problems

### IT312 Document History

Version	Issue Date	Changes	Role
1.0	07/02/2023	Rebrand	Regulation Officer

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# Unit Handbook

## ML10 – Promote equality, diversity and inclusion in the workplace

Unit reference number: T/506/1820

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

The aim of this unit is to provide learners with an understanding of the organisational and personal aspects of equality, diversity and inclusion in the workplace. It will also provide learners with the ability to support equality, diversity and inclusion in the workplace.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the organisational aspects of equality, diversity and inclusion in the workplace

LO2 Understand the personal aspects of equality, diversity and inclusion in the workplace

LO3 Be able to support equality, diversity and inclusion in the workplace

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

Learners should ensure they specifically address all three areas of:

- Equality
- Diversity and
- Inclusion

when meeting the relevant criteria in this unit.

**Equality Legislation** will include but is not limited to Equality Act 2010

**Forms of discrimination** may include but are not limited to:

- Direct Discrimination
- Indirect Discrimination

**Colleagues** primarily relates to colleagues for whom the learner has line manager responsibility

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1 Explain the difference between equality, diversity and inclusion
	1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy
	1.3 Explain the potential consequences of breaches of equality legislation
	1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion

Learning Outcome	Assessment Criteria
LO2 Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1 Explain the different forms of discrimination and harassment
	2.2 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
	2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace

Learning Outcome	Assessment Criteria
LO3 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
	3.2 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

### ML10 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager



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# Unit Handbook

## ML11 – Manage team performance

Unit reference number: A/506/1821

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 21**

### Unit aim

The aim of this unit is to provide learners with an understanding of the management of team performance. It also provides learners with the ability to allocate and assure the quality of work and to manage communications within a team.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the management of team performance

LO2 Be able to allocate and assure the quality of work

LO3 Be able to manage communications within a team

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

A **benchmark** is a standard or measurement that could include:

- Key performance indicators (KPIs)
- Best operational practices

**Quality management techniques** may include:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of team performance	1.1 Explain the use of benchmarks in managing performance
	1.2 Explain a range of quality management techniques to manage team performance
	1.3 Describe constraints on the ability to amend priorities and plans

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

### ML11 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

## ML12 – Manage individuals’ performance

Unit reference number: J/506/1921

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 20**

### Unit aim

The aim of this unit is to provide learners with an understanding of the management of underperformance in the workplace and the ability to manage individuals’ performance

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the management of underperformance in the workplace

LO2 Be able to manage individuals’ performance in the workplace

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Organisational objectives** are the overall goals, purpose and mission of a business as established by its management

**Motivation techniques** may include, but are not limited to:

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

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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
	2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs
	2.3 Apply motivation techniques to maintain morale
	2.4 Provide information, resources and ongoing 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

### ML12 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager



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# Unit Handbook

## ML13 – Manage individuals’ development in the workplace

Unit reference number: L/506/1922

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 10**

### Unit aim

The aim of this unit is to provide learners with an ability to carry out performance appraisals and to support the learning and development of individual team members

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to carry out performance appraisals

LO2 Be able to support the learning and development of individual team members

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for management.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

### ML13 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

ML14 – Chair and lead meetings

Unit reference number: Y/506/1924

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 10**

## Unit aim

The aim of this unit is to provide learners with the ability to prepare, chair and lead meetings. It also provides learners with the ability to deal with post-meeting matters.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to prepare to lead meetings

LO2 Be able to chair and lead meetings

LO3 Be able to deal with post-meeting matters

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Formal procedures** may include, but not be limited to:

- Setting the time, date and place of meeting
- Sending out invites
- Setting an agenda

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

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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
	1.4 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

Learning Outcome	Assessment Criteria
LO2 Be able to chair and lead meetings	2.1 Follow business conventions in the conduct of a meeting
	2.2 Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
	2.3 Manage the agenda within the timescale of the meeting
	2.4 Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements

Learning Outcome	Assessment Criteria
LO3 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

### ML14 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager



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# Unit Handbook

## ML16 – Encourage innovation

Unit reference number: J/506/2292

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 14**

### Unit aim

The aim of this unit is to provide learners with the ability to identify opportunities, to generate and test ideas for innovation and improvement and to implement innovative ideas and improvements.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to identify opportunities for innovation

LO2 Be able to generate and test ideas for innovation and improvement

LO3 Be able to implement innovative ideas and improvements

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Techniques** may include, but are not exclusive to;

- Brainstorming
- NGT – Nominal Group Technique
- Use of customer feedback
- Attribute listing
- Need identification
- Synectics
- Idea screening

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

- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

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

**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.

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to identify opportunities for innovation	1.1 Analyse the advantages and disadvantages of techniques used to generate ideas
	1.2 Explain how innovation benefits an organisation
	1.3 Explain the constraints on their own ability to make changes
	1.4 Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement
	1.5 Engage team members in finding opportunities to innovate and suggest improvements
	1.6 Monitor performance, products and/or services and developments in areas that may benefit from innovation
	1.7 Analyse valid information to identify opportunities for innovation and improvement

Learning Outcome	Assessment Criteria
LO2 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 Evaluate the fitness for purpose and value of the selected ideas
	2.4 Assess potential innovations and improvements against the agreed evaluation criteria
	2.5 Generate ideas for innovation or improvement that meet the agreed criteria
	2.6 Test selected ideas that meet viability criteria
	2.7 Evaluate the fitness for purpose and value of the selected ideas
	2.8 Assess potential innovations and improvements against the agreed evaluation criteria

Learning Outcome	Assessment Criteria
LO3 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

### ML16 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

ML18 – Procure products and/or services

Unit reference number: M/506/1928

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 35**

## Unit aim

The aim of this unit is to provide learners with the ability to identify procurement requirements, to select suppliers and to use that information to buy products and/or services.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to identify procurement requirements

LO2 Be able to select suppliers

LO3 Be able to buy products and/or services

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Sustainability** is defined as ‘avoiding the depletion of natural resources in the procurement processes’.

**Risk** includes risks to the business and organisation as well as health and safety risks.

Learners should be able to identify the options of **media** that are available to demonstrate their selection and use of appropriate media.

**Capability and track record** may be in the context of internal to or external to the learner’s organisation

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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
	1.4 Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits

Learning Outcome	Assessment Criteria
LO2 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
	2.6 Select suppliers that meet the procurement specification

Learning Outcome	Assessment Criteria
LO3 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

### ML18 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager



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# Unit Handbook

## ML19 – Implement change

Unit reference number: T/506/1929

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 28**

### Unit aim

The aim of this unit is to provide learners with an understanding of the principles of change management. It will also provide learners with the ability to plan the implementation of change, to manage the implementation of a change of plan and to evaluate the effectiveness of the implementation of change plans.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the principles of change management

LO2 Be able to plan the implementation of change

LO3 Be able to manage the implementation of a change of plan

LO4 Be able to evaluate the effectiveness of the implementation of change plans

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Change management models** might include:

- Lewin - force field analysis
- Kotter - 8 steps
- Nudge theory
- Psychological contract
- Fisher - personal change

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

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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
	1.4 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Be able to manage the implementation of a change of 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

Learning Outcome	Assessment Criteria
LO4 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
	4.2 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

### ML19 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

## ML20 – Implement and maintain business continuity plans and processes

Unit reference number: K/506/1930

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 25**

### Unit aim

The aim of this unit is to provide learners with the ability to plan for the implementation of business continuity plans and processes, to implement business continuity plans and processes and to maintain the fitness for purpose of on-going business continuity plans and processes

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to plan for the implementation of business continuity plans and processes

LO2 Be able to implement business continuity plans and processes

LO3 Be able to maintain the fitness for purpose of on-going business continuity plans and processes

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

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. Such as:

- Supply chain interruption
- Loss or damage to an important resource (both physical and electronic)

**Business critical** refers to anything that is necessary for a business to be successful

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

- Information
- Premises
- Stock
- Staff

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to plan for the implementation of business continuity plans and processes	1.1 Describe the components of a business continuity plan
	1.2 Explain the uses of a business continuity plan
	1.3 Explain the features of different business continuity planning models
	1.4 Explain the potential consequences of inadequate business continuity plans and processes
	1.5 Confirm the required aim, scope and objectives of business continuity plans
	1.6 Engage stakeholders in developing business continuity plans and processes
	1.7 Identify business-critical products and/or services and the activities and resources that support them

Learning Outcome	Assessment Criteria
LO2 Be able to implement business continuity plans and processes	2.1 Develop a framework for business continuity management
	2.2 Recommend resources that are proportionate to the potential impact of business disruption
	2.3 Communicate the importance and requirements of business continuity plans and processes to stakeholders
	2.4 Meet their own objectives within the plan

Learning Outcome	Assessment Criteria
LO3 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
	3.3 Update plans and processes in the light of feedback from business continuity exercises and other sources of information



### ML20 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

## ML23 – Participate in a project

Unit reference number: F/506/1934

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 19**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to manage a project and apply that understanding to support the delivery of a project.

### Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to manage a project

LO2 Be able to support the delivery of a project

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Project lifecycle explanations** should include,

- Initiation
- Planning
- Execution
- Evaluation

**Project monitoring techniques** may include but are not exclusive to,

- Pulse meetings
- Variance reports
- Programme reviews
- Technical reviews
- Project forecasting
- Problem-solving
- Management reviews
- Use of dashboards/logs

**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

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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
	1.3 Explain the roles of people involved in a project
	1.4 Explain the uses of project-related information
	1.5 Explain the advantages and limitations of different project monitoring techniques
	1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources

Learning Outcome	Assessment Criteria
LO2 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

### ML23 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

ML25 – Develop and maintain professional networks

Unit reference number: J/506/1949

**Level: 4**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

## Unit aim

The aim of this unit is to provide learners with an understanding of the principles of effective networking. It will also provide learners with the ability to identify professional networks for development and to maintain professional networks.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of effective networking

LO2 Be able to identify professional networks for development

LO3 Be able to maintain professional networks

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management

## Evidence requirements

Learners must provide a portfolio of evidence for this unit

## Assessment guidance

**Networks** could cover:

- Online networking (social media)
- Face-to-face networking
- Professional network services
- Formal networking (weekly/monthly meetings and referrals)

**Ethical issues** could relate but not be limited to:

- The Data Protection Act
- Conflicts of interest

**The boundaries of confidentiality** will vary but must adhere to The Data Protection Act

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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
	1.3 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

Learning Outcome	Assessment Criteria
LO2 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
	2.2 Shortlist networks for development against defined criteria
	2.3 Assess the benefits and limitations of joining and maintaining selected network(s)

Learning Outcome	Assessment Criteria
LO3 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
	3.5 Agree guidelines for the exchange of information and resources
	3.6 Take action to ensure that participation in networks reflects current and defined future aspirations and needs
	3.7 Make introductions to people with common or complementary interest to and within networks



### ML25 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

ML27 – Develop and implement an operational plan

Unit reference number: Y/506/1955

**Level: 4**

**Credit value: 5**

**Guided Learning (GL) hours: 24**

## Unit aim

The aim of this unit is to provide learners with an understanding of the principles of operational planning. It will also to provide learners with the ability to develop and implement an operational plan and to evaluate the effectiveness of it.

## Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the principles of operational planning

LO2 Be able to develop an operational plan

LO3 Be able to implement an operational plan

LO4 Be able to evaluate the effectiveness of an operational plan

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**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

**Planning tools** might include, but are not exclusive to:

- Fishbone diagrams
- Gantt charts
- Critical path analysis
- Business process modelling

**Periodic reviews** could include milestone reviews with teams or individuals and will be in relation to the length of the project plan

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of operational planning	1.1 Evaluate the use of risk analysis techniques in operational planning
	1.2 Explain the components of an operational plan
	1.3 Analyse the relationship between strategic and operational plans
	1.4 Evaluate the use of planning tools and techniques in the operational planning process
	1.5 Explain how to carry out a cost-benefit analysis

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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
	4.2 Report on the effectiveness of operational plans in the appropriate format

### ML27 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## ML34 – Manage physical resources

Unit reference number: K/506/1989

**Level: 4**

**Credit value: 4**

**Guided Learning (GL) hours: 26**

### Unit aim

The aim of this unit is to provide learners with the ability to identify the need for physical resources and to obtain and manage the use of those physical resources

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to identify the need for physical resources

LO2 Be able to obtain physical resources

LO3 Be able to manage the use of physical resources

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit

## Assessment guidance

**Resource requirements** should be substantial and make a significant contribution to the work and objectives of the organisation. This relates to all criteria in this unit.

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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



### ML34 Document History

Version	Issue Date	Changes	Role
V1.0	31/1/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

ML36 – Prepare for and support quality audits

Unit reference number: K/506/1992

**Level: 4**

**Credit value: 3**

**Guided Learning (GL) hours: 17**

## Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the management of quality. It will also provide learners with the ability to prepare for, and to support, quality audits

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles underpinning the management of quality

LO2 Be able to prepare for quality audits

LO3 Be able to support quality audits

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Quality management** will be sector specific, but could include:

- Quality planning
- Quality control
- Quality assurance
- Quality improvement

**Quality standards** could refer to:

- Legislation
- British Standards and ISO
- Kitemark
- CE Mark
- Royal Warrants
- Branding

**Quality techniques** could include:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes

**Non-compliance** is the failure to adhere to an Act or its Regulations

**Non-conformance** is the failure to comply with a requirement, standard, or procedure

Simulation is not allowed

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

### ML36 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## ML38 – Manage a budget

Unit reference number: A/506/1995

**Level: 4**

**Credit value: 4**

**Guided Learning (GL) hours: 26**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to identify financial requirements and how to set budgets. It will also provide learners with an ability to manage a budget and to evaluate its use.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand how to identify financial requirements

LO2 Understand how to set budgets

LO3 Be able to manage a budget

LO4 Be able to evaluate the use of a budget

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Stakeholders** may include, but are not limited to:

- Shareholders
- Directors
- Managers
- Customers
- Colleagues
- Organisations
- Members of the public

**Contingencies** are unforeseen events or costs.

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 <b>stakeholders</b>
	1.4 Describe the business planning and budget-setting cycle

Learning Outcome	Assessment Criteria
LO2 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 <b>contingencies</b>
	2.4 Explain organisational policies and procedures on budget-setting

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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



### ML38 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## ML40 – Manage a project

Unit reference number: R/506/1999

**Level: 4**

**Credit value: 7**

**Guided Learning (GL) hours: 38**

### Unit aim

The aim of this unit is to provide learners with an understanding of the management of a project. It will also provide learners with the ability to plan and manage a project and to evaluate its effectiveness.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the management of a project

LO2 Be able to plan a project

LO3 Be able to manage a project

LO4 Be able to evaluate the effectiveness of a project

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

### ML40 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## ML41 – Manage business risk

Unit reference number: L/506/2004

**Level: 4**

**Credit value: 6**

**Guided Learning (GL) hours: 27**

### Unit aim

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

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the management of business risk

LO2 Be able to address business risk

LO3 Be able to mitigate business risk

---

# Unit content

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Theories** could include, but are not exclusive to:

- Contingency model of strategic risk
- Theory of stakeholder identification

Theories and models need to be relevant to learners work environment and organisation.

**Measures and techniques** may include, but are not limited to:

- Avoidance
- Loss control
- Risk retention
- Risk transfer

**Monitoring** might include, but is not limited to:

- Observation
- Reviews of targets
- Work sampling
- Feedback given from others

**Potential risks** can include, but are not limited to:

- Changes in policy / legislation externally
- Changes in finance – profit and loss
- Change in consumer / customer preferences / tastes
- Increased competition
- Strikes

Risk management plans could include, but are not limited to:

- Strategy
- Avoiding risk
- Controlling and mitigation of risk
- Risk acceptance
- Risk transference

Simulation is not allowed.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

### ML41 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## ML43 – Recruitment, selection and induction practice

Unit reference number: R/506/2909

**Level: 4**

**Credit value: 6**

**Guided Learning (GL) hours: 33**

### Unit aim

The aim of this unit is to provide learners with an understanding of principles and theories underpinning recruitment, selection and induction practice. It will also provide learners with an ability to recruit people into an organisation, select appropriate people for the role and induct those people into an organisation.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the principles and theories underpinning recruitment, selection and induction practice

LO2 Be able to recruit people into an organisation

LO3 Be able to select appropriate people for the role

LO4 Be able to induct people into an organisation

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

Simulation is not allowed.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to recruit people into an organisation	2.1 Determine current staffing needs
	2.2 Identify current skills needed 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

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO3 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

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 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

### ML43 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

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## 9 Units – Group C – Optional units



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# Unit Handbook

**BUS56 – Understand the legal context of business**

Unit reference number: D/506/1939

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 44**

## Unit aim

The aim of this unit is to provide learners with an understanding of the legal framework within which businesses operate and the principles of business governance. It also provides learners with an understanding of how contract law affects a business and the requirements of employment law.

## Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the legal framework within which businesses operate

LO2 Understand the principles of business governance

LO3 Understand how contract law affects a business

LO4 Understand the requirements of employment law

---

# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit

## **Assessment guidance**

Simulation is not allowed

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for business administration.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legal framework within which businesses operate	1.1 Explain the legal requirements of different types of business
	1.2 Describe the roles and powers of government departments and agencies in regulating business
	1.3 Explain the legal provisions relating to intellectual property

Learning Outcome	Assessment Criteria
LO2 Understand the principles of business governance	2.1 Explain the corporate governance statutory framework of a business
	2.2 Explain the roles and responsibilities of an organisation's governing body
	2.3 Explain the financial reporting requirements of an organisation

Learning Outcome	Assessment Criteria
LO3 Understand how contract law affects a business	3.1 Explain the elements of a valid business contract
	3.2 Analyse different types of contracts
	3.3 Explain the difference between negligence and liability
	3.4 Explain the liabilities and entitlements of sellers and purchasers of goods and services

Learning Outcome	Assessment Criteria
LO4 Understand the requirements of employment law	4.1 Describe the sources, institutions and enforcement systems for individual employment rights
	4.2 Explain the features of types of worker and employment contracts for service
	4.3 Explain the implications of contracts of service and contracts for service
	4.4 Explain the implications of different types of employment status
	4.5 Explain the requirements for an organisation for health and safety
	4.6 Explain the requirements for an organisation for equality and diversity
	4.7 Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy
	4.8 Describe the impact of human rights legislation on the employment relationship

### BUS56 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## CUS26 – Understand the customer service environment

Unit reference number: Y/506/2152

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 40**

### Unit aim

The aim of this unit is to provide learners with an understanding of the concepts and practices underpinning customer service delivery and the implications of legislation on that delivery. It will also provide learners with an understanding of the structure of customer service and the relationship between customer service and a brand.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the concepts and practices underpinning customer service delivery

LO2 Understand the relationship between customer service and a brand

LO3 Understand the structure of customer service

LO4 Understand the implications of legislation on customer service delivery

---

# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Competitive** is as good as or better than others of a comparable nature

**Service failure** is where the customer service standard and/or customer expectations have not been met

**Service profit chain** is the relationships between profitability, customer loyalty, and employee satisfaction, loyalty, and productivity

**Brand** is a type of product /service provided by a particular company under a specific name

**Consumer-related legislation** may include:

- Sales of Goods Act 1979
- Consumer Protection Act 1987

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the concepts and practices underpinning customer service delivery	1.1 Explain the value of customer service as a competitive tool
	1.2 Explain the process of mapping the customer journey and its importance in delivering effective customer service
	1.3 Describe techniques used to identify service failures
	1.4 Explain the concept and importance of the service profit chain
	1.5 Describe methods of measuring organisational effectiveness in the delivery of customer service

Learning Outcome	Assessment Criteria
LO2 Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to customers and to an organisation
	2.2 Explain how branding can influence customers' perception of an organisation and its products and/or services
	2.3 Explain the potential impact of good and poor customer service on a brand

Learning Outcome	Assessment Criteria
LO3 Understand the structure of customer service	3.1 Explain the features of different customer service models and customer service standards
	3.2 Explain the relationship between customer service and operational areas of an organisation
	3.3 Explain the relationship between customer service and continuous improvement processes
	3.4 Explain the costs and benefits of customer service to an organisation
	3.5 Explain the impact of organisational values on how customers create their expectations
	3.6 Explain how organisational values impact on meeting customer expectations

Learning Outcome	Assessment Criteria
LO4 Understand the implications of legislation on customer service delivery	4.1 Explain the implications of consumer-related legislation on customer service delivery
	4.2 Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information

### CUS26 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator



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# Unit Handbook

## MK1 – Principles of market research

Unit reference number: K/502/9933

**Level: 3**

**Credit value: 5**

**Guided Learning (GL) hours: 40**

### Unit aim

The aim of this unit is to provide learners with an understanding of the basis on which market research is commissioned and how to design market research projects. It will also provide learners with an understanding of principles of marketing data collection and interpretation and evaluation of that data.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the basis on which market research is commissioned

LO2 Understand how to design market research projects

LO3 Understand the principles of marketing data collection

LO4 Understand the principles of marketing data interpretation and evaluation

---

# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for sales.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the basis on which market research is commissioned	1.1 Describe how to identify the need for market research and the sources of evidence to support this
	1.2 Describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others
	1.3 Explain how to set research parameters, aims and evaluation criteria
	1.4 Explain the importance of involving stakeholders in the definition of research to be carried out
	1.5 Explain how to evaluate different options for conducting the research

Learning Outcome	Assessment Criteria
LO2 Understand how to design market research projects	2.1 Explain how to set research objectives, timescales, budget and resource requirements and success criteria
	2.2 Explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives
	2.3 Describe the factors to be taken into account when selecting research instruments that are fit for purpose
	2.4 Explain how to ensure the suitability of methods chosen to conduct research
	2.5 Explain the strengths and limitations of quantitative and qualitative research
	2.6 Explain how risks inherent in market research may be addressed
	2.7 Explain how to ensure that research data collected is valid and reliable
	2.8 Describe the uses of the research outputs
	2.9 Explain how to obtain approval to the proposed research

Learning Outcome	Assessment Criteria
LO3 Understand the principles of marketing data collection	3.1 Explain the difference between primary and secondary research and how this affects data collection methods and interpretation
	3.2 Describe the importance of using research instruments correctly
	3.3 Explain the role of data collection in a market research project
	3.4 Explain how to address problems arising in data collection (eg insufficiency of representative sample, unreliable or invalid data)
	3.5 Explain the importance of accurate data collection and recording
	3.6 Explain marketing data storage, security and access requirements

Learning Outcome	Assessment Criteria
LO4 Understand the principles of marketing data interpretation and evaluation	4.1 Explain the volume of data needed to ensure statistical confidence
	4.2 Explain how to evaluate the quality, reliability and validity of market research data
	4.3 Describe the use(s) of market research
	4.4 Explain the application, strengths and weaknesses of different data analysis methods
	4.5 Explain the use of statistical tools to identify trends, causes and correlations in marketing data
	4.6 Explain the strengths and weaknesses of different data evaluation methods
	4.7 Explain the basis on which to reach conclusions as to the usefulness of the research

### MK1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## MK2 – Principles of marketing and evaluation

Unit reference number: T/502/9935

**Level: 3**

**Credit value: 7**

**Guided Learning (GL) hours: 50**

### Unit aim

The aim of this unit is to provide learners with an understanding of the principles of market segmentation and how to assess market opportunities for new products and/or services. It will also provide learners with an understanding of the principles of marketing strategy development and how to evaluate the effectiveness of a marketing strategy

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the principles of market segmentation

LO2 Understand how to assess market opportunities for new products and/or services

LO3 Understand the principles of marketing strategy development

LO4 Understand how to evaluate the effectiveness of a marketing strategy

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for sales.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of market segmentation	1.1 Explain the importance of defining market segments to the development and achievement of the marketing strategy
	1.2 Explain the difference between market segments and customer classification
	1.3 Explain how the characteristics, motivations and behaviours of potential target customers are identified
	1.4 Explain how to cluster customers with similar characteristics
	1.5 Describe how to confirm that proposed segments are real, distinctive, viable and their buying power measurable
	1.6 Explain how to evaluate the profitability and stability of market segments
	1.7 Describe how a range of products may appeal to different market segments
	1.8 Explain the motivators and inhibitors that influence customer behaviour
	1.9 Explain the use of Customer Relationship Management

Learning Outcome	Assessment Criteria
LO2 Understand how to assess market opportunities for new products and/or services	2.1 Describe the economic and buyer behavioural factors to be taken into account when assessing new market opportunities
	2.2 Describe the cultural factors that are likely to affect customers' perception of products and/or services and sales performance
	2.3 Explain how to identify opportunities and threats in new markets and for new products in existing markets
	2.4 Explain how competitor and potential competitor activity may affect projected sales performance
	2.5 Explain the basis of recommendations to exploit new market opportunities



<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO3 Understand the principles of marketing strategy development	3.1 Describe the topics to be addressed in a marketing strategy
	3.2 Explain the use of market analyses to inform the development of a marketing strategy
	3.3 Explain how to evaluate risks to the achievement of objectives
	3.4 Describe how to forecast sales by product and/or service
	3.5 Explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts
	3.6 Explain the importance of engaging stakeholders in the development of a marketing strategy
	3.7 Explain the significance of customer loyalty to the achievement of marketing objectives and strategy
	3.8 Explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Understand how to evaluate the effectiveness of a marketing strategy	4.1 Explain the importance of conducting the evaluation in accordance with the specification
	4.2 Describe the factors to be taken into account in the evaluation of the effectiveness of a marketing strategy
	4.3 Explain the strengths and weaknesses of different evaluation methods
	4.4 Describe how to identify trends and themes from evaluation data
	4.5 Explain how to ensure the reliability and validity of evaluation data
	4.6 Explain how to achieve an acceptable level of statistical confidence
	4.7 Explain how to address critical issues revealed by evaluation
	4.8 Explain the importance of justifying recommendations and conclusions with evidence
	4.9 Explain the use of impact analysis in the evaluation process
	4.10 Explain the importance of marketing to the achievement of business objectives and strategies
	4.11 Describe the links between corporate social responsibility and marketing strategies

## MK2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## ML15 – Principles of leadership and management

Unit reference number: F/506/2596

**Level: 3**

**Credit value: 8**

**Guided Learning (GL) hours: 50**

### Unit aim

The aim of this unit is to provide learners with an understanding of the principles of effective decision making, leadership styles and models, the role, functions and processes of management and performance measurement.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the principles of effective decision making

LO2 Understand leadership styles and models

LO3 Understand the role, functions and processes of management

LO4 Understand performance measurement

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

**Potential impact** might include, but is not exclusive to:

- Teams
- Individuals
- Suppliers
- Stakeholders
- Managers

**Leadership styles** may include, but are not exclusive to:

- Autocratic
- Laissez-faire
- Situational leadership
- Transformational leadership
- Transactional leadership
- Charismatic
- Servant leader

**Models of management** may include, but are not exclusive to:

- Classical e.g. Fayol, Taylor, Weber
- Human relations e.g. Mayo or Schein
- Neo-human approaches e.g. Maslow, McGregor, Likert and Argyris

Simulation is not allowed.

## Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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
	1.3 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

Learning Outcome	Assessment Criteria
LO2 Understand leadership styles and models	2.1 Explain the difference in the influence on managers and leaders on their teams
	2.2 Evaluate the suitability and impact of different leadership styles in different contexts
	2.3 Analyse theories and models of motivation and their application in the workplace

Learning Outcome	Assessment Criteria
LO3 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
	3.5 Explain how the application of management theories guide a manager's actions
	3.6 Explain the operational constraints imposed by budgets

Learning Outcome	Assessment Criteria
LO4 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

### ML15 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

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# Unit Handbook

## PDM3 – Principles of digital marketing and research

Unit reference number: F/502/9937

**Level: 3**

**Credit value: 7**

**Guided Learning (GL) hours: 50**

### Unit aim

The aim of this unit is to provide learners with an understanding of the role and requirements of digital marketing and how to use digital technology for marketing purposes. It will also provide learners with an understanding of the principles of search engine optimisation (SEO), marketing research using the internet and digital marketing device and message design

### Learning outcomes

There are five outcomes to this unit. The learner will:

- LO1 Understand the role and requirements of digital marketing
- LO2 Understand the principles of search engine optimisation (SEO)
- LO3 Understand the principles of marketing research using the internet
- LO4 Understand the principles of digital marketing device and message design
- LO5 Understand how to use digital technology for marketing purposes



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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Assessment guidance**

Simulation is not allowed.

## **Unit endorsement**

This unit is endorsed by SkillsCfA who are the SSC for sales.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role and requirements of digital marketing	1.1 Explain the role of digital marketing within the overall marketing strategy
	1.2 Explain the strengths and weaknesses of digital marketing for different marketing applications
	1.3 Explain the importance of targeted digital marketing
	1.4 Describe the sources of data lists for use in targeting customers and potential customers
	1.5 Explain the legal requirements and implications of digital marketing
	1.6 Describe the design requirements of data capture and reporting systems for digital marketing
	1.7 Explain the importance of evaluating the impact of digital marketing activities

Learning Outcome	Assessment Criteria
LO2 Understand the principles of search engine optimisation (SEO)	2.1 Explain the importance of search engine optimisation
	2.2 Describe how to calculate the cost-efficiency of SEO
	2.3 Explain the use of Meta Tags, website codes and keywords
	2.4 Explain the use of offsite SEO in optimising marketing effectiveness
	2.5 Explain the design principles of response systems
	2.6 Explain the advantages and disadvantages of links to other websites

Learning Outcome	Assessment Criteria
LO3 Understand the principles of marketing research using the internet	3.1 Explain the scope for customising search-related internet facilities to enable the identification and retrieval of targeted information
	3.2 Explain the advantages and disadvantages of different data mining techniques
	3.3 Explain how to use multiple-table relational databases
	3.4 Explain how to ensure the validity and reliability of information retrieved from the internet

Learning Outcome	Assessment Criteria
LO4 Understand the principles of digital marketing device and message design	4.1 Explain the potential uses of a Customer Relationship Management (CRM) system
	4.2 Explain the design requirements of a CRM system
	4.3 Describe the characteristics of an effective digital marketing device
	4.4 Describe the characteristics of an effective digital response system
	4.5 Explain the requirements, advantages and disadvantages of different tracking systems
	4.6 Explain how to overcome the barriers posed by non-interoperable technologies

Learning Outcome	Assessment Criteria
LO5 [Insert text]	5.1 Explain the implications for the use of digital technology of campaigns that are aimed at retention, acquisition and conversion
	5.2 Explain methods of managing digital databases including permission marketing and the application of suppressions/opt-outs
	5.3 Explain the advantages and disadvantages of different digital technologies and combination of technologies for a range of marketing applications

### PDM3 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

RECP17 – Principles of social media within a business

Unit reference number: R/503/9324

**Level: 3**

**Credit value: 6**

**Guided Learning (GL) hours: 42**

## Unit aim

This unit provides the necessary understanding of the fundamentals of social media marketing for a business.

## Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand how social media fits into the objectives and marketing of a business

LO2 Understand how to select social media tools and channels for a business

LO3 Understand how to measure the success of using social media tools and channels

LO4 Understand how social media policy and guidelines can impact a business

LO5 Be able to monitor how a business is using social media

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# Unit content

## **Evidence requirements**

Learners must provide a portfolio of evidence for this unit.

## **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills CfA, the sector skills council for recruitment

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how social media fits into the objectives and marketing of a business	1.1 Describe a business and its type, vision, aims, objectives and goals
	1.2 Identify the brand and values of a business and how these are portrayed to the audience of a business
	1.3 Describe the marketing tools available to a business
	1.4 Explain the consequences of using social media on the budget of different sizes and types of business
	1.5 Explain the benefits and consequences of encouraging amplification
	1.6 Explain the benefits and consequences of encouraging engagement
	1.7 Explain the factors to consider when identifying a social media plan for a business
	1.8 Explain how social media could fit into the marketing plan of a business

Learning Outcome	Assessment Criteria
LO2 Understand how to select social media tools and channels for a business	2.1 Describe the different tools and channels that can be used for social media
	2.2 Describe the features and benefits of the different tools and channels that can be used for social media
	2.3 Identify the potential type of audience for each different tool and channel that can be used for social media
	2.4 Explain the factors to consider when selecting different tools and channels for social media
	2.5 Evaluate different tools and channels for social media for business use

Learning Outcome	Assessment Criteria
LO3 Understand how to measure the success of using social media tools and channels	3.1 Explain the importance of measuring the outcomes of using different social media tools and channels
	3.2 Explain why SMARTER targets should be set for different social media tools and channels
	3.3 Describe the methods a business can use to measure and identify success of different social media tools and channels
	3.4 Describe what success could look like when using different social media tools and channels for different types and sizes of business

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO4 Understand how social media policy and guidelines can impact a business	4.1 Describe the components of a business's social media policy and guidelines
	4.2 Explain the importance of having a social media policy and guidelines
	4.3 Explain the importance of having a reputation management policy
	4.4 Describe the benefits of managing perception changes in a business's reputation
	4.5 Describe how to manage perception changes in a business's reputation

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Be able to monitor how a business is using social media	5.1 Explain the importance of knowing how similar businesses or industries are using social media
	5.2 Explain how to monitor the ways similar businesses or industries are using social media
	5.3 Monitor how a business is using social media
	5.4 Identify improvements to a business's use of social media



### RECP17 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

**BUSD3 Document History**

Version	Issue Date	Changes	Role
v2	10/02/2023	Formatting and re-branding. No content amendment.	Data Administrator