SKILLSFIRST

Handbook

MAND3 – VTCT (Skillsfirst) Level 3 Diploma in Management (RQF)

601/3523/2

Version 2.0

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 and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Diploma in Management (RQF)
Qualification number	601/3523/2
Product code	MAND3
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment.
Credits	55
Total Qualification Time (TQT)	550
Guided Learning (GL) hours	284
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	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.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification is ideal for first line managers with responsibility for managing budgets, allocating work to team members and/or colleagues, achieving specific results and some degree of decision making. The qualification aims to give learners an opportunity to develop their management performance, become more effective and to progress in their career.

Learners take five mandatory units focusing on the principles of business, leadership, team and people management supported by the managing of their personal and professional development. They then choose from a diverse range of optional units to complete the qualification, tailoring their learning to meet their individual and organisational needs.

This qualification is suitable for job roles in any sector that involve management and leadership responsibilities. As a Level 3 learner they can expect to be working as a supervisor or first line manager.

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

2.2 Progression opportunities

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

- Level 5 NVQ Diploma in Principles of Management and Leadership (RQF)
- Level 5 NVQ Diploma in Management and Leadership (RQF)
- Level 5 Diploma in Operational and Departmental Management (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Diploma in Management (RQF) learners must achieve all mandatory units. All **55** credits must be achieved.

- All **31** credits must be achieved from the mandatory Group M.
- A minimum of **17** credits must be achieved from Group A
- A maximum of **7** credits can be achieved from Group B

A minimum of 48 credits must be at Level 3 or above.

The minimum TQT required to achieve this qualification is **550**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 31 credits				
BUS59	Principles of business	3	10	D/506/1942
ML9	Manage personal and professional development	3	3	T/506/2952
ML11	Manage team performance	3	4	A/506/1821
ML15	Principles of leadership and management	3	8	F/506/2596
ML24	Principles of people management	3	6	R/506/1937

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group A): A minimum of 17 credits must be achieved from Group				
ML10	Promote equality, diversity and inclusion in the workplace	3	3	T/506/1820
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
ML17	Manage conflict within a team	3	5	K/506/1927
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
ML21	Collaborate with other departments	3	3	M/506/1931
ML22	Support remote or virtual teams	3	4	A/506/1933
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
ML28	Encourage learning and development	4	3	M/506/1962
ML31	Discipline and grievance management	4	3	A/506/1981
ML32	Develop working relationships with stakeholders	4	4	F/506/1982
ML34	Manage physical resources	4	4	K/506/1989
ML35	Manage the impact of work activities on the environment	4	4	J/506/2907
ML36	Prepare for and support quality audits	4	3	K/506/1992
ML37	Conduct quality audits	4	3	T/506/1994
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
ML42	Manage knowledge in an organisation	4	5	A/506/2032
ML43	Recruitment, selection and induction practice	4	6	R/506/2907
ML44	Manage redundancy and redeployment	4	6	M/506/2044

** Barred units ML23 with ML40, these units cannot be taken together

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group B): A maximum of 7 credits can be achieved from Group B				
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
BUS46	Contribute to the development and implementation of an information system	3	6	A/506/1916
BUS69	Manage events	4	6	M/506/1959
CUS30	Resolve customers' problems	3	4	K/506/2169
CUS31	Resolve customers' complaints	3	4	R/506/2151
CUS32	Gather, analyse and interpret customer feedback	3	5	D/506/2170
CUS36	Review the quality of customer service	4	4	F/506/2176
HSPW2	Health and safety procedures in the workplace	2	2	T/505/4673

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 Management (RQF) is based on the units developed by SkillsCfA who are the sector skills council for management. Their contact details are:

SkillsCfA
Unit 110 Linton House
164 - 180 Union Street
London
SE1 0LH
Tel: 0207 091 9620

info@skillscfa.org

This handbook provides details from SkillsCfA assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Diploma in Management (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

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.

4.5 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

4.6 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.

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.

5.3 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.

5.3.1 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.

5.3.2 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

5.4 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.

5.4.1 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

5.4.2 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.

5.5 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. 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
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of evidence, the following should be considered:

- Content – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge - the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context - the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- Currency - how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- Authenticity - how the ownership of the evidence is established to ensure it was generated by the learner.

6 Units

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

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

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

Version 1.0

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

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

Version 1.0

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

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, Tayler, Webber
- 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

Unit Handbook

ML24 – Principles of people management
Unit reference number: R/506/1937

> **Level: 3**
> **Credit value: 6**
> **Guided Learning (GL) hours: 34**

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of team building and dynamics, workforce and performance management, training and development and reward and recognition. It will also provide learners with an understanding of equality of opportunity, diversity and inclusion.

Learning outcomes

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

LO1 Understand the principles of workforce management

LO2 Understand equality of opportunity, diversity and inclusion

LO3 Understand team building and dynamics

LO4 Understand performance management

LO5 Understand training and development

LO6 Understand reward and recognition

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Business functions could include, but not be exclusive to:
- Purchasing
- Production
- Marketing
- Finance
- Administration
- Public relations
- General management

Employment contracts could include, but not be exclusive to:
- Temporary
- Fixed-term
- Annualized hours
- Term-time only
- Casual/zero hours contracts
- Employee-shareholder
- Apprenticeship/training

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

Team development refers to:
- Developing trust among team members
- Practicing Openness
- Enhancing co-operation through realization of objectives
- Promoting Inter-dependence (collaboration, teamwork, etc.)

Techniques to manage conflict may include, but not be exclusive to:
- Direct approach
- Bargaining
- Enforcement
- Retreat
- De-emphasis

Total reward may include, but not be exclusive to:
- Compensation
- Benefits
- Work-Life
- Performance and Recognition

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 workforce management	1.1 Explain the relationship between human resources (HR) functions and other business functions
	1.2 Explain the purpose and process of workforce planning
	1.3 Explain how employment law affects an organisation's HR and business policies and practices
	1.4 Evaluate the implications for an organisation of utilising different types of employment contracts
	1.5 Evaluate the implications for an individual of different types of employment contracts

Learning Outcome	Assessment Criteria
LO2 Understand equality of opportunity, diversity and inclusion	2.1 Explain an organisation's responsibilities and liabilities under equality legislation
	2.2 Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations
	2.3 Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion
	2.4 Explain how to measure diversity within an organisation

Learning Outcome	Assessment Criteria
LO3 Understand team building and dynamics	3.1 Explain the difference between a group and a team
	3.2 Outline the characteristics of an effective team
	3.3 Explain the techniques of building a team
	3.4 Explain techniques to motivate team members
	3.5 Explain the importance of communicating targets and objectives to a team
	3.6 Examine theories of team development
	3.7 Explain common causes of conflict within a team
	3.8 Explain techniques to manage conflict within a team

Learning Outcome	Assessment Criteria
LO4 Understand performance management	4.1 Identify the characteristics of an effective performance management system
	4.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities
	4.3 Describe best practice in conducting appraisals
	4.4 Explain the factors to be taken into account when managing people's wellbeing and performance
	4.5 Explain the importance of following disciplinary and grievance processes

Learning Outcome	Assessment Criteria
LO5 Understand training and development	5.1 Explain the benefits of employee development
	5.2 Explain the advantages and limitations of different types of training and development methods
	5.3 Explain the role of targets, objectives and feedback in employee development
	5.4 Explain how personal development plans support the training and development of individuals
	5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles
	5.6 Explain how to support individuals' learning and development

Learning Outcome	Assessment Criteria
LO6 Understand reward and recognition	6.1 Describe the components of 'total reward'
	6.2 Analyse the relationship between motivation and reward
	6.3 Explain different types of pay structures
	6.4 Explain the risks involved in the management of reward schemes

ML24 Document History

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

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

Version 1.0

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

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

Version 1.0

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

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

Version 1.0

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

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

Version 1.0

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

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

Version 1.0

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

Unit Handbook

ML17 – Manage conflict within a team

Unit reference number: K/506/1927

Level: 3
Credit value: 5
Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of conflict management. It is also to provide learners with an ability to reduce the potential for conflict within a team and to deal with any conflict that may arise.

Learning outcomes

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

LO1 Understand the principles of conflict management

LO2 Be able to reduce the potential for conflict within a team

LO3 Be able to deal with conflict within a team

Version 1.0

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

Methods of conflict management may include, but are not limited to:
- Avoiding
- Competing
- Collaborating
- Compromising
- Accommodating

Personal skills could include:
- Withholding judgement
- Empathic questioning
- Active listening
- Assertiveness
- Objectivity

Potential consequences may include, but are not limited to:
- Organisational
- Financial
- Team dynamics
- Productivity
- Personal

External arbitration may include, but is not limited to:
- Supportive
- Mediation
- Investigative

Standards of behaviour will be relevant to learner's place of work and organisation's procedures / policies.

Constraints may include, but are not limited to:
- Organisational
- Team
- Personal

Impact may include, but is not limited to:
- Decrease in productivity
- Decrease in co-operative working
- Less communication
- Lack of knowledge sharing
- Inability to meet deadlines
- Inability to meet objectives

Simulation is allowed for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of conflict management	1.1 Evaluate the suitability of different methods of conflict management in different situations
	1.2 Describe the personal skills needed to deal with conflict between other people
	1.3 Analyse the potential consequences of unresolved conflict within a team
	1.4 Explain the role of external arbitration and conciliation in conflict resolution

Learning Outcome	Assessment Criteria
LO2 Be able to reduce the potential for conflict within a team	2.1 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
	2.2 Explain to team members the constraints under which other colleagues work
	2.3 Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures
	2.4 Take action to minimise the potential for conflict within the limits of their own authority
	2.5 Explain how team members' personalities and cultural backgrounds may give rise to conflict

Learning Outcome	Assessment Criteria
LO3 Be able to deal with conflict within a team	3.1 Assess the seriousness of conflict and its potential impact
	3.2 Treat everyone involved with impartiality and sensitivity
	3.3 Decide a course of action that offers optimum benefits
	3.4 Explain the importance of engaging team members' support for the agreed actions
	3.5 Communicate the actions to be taken to those who may be affected by it
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team

ML17 Document History

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

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

Version 1.0

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

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

Version 1.0

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

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

Version 1.0

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

Unit Handbook

ML21 – Collaborate with other departments

Unit reference number: M/506/1931

Level: 3 **Credit value: 3** **Guided Learning (GL) hours: 14**

Unit aim

The aim of this unit is to provide learners with an understanding of how to collaborate with other departments. It is also to provide learners with an ability to identify opportunities for, and to collaborate with, other departments

Learning outcomes

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

LO1 Understand how to collaborate with other departments

LO2 Be able to identify opportunities for collaboration with other departments

LO3 Be able to collaborate with other departments

Version 1.0

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

Collaborating may include, but is not limited to:
- Meeting to discuss ideas
- Sharing information
- Sharing resources
- Working on a common project
- Secondment of team members

Knowledge management is the process of capturing, sharing, developing and effectively using organisational knowledge

Service level agreement (SLA) is part of a service contract where the service is formally defined

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

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to collaborate with other departments	1.1 Explain the need for collaborating with other departments
	1.2 Explain the nature of the interaction between their own team and other departments
	1.3 Explain the features of effective collaboration
	1.4 Explain the potential implications of ineffective collaboration with other departments
	1.5 Explain the factors relating to knowledge management that should be considered when collaborating with other departments

Learning Outcome	Assessment Criteria
LO2 Be able to identify opportunities for collaboration with other departments	2.1 Analyse the advantages and disadvantages of collaborating with other departments
	2.2 Identify with which departments collaborative relationships should be built
	2.3 Identify the scope for and limitations of possible collaboration

Learning Outcome	Assessment Criteria
LO3 Be able to collaborate with other departments	3.1 Agree service level agreements (SLAs), objectives and priorities of collaborative arrangements
	3.2 Work with other departments in a way that contributes to the achievement of organisational objectives

ML21 Document History

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

Unit Handbook

ML22 – Support remote or virtual teams

Unit reference number: A/506/1933

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 18**

Unit aim

The aim of this unit is to provide learners with an ability to assess the support needed by remote or virtual teams and use this assessment to support them

Learning outcomes

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

LO1 Assess the support needed by remote or virtual teams

LO2 Support remote or virtual teams

Version 1

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 Be able to assess the support needed by remote or virtual teams	1.1 Identify the resource requirements for providing communication tools and processes for remote or virtual working
	1.2 Specify effective tools and processes that are capable of supporting remote or virtual teams
	1.3 Identify processes and systems that will enable people to connect to information and knowledge remotely and securely
	1.4 Plan how to assure the safety of staff in remote teams

Learning Outcome	Assessment Criteria
LO2 Be able to support remote or virtual teams	2.1 Provide guidelines, training, information and coaching to support remote or virtual teams
	2.2 Identify areas for improvement from monitoring processes and information
	2.3 Facilitate interactive collaboration amongst stakeholders
	2.4 Take action to ensure that team members adhere to regulatory, professional and commercial requirements
	2.5 Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
	2.6 Take action to ensure that records management issues arising from remote or virtual working are addressed

ML22 Document History

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

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

Version 1.0

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

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

Version 1

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

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

Version 1

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

Unit Handbook

ML28 – Encourage learning and development

Unit reference number: M/506/1962

Level: 4
Credit value: 3
Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of learning and development and to apply these principles to support and evaluate individuals' learning and development.

Learning outcomes

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

LO1 Understand the principles of learning and development

LO2 Be able to support individuals' learning and development

LO3 Be able to evaluate individuals' learning and development

Version 1

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

Learning and development methods could include:
- Conscious Competence learning model
- Learning evaluation methods
- Kirkpatrick's learning evaluation model
- Experiential learning
- Role-playing
- Kolb's Learning styles model

Simulation is not allowed

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of learning and development	1.1 Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs
	1.2 Analyse the advantages and limitations of different learning and development methods
	1.3 Explain how to identify individuals' learning and development needs
	1.4 Evaluate the role of self-reflection in learning and development

Learning Outcome	Assessment Criteria
LO2 Be able to support individuals' learning and development	2.1 Promote the benefits of learning to people in own area of responsibility
	2.2 Support individuals in identifying their current and likely future learning and development needs from a range of information sources
	2.3 Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs
	2.4 Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan
	2.5 Create an environment that encourages and promotes learning and development
	2.6 Provide opportunities for individuals to apply their developing competence in the workplace

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate individuals' learning and development	3.1 Analyse information from a range of sources on individuals' performance and development
	3.2 Evaluate the effectiveness of different learning and development methods
	3.3 Agree revisions to personal development plans in the light of feedback

ML28 Document History

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

Unit Handbook

ML31 – Discipline and grievance management

Unit reference number: A/506/1981

Level: 4
Credit value: 3
Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to provide learners with an understanding of the principles supporting the management of discipline and grievance cases and apply these principles to manage a disciplinary case and a grievance.

Learning outcomes

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

LO1 Understand the principles supporting the management of discipline and grievance cases

LO2 Be able to manage a disciplinary case

LO3 Be able to manage a grievance

Version 1.0

Unit content

Assessment guidance

There is no assessment guidance for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles supporting the management of discipline and grievance cases	1.1 Explain the difference between a discipline case and a grievance case and the implications for their management
	1.2 Explain sources of advice and expertise on discipline and grievance
	1.3 Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases
	1.4 Explain organisational procedures for the management of discipline and grievance cases
	1.5 Explain the communication techniques to be used in the management of discipline and grievance cases
	1.6 Explain the types of behaviours that are likely to result in disciplinary proceedings
	1.7 Explain the types of actions that are likely to lead to a grievance
	1.8 Explain how to carry out investigations into discipline and grievance cases
	1.9 Analyse the effect of well managed and poorly managed discipline and grievance cases
	1.10 Explain how the outcomes of discipline and grievance cases can be managed

Learning Outcome	Assessment Criteria
LO2 Be able to manage a disciplinary case	2.1 Inform an individual that they are subject to disciplinary proceedings within agreed timescales
	2.2 Explain to an individual the reasons why they are subject to disciplinary proceedings
	2.3 Provide evidence that supports the case for disciplinary proceedings
	2.4 Develop a case to support an individual who is subject to disciplinary proceedings
	2.5 Keep detailed and accurate records of agreements, actions and events for disciplinary cases
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case

Learning Outcome	Assessment Criteria
LO3 Be able to manage a grievance	3.1 Identify the nature of a grievance
	3.2 Investigate the seriousness and potential implications of a grievance
	3.3 Adhere to organisational procedures when managing a grievance
	3.4 Evaluate the effectiveness of how a grievance has been managed
	3.5 Agree measures to prevent future reoccurrences of grievances

ML31 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ML32 – Develop working relationships with stakeholders

Unit reference number: F/506/1982

Level: 4
Credit value: 4
Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of working relationships with stakeholders. It will also provide learners with an ability to determine the scope for collaboration with stakeholders, to develop productive working relationships with stakeholders and evaluate those relationships.

Learning outcomes

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

LO1 Understand working relationships with stakeholders

LO2 Be able to determine the scope for collaboration with stakeholders

LO3 Be able to develop productive working relationships with stakeholders

LO4 Be able to evaluate relationships with stakeholders

Version 1

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

Consequences cover the effects on the:
- Individual
- Organisation
- Stakeholders

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand working relationships with stakeholders	1.1 Analyse stakeholder mapping techniques
	1.2 Explain how influencing skills and techniques can be used to enhance the relationship with stakeholders
	1.3 Explain how expectation management and conflict resolution techniques are applied to stakeholder management
	1.4 Analyse the advantages and limitations of different types of stakeholder consultation
	1.5 Evaluate the risks and potential consequences of inadequate stakeholder consultation

Learning Outcome	Assessment Criteria
LO2 Be able to determine the scope for collaboration with stakeholders	2.1 Identify the stakeholders with whom relationships should be developed
	2.2 Explain the roles, responsibilities, interests and concerns of stakeholders
	2.3 Evaluate business areas that would benefit from collaboration with stakeholders
	2.4 Evaluate the scope for and limitations of collaborating with different types of stakeholder

Learning Outcome	Assessment Criteria
LO3 Be able to develop productive working relationships with stakeholders	3.1 Create a climate of mutual trust and respect by behaving openly and honestly
	3.2 Take account of the advice provided by stakeholders
	3.3 Minimise the potential for friction and conflict amongst stakeholders

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate relationships with stakeholders	4.1 Monitor relationships and developments with stakeholders
	4.2 Address changes that may have an effect on stakeholder relationships
	4.3 Recommend improvements based on analyses of the effectiveness of stakeholder relationships

ML32 Document History

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

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

Version 1

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

Unit Handbook

ML35 – Manage the impact of work activities on the environment

Unit reference number: J/506/2907

Level: 4 **Credit value: 4** **Guided Learning (GL) hours: 30**

Unit aim

The aim of this unit is to provide learners with an understanding of how to support environmentally-friendly working practices. It will also provide learners with an ability to organise work so as to minimise the impact on the environment and to manage the environmental impact of the use of resources.

Learning outcomes

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

LO1 Understand how to support environmentally-friendly working practices

LO2 Be able to organise work so as to minimise the impact on the environment

LO3 Be able to manage the environmental impact of the use of resources

Version 1

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

Effective energy management policies might include, but are not exclusive to:
- energy strategy
- the wider CSR strategy

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to support environmentally-friendly working practices	1.1 Explain how to carry out an environmental impact analysis
	1.2 Compare sources of specialist advice on environmentally-friendly working practices
	1.3 Analyse the business and environmental benefits of effective energy management policies
	1.4 Explain the health and safety requirements for the use and disposal of resources and waste

Learning Outcome	Assessment Criteria
LO2 Be able to organise work so as to minimise the impact on the environment	2.1 Analyse potentially adverse effects on the environment caused by work activities
	2.2 Evaluate the effectiveness of methods of improving environmental sustainability in an organisation
	2.3 Implement plans and procedures to adapt work practices to make them more environmentally-friendly
	2.4 Develop a system for colleagues to recommend improvements to make work practices more environmentally-friendly

Learning Outcome	Assessment Criteria
LO3 Be able to manage the environmental impact of the use of resources	3.1 Explain when to obtain specialist environmental management advice
	3.2 Explain where to seek specialist environmental management advice
	3.3 Determine the environmental impact of the use of different physical resources
	3.4 Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment
	3.5 Evaluate the effectiveness of organisational environmental policies and procedures
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements

ML35 Document History

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

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

Version 1

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

Unit Handbook

ML37 – Conduct quality audits

Unit reference number: T/506/1994

Level: 4
Credit value: 3
Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the management of quality and to apply these principles to prepare for, and conduct, 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 to carry out quality audits

LO3 Be able to conduct quality audits

Version 1

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 but not be exclusive to:

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

Quality techniques could include but not be exclusive to:

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

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 to carry out quality audits	2.1 Establish the quality requirements applicable to the work being audited
	2.2 Develop a plan for a quality audit
	2.3 Prepare the documentation needed to undertake a quality audit
	2.4 Specify data requirements to those who will support the audit

Learning Outcome	Assessment Criteria
LO3 Be able to conduct quality audits	3.1 Confirm that any previously agreed actions have been implemented
	3.2 Analyse information against agreed quality criteria
	3.3 Identify instances where business processes, quality standards and/or procedures could be improved
	3.4 Agree actions and timescales that will remedy non-conformance or non-compliance

ML37 Document History

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

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

Version 1

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 **stakeholders**
	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 **contingencies**
	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

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

Version 1

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

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

Version 1

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

Unit Handbook

ML42 – Manage knowledge in an organisation
Unit reference number: A/506/2032

Level: 4
Credit value: 5
Guided Learning (GL) hours: 34

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of knowledge management and to apply these principles to identify knowledge to be managed, and manage that knowledge, within an organisation.

Learning outcomes

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

LO1 Understand the principles of knowledge management

LO2 Be able to identify knowledge to be managed within an organisation

LO3 Be able to manage knowledge within an organisation

Version 1

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

Knowledge management issues could include, but are not limited to those relating to:
- Security
- Motivation
- Keeping up with technology
- How knowledge is measured
- Relevance and accuracy
- Interpretation
- Where responsibility lies

Knowledge management activities could include, but are not limited to, knowledge:
- Creation
- Codification
- Application
- Transfer

Tacit knowledge refers to knowledge which is likely to have been gained through experience, is not documented and harder to transfer to others.

Explicit knowledge refers to knowledge which is likely to be codified, documented and easier to transfer to others.

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of knowledge management	1.1 Explain the concept, scope and importance of knowledge management
	1.2 Explain the concept of intellectual property
	1.3 Identify the business drivers that lead to effective knowledge management
	1.4 Explain the risks associated with knowledge management and their potential implications
	1.5 Explain the importance of engaging others and communicating knowledge management issues and activities
	1.6 Explain best practice principles and techniques for effective knowledge management
	1.7 Describe strategies to manage tacit and explicit knowledge

Learning Outcome	Assessment Criteria
LO2 Be able to identify knowledge to be managed within an organisation	2.1 Identify the criteria against which knowledge will be managed
	2.2 Engage colleagues in identifying the knowledge to be managed

Learning Outcome	Assessment Criteria
LO3 Be able to manage knowledge within an organisation	3.1 Implement actions in accordance with the knowledge management plan
	3.2 Adhere to security processes for the collection, storage and retrieval of knowledge
	3.3 Evaluate the extent to which current knowledge management systems and processes are fit for purpose
	3.4 Recommend improvements to processes and systems to manage knowledge
	3.5 Assess the likely impact and implications of the loss of knowledge

ML42 Document History

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

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

Version 1.0

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

Learning Outcome	Assessment Criteria
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

Learning Outcome	Assessment Criteria
LO4 Be able to induct people into an organisation	4.1 Develop induction materials that meet operational and new starters' needs
	4.2Explain 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

Unit Handbook

ML44 – Manage redundancy and redeployment

Unit reference number: M/506/2044

Level: 4
Credit value: 6
Guided Learning (GL) hours: 39

Unit aim

The aim of this unit is to provide learners with an understanding of the management and principles of redundancy and to apply this understanding to manage a redundancy and the redeployment of staff.

Learning outcomes

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

LO1 Understand the management of redundancy

LO2 Understand the principles of redeployment

LO3 Be able to manage a redundancy

LO4 Be able to manage the redeployment of staff

Version 1

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

Legal requirements could relate to, but are not exclusive to:
- The Equality Act 2010
- The Employment Rights Act

Simulation is allowed for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of redundancy	1.1 Explain the legal requirements that relate to the management of redundancy
	1.2 Explain the conditions required for a redundancy and their implications
	1.3 Explain possible ways of avoiding redundancies
	1.4 Explain the factors involved in identifying the pool for redundancy selection
	1.5 Explain the factors involved in developing an appeals process
	1.6 Explain the process for planning and managing a redundancy
	1.7 Evaluate the implications of voluntary and compulsory redundancy on individuals
	1.8 Evaluate the implications of voluntary and compulsory redundancy for organisations
	1.9 Evaluate the type of information required by staff who are retained
	1.10 Evaluate the type of information required by staff who are made redundant
	1.11 Assess the role of outplacement in redundancy

Learning Outcome	Assessment Criteria
LO2 Understand the principles of redeployment	2.1 Explain the concept of redeployment
	2.2 Explain the legal requirements that relate to the management of redeployment
	2.3 Explain the process for planning and managing a redeployment
	2.4 Evaluate the type of information required by staff who are retained
	2.5 Evaluate the type of information required by staff who are redeployed
	2.6 Evaluate the benefits and limitations to an organisation of redeployment
	2.7 Assess the role of project management techniques in the management of redeployment

Learning Outcome	Assessment Criteria
LO3 Be able to manage a redundancy	3.1 Evaluate the available options for avoiding a redundancy and their implications
	3.2 Develop a redundancy plan and timetable that addresses redundancy objectives
	3.3 Take action to ensure that redundancy payments are calculated accurately
	3.4 Use an appropriate method for communicating the outcome of a redundancy decision
	3.5 Make agreed support services available to those who have been made redundant

Learning Outcome	Assessment Criteria
LO4 Be able to manage the redeployment of staff	4.1 Explain to redeployees the reasons, purpose and benefits of redeployment
	4.2 Develop a redeployment plan that addresses agreed objectives
	4.3 Use an appropriate method for communicating about redeployment
	4.4 Make agreed support services available to those being redeployed
	4.5 Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff

ML44 Document History

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

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

Version 1.0

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

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

Version 1.0

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

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

Version 1

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

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

Version 1

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

Unit Handbook

BUS43 – Develop a presentation

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

Version 1

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

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

Version 1

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

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

Version 1.0

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

Unit Handbook

BUS69 – Manage events
Unit reference number: M/506/1959

Level: 4
Credit value: 6
Guided Learning (GL) hours: 49

Unit aim

The aim of this unit is to provide learners with an understanding of the management of an event and to apply this understanding to manage the planning of an event and to manage and to follow up an event

Learning outcomes

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

LO1 Understand the management of an event

LO2 Be able to manage the planning of an event

LO3 Be able to manage an event

LO4 Be able to follow up an event

Version 1

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

Project management techniques may include:
- Critical path
- Crash
- Milestone
- Gantt
- PERT (programme evaluation review techniques)

Principles and good practice of customer care may include;
- Meeting service level agreements
- Agreed actions being met
- Communication that meets objective
- Approach to satisfying customers
- A personal approach to the customer

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of an event	1.1 Explain how organisational objectives will be met by an event
	1.2 Explain the flexibilities and constraints of an event's budget
	1.3 Evaluate the use of project management techniques in event management
	1.4 Analyse how models of contingency and crisis management can be applied to event management
	1.5 Analyse the use of customer relationship management (CRM) systems to attract attendees
	1.6 Evaluate the application of the principles of logistics to event management
	1.7 Describe the insurance requirements of an event

Learning Outcome	Assessment Criteria
LO2 Be able to manage the planning of an event	2.1 Identify the purpose of an event and the key messages to be communicated
	2.2 Identify target attendees for an event
	2.3 Assess the impact of an event on an organisation and its stakeholders
	2.4 Establish requirements for resources, location, technical facilities, layout, health and safety
	2.5 Identify how event-related risks and contingencies will be managed
	2.6 Develop an event plan that specifies objectives, success and evaluation criteria
	2.7 Make formal agreements for what will be provided, by whom and when
	2.8 Determine methods of entry, security, access and pricing

Learning Outcome	Assessment Criteria
LO3 Be able to manage an event	3.1 Manage the allocation of resources in accordance with the event management plan
	3.2 Respond to changing circumstances in accordance with contingency plans
	3.3 Deliver agreed outputs within the timescale
	3.4 Manage interdependencies, risks and problems in accordance with the event management plan
	3.5 Comply with the venue, insurance and technical requirements
	3.6 Apply the principles and good practice of customer care when managing an event
	3.7 Adhere to organisational policies and procedures, legal and ethical requirements when managing an event

Learning Outcome	Assessment Criteria
LO4 Be able to follow up an event	4.1 Ensure that all post-event leads or actions are followed up
	4.2 Optimise opportunities to take actions that are likely to further business objectives
	4.3 Evaluate the effectiveness of an event against agreed criteria

BUS69 Document History

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

Unit Handbook

CUS30 – Resolve customers' problems
Unit reference number: K/506/2169

Level: 3
Credit value: 4
Guided Learning (GL) hours: 19

Unit aim

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

Learning outcomes

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

LO1 Understand the monitoring and resolution of customers' problems
LO2 Be able to deal with customers' problems

Version 1

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 exclusive to,
- 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 Management

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the monitoring and resolution of customers' problems	1.1 Assess the suitability of a range of techniques for monitoring customer problems
	1.2 Explain how to use the resolution of customers' problems to improve products and/or services
	1.3 Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance
	1.4 Explain the features of negotiating techniques used to resolve customers' problems

Learning Outcome	Assessment Criteria
LO2 Be able to deal with customers' problems	2.1 Confirm the nature and cause of customers' problems
	2.2 Explain when customers' problems should be treated as complaints
	2.3 Explain the benefits to customers and the organisation of the options available to solve problems
	2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems
	2.5 Explain to customers the options for resolving their problems
	2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority
	2.7 Inform colleagues of the nature of problems and actions taken
	2.8 Evaluate the effectiveness of the resolution of customers' problems
	2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems

CUS30 Document History

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

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

Version 1

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

Unit Handbook

CUS32 – Gather, analyse and interpret customer feedback

Unit reference number: D/506/2170

Level: 3
Credit value: 5
Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to provide learners with an understanding of how to gather, analyse and interpret customer feedback. It will also provide learners with an ability to plan the collection of customer feedback on customer service issues, to gather customer feedback and to analyse and interpret this feedback to recommend improvements.

Learning outcomes

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

LO1 Understand how to gather, analyse and interpret customer feedback

LO2 Be able to plan the collection of customer feedback on customer service issues

LO3 Be able to gather customer feedback

LO4 Be able to analyse and interpret customer feedback to recommend improvements

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Bias refers to inclination or prejudice for or against

Techniques to analyse customer feedback could include:
- Verifying data
- Identifying over-arching themes
  Highlighting 'quick wins' and 'red alerts'

A **validation issue** is something that affects the accuracy of data.

Anonymising comments refers to ensuring that they do not contain information which reveals someone's identity.

Data collection methods could include:
- Surveys
- Monitoring social media
- Comments boxes
- Email/contact forms

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 gather, analyse and interpret customer feedback	1.1 Describe methods of collecting data for customer research
	1.2 Explain random sampling techniques used to collect data
	1.3 Explain how to evaluate bias in non-random samples
	1.4 Explain the principles of questionnaire design
	1.5 Assess the suitability of a range of techniques to analyse customer feedback
	1.6 Explain techniques used to monitor the quality of data collected
	1.7 Explain the use of software to record and analyse customer feedback
	1.8 Explain the validation issues associated with customer feedback
	1.9 Explain the importance of anonymising comments from customers who do not wish to be identified

Learning Outcome	Assessment Criteria
LO2 Be able to plan the collection of customer feedback on customer service issues	2.1 Identify the objectives of collecting customer feedback
	2.2 Justify the reasons for selecting different data collection methods
	2.3 Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe

Learning Outcome	Assessment Criteria
LO3 Be able to gather customer feedback	3.1 Collect customer feedback using the sampling frame identified in a customer service plan
	3.2 Record data in a way that makes analysis straightforward
	3.3 Verify that all data is handled in line with legal, organisational and ethical policies and procedures

Learning Outcome	Assessment Criteria
LO4 Be able to analyse and interpret customer feedback to recommend improvements	4.1 Use data analysis methods to identify patterns and trends in customer feedback
	4.2 Use the findings of a data analysis to identify areas for improvement to customer service
	4.3 Present the findings of an analysis in the agreed format
	4.4 Recommend improvements in response to the findings of an analysis

CUS32 Document History

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

Unit Handbook

CUS36 – Review the quality of customer service
Unit reference number: F/506/2176

Level: 4
Credit value: 4
Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of how to review the quality of customer service and to apply this understanding to plan the measurement of customer service and to evaluate its quality.

Learning outcomes

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

LO1 Understand how to review the quality of customer service

LO2 Be able to plan the measurement of customer service

LO3 Be able to evaluate the quality of customer service

Version 1

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

Factors which have an impact on the criteria, e.g., busy periods, meeting market trends etc.

Performance metrics could include e.g. sales renewal rates; number of complaints or queries; number of damaged or faulty goods; average order fulfilment time etc.

Data analysis methods (for quantitative and qualitative data), e.g., spreadsheet, software, manual analysis

Data collection methods will be appropriate to the customer service environment in which the candidate is being assessed, e.g., recorded calls in a call centre.

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to review the quality of customer service	1.1 Explain the value of measuring the quality of customer service
	1.2 Analyse the criteria for and factors involved in setting customer service standards
	1.3 Explain how to construct representative samples
	1.4 Analyse methods of validating information and information sources
	1.5 Explain how to set and use customer service performance metrics
	1.6 Explain the use of customer feedback in the measurement of customer service
	1.7 Analyse the advantages and disadvantages of a range of data analysis methods

Learning Outcome	Assessment Criteria
LO2 Be able to plan the measurement of customer service	2.1 Identify the features of customer service against which customer satisfaction can be measured
	2.2 Select data collection methods that are valid and reliable
	2.3 Specify monitoring techniques that measure customer satisfaction
	2.4 Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service
	2.5 Specify the information to be collected

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate the quality of customer service	3.1 Validate the information collected to identify useable data
	3.2 Use information analysis methods that are appropriate to the nature of the information collected
	3.3 Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria
	3.4 Develop recommendations that address identified areas for improvement supported by evidence

CUS36 Document History

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

Unit Handbook

HSPW2 – Health and safety procedures in the workplace

Unit reference number: T/505/4673

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 health and safety procedures in the workplace and to use that understanding to carry out tasks with regard to health and safety in the workplace.

Learning outcomes

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

LO1 Know health and safety procedures in the workplace

LO2 Be able to carry out tasks with regard to health and safety in the workplace

Version 1

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 Know health and safety procedures in the workplace	1.1 Define the main responsibilities for health and safety in the workplace of the following: • Employers • Employees
	1.2 Describe two health and safety laws affecting the workplace
	1.3 Define the importance of following health and safety procedures in the workplace
	1.4 Define the types of information or support available in relation to a specified aspect of health and safety in the workplace

Learning Outcome	Assessment Criteria
LO2 Be able to carry out tasks with regard to health and safety in the workplace	2.1 Carry out a risk assessment of a specified workplace activity
	2.2 Use equipment or tools safely in the workplace
	2.3 Describe how to prevent accidents in the workplace
	2.4 Assess how own health and safety practices could be improved

HSPW2 Document History

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

MAND3 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator