# Handbook

## BUSD4 – VTCT (Skillsfirst) Level 4 NVQ Diploma in Business Administration (RQF)

601/7958/2

Version 3

# 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

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# 1 Qualification at a glance

| | |
|---|---|
| **Qualification title** | VTCT (Skillsfirst) Level 4 NVQ Diploma in Business Administration (RQF) |
| **Qualification number** | 601/7958/2 |
| **Product code** | BUSD4 |
| **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** | 57 |
| **Total Qualification Time (TQT)** | 570 |
| **Guided Learning (GL) hours** | 296 |
| **Assessment** | To be awarded this qualification, learners must successfully achieve the following assessments:<br>• Portfolio of evidence<br>• 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 has been designed to develop learners' skills, knowledge and overall competence to enable them to carry out complex administrative functions and activities including the managing of a range of functions within business administration. It would be suitable for senior administrators with the autonomy and responsibility for managing others, improving business performance and resolving administrative problems in an administration function. Job roles could include Office Manager, Senior Administrator, Executive Assistant, Project Manager or Business Development Officer.

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

This qualification also serves as a core component of the Higher Apprenticeship in Business & Professional Administration - Level 4 (England)

## 2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 4 NVQ Diploma in Business Administration (RQF), learners may progress to further or higher qualifications or onto the following Skillsfirst qualifications:

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

or similar higher level qualifications.

# 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 4 NVQ Diploma in Business Administration (RQF) learners must achieve all mandatory units. A minimum of **57** credits must be achieved.

- All **18** credits must be achieved from Group M
- A minimum of **26** credits must be achieved from Group OA
- The remaining minimum **13** credits can be achieved from Group OA or from Group OB

The minimum TQT required to achieve this qualification is **570**.

| Product code | Unit title | Level | Credit | Unit reference number |
|---|---|---|---|---|
| **Mandatory units (Group M): 18 credits** | | | | |
| BUS40 | Communicate in a business environment | 3 | 4 | Y/506/1910 |
| BUS62 | Manage the work of an administrative function | 4 | 5 | T/506/1946 |
| BUS67 | Resolve administrative problems | 4 | 6 | D/506/1956 |
| ML9 | Manage personal and professional development | 3 | 3 | T/506/2952 |

| Product code | Unit title | Level | Credit | Unit reference number |
|---|---|---|---|---|
| **Optional units (Group OA): A minimum of 26 credits must be achieved from Group OA. The remaining minimum 13 credits can be achieved from Group OA or from Group OB** | | | | |
| BUS41 | Contribute to the improvement of business performance | 3 | 6 | D/506/1911 |
| BUS42 | Negotiate in a business environment | 3 | 4 | H/506/1912 |
| BUS43 | Develop a presentation | 3 | 3 | K/506/1913 |
| BUS44 | Deliver a presentation | 3 | 3 | M/506/1914 |
| BUS45 | Create bespoke business documents | 3 | 4 | T/506/1915 |
| BUS47 | Monitor information systems | 3 | 8 | F/506/1917 |
| BUS48 | Evaluate the provision of business travel or accommodation | 3 | 5 | J/506/1918 |
| BUS60 | Manage an office facility | 3 | 4 | K/506/1944 |
| BUS61 | Analyse and present business data | 3 | 6 | M/506/1945 |
| BUS64 | Contribute to the design and development of an information system | 4 | 5 | A/506/1950 |
| BUS65 | Manage information systems | 4 | 6 | F/506/1951 |
| BUS66 | Support environmental sustainability in a business environment | 4 | 4 | R/506/1954 |
| BUS68 | Prepare specifications for contracts | 4 | 4 | H/506/1957 |
| BUS69 | Manage events | 4 | 6 | M/506/1959 |

| Product code | Unit title | Level | Credit | Unit reference number |
|---|---|---|---|---|
| **Optional units (Group OB): A minimum of 26 credits must be achieved from Group OA. The remaining minimum 13 credits can be achieved from Group OA or from Group OB** | | | | |
| CUS35 | Champion customer service | 4 | 4 | D/506/2153 |
| ML11 | Manage team performance | 3 | 4 | A/506/1821 |
| ML12 | Manage individuals' performance | 3 | 4 | J/506/1921 |
| 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 |
| ML20 | Implement and maintain business continuity plans and processes | 3 | 4 | K/506/1930 |
| ML21 | Collaborate with other departments | 3 | 3 | M/506/1931 |
| 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 |
| ML30 | Initiate and implement operational change | 4 | 4 | T/506/1980 |
| ML32 | Develop working relationships with stakeholders | 4 | 4 | F/506/1982 |
| ML34 | Manage physical resources | 4 | 4 | K/506/1989 |
| 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/506/2909 |
| ML46 | Establish business risk management processes | 5 | 5 | J/506/2048 |
| ML47 | Promote equality of opportunity, diversity and inclusion | 5 | 5 | R/506/2053 |
| ML49 | Design business processes | 5 | 5 | D/506/2055 |
| ML52 | Optimise the use of technology | 5 | 6 | F/506/2064 |

# 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 4 NVQ Diploma in Business Administration (RQF) is based on the units developed by SkillsCfA who are the sector skills council for customer service. 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 the SkillsCfA assessment strategy, which centres will need to apply in order to assess and quality assure the Level 4 NVQ Diploma in Business Administration (RQF) and includes the:

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

The complete assessment strategy is available for view and to download from the SkillsCfA website www.skillscfa.org

## 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 learners' performance in a range of tasks and to ensure the evidence for the competence of knowledge based skills submitted by the learner 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 learners. 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 learners 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 learner 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/IVs 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 learners. 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 IQA/IVs plan and maintain their CPD.

Centres are expected to support their assessors and IQA/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 learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

## 5.2 Characteristics of assessment guidance

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

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

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

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

### 5.2.1 Professional discussion

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

### 5.2.2 Realistic working environment (RWE)

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment. To undertake the assessment in a RWE the following guidelines must be met:

- the RWE is managed as a real work situation;
- assessment must be carried out under realistic business pressures;
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- learners 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 learners 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;
- learners 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;
- learners must show that their productivity reflects those found in the work situation being represented

## 5.3 Simulation and witness testimony

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

### 5.3.1 Simulation

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- If a unit or part of a unit at any level is simulated, it must be undertaken in a ‘realistic working environment’ (RWE). A RWE is “an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A.
- Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

### 5.3.2 Witness testimony

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

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

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

## 5.4 Recognition of prior learning (RPL)

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

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

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

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

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

# 6 Units – Group M

# Unit Handbook

## BUS40 – Communicate in a business environment

Unit reference number: Y/506/1910

**Level: 3**
**Credit value: 4**
**Guided Learning (GL) hours: 24**

### Unit aim

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

### Learning outcomes

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

LO1 Understand business communication models, systems and processes

LO2 Be able to communicate in writing in business

LO3 Be able to communicate verbally in business

Version 1

# Unit content

## Unit endorsement

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

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

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

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

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

Simulation is not allowed

# Learning outcomes

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

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

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

**BUS40 Document History**

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

# Unit Handbook

## BUS62 – Manage the work of an administrative function

Unit reference number: T/506/1946

**Level: 4**
**Credit value: 5**
**Guided Learning (GL) hours: 27**

### Unit aim

The aim of this unit is to provide learners with an understanding of effective administrative management in a business environment. It also allows learners to demonstrate their management of administrative workflows, to identify and resolve issues which may affect the administrative function and the achievement of its targets and to monitor and evaluate the effectiveness of implemented plans and strategies.

### Learning outcomes

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

LO1 Understand the management of an administrative function

LO2 Be able to organise the work of an administrative function

LO3 Be able to manage administrative workflows

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

**Values** of an organisation refer to how an organisation will behave towards stakeholders and employees in order to achieve its goals

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

- Finance
- Organisation
- IT
- Human resources

**Quality standards** may refer to:

- Legislation
- British Standards and ISO
- Kite-mark
- CE Mark
- Royal Warrants
- Branding

Simulation is not allowed

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand the management of an administrative function | 1.1 Evaluate the way in which the purpose and values of an organisation affect the design and delivery of administrative services |
| | 1.2 Analyse the role of IT systems in the delivery of administrative services |
| | 1.3 Explain how budgetary constraints affect administrative functions |
| | 1.4 Analyse techniques to manage team members |
| | 1.5 Evaluate the role of stakeholder feedback in the design and delivery of administrative services |
| | 1.6 Explain techniques used to monitor and evaluate administrative work |
| | 1.7 Explain techniques to manage bottlenecks and downtime in a way that meets volume targets and quality standards |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to organise the work of an administrative function | 2.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives with their team |
| | 2.2 Specify how business targets and objectives will be achieved |
| | 2.3 Develop systems and standard operating procedures for administrative processes that meet organisational and legal requirements |
| | 2.4 Set key performance indicators (KPIs) that are capable of measuring the progress and efficiency of the work of an administrative function |
| | 2.5 Obtain resources likely to enable targets and objectives to be met within the agreed timescale |
| | 2.6 Allocate workloads in a way that is likely to meet targets, deadlines and budgetary constraints |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to manage administrative workflows | 3.1 Manage workflow in a way that is likely to meet volume targets and quality standards |
| | 3.2 Minimise downtime and productivity waste |
| | 3.3 Provide support that facilitates the development of team members and the achievement of targets and objectives |
| | 3.4 Produce timely management reports that address workflow information requests |
| | 3.5 Use feedback to prevent and resolve problems |
| | 3.6 Evaluate the efficiency and effectiveness of administrative services |
| | 3.7 Implement improvements to administrative services based on the results of evaluation |
| | 3.8 Adhere to organisational policies and procedures, legal and ethical requirements in managing administrative workflows |

**BUS62 Document History**

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

# Unit Handbook

## BUS67 – Resolve administrative problems

Unit reference number: D/506/1956

**Level: 4**
**Credit value: 6**
**Guided Learning (GL) hours: 56**

### Unit aim

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

### Learning outcomes

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

LO1 Understand the principles underpinning the resolution of administrative problems

LO2 Be able to identify administrative problems

LO3 Be able to resolve administrative problems

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

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

- Finance
- Organisation
- IT
- Human resources

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

**Analytical techniques** could include:

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

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

Simulation is not allowed

# Learning outcomes

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

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

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

**BUS67 Document History**

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

# 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 |
| | | | |

# 7 Units – Group OA

# 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

Unit reference number: K/506/1913

**Level: 3**
**Credit value: 3**
**Guided Learning (GL) hours: 11**

### Unit aim

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

### Learning outcomes

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

LO1 Understand how to develop a presentation

LO2 Be able to develop a presentation

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

## BUS45 – Create bespoke business documents

Unit reference number: T/506/1915

**Level: 3**
**Credit value: 4**
**Guided Learning (GL) hours: 23**

### Unit aim

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

### Learning outcomes

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

LO1 Understand how to create bespoke business documents

LO2 Be able to design bespoke business documents

LO3 Be able to create bespoke business documents

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

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

**Technology** may include, but is not limited to:
- Word processing
- Graphic design
- Publishing software
- Online publishing
- Digital printing
- Blog, vlog and other social media formats

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

**Design techniques** may include, but not limited to:
- Graphic design
- Logotype
- Fonts
- Icons
- Symbols

**Stakeholders** may include, but are not limited to:
- Shareholders
- Directors
- Managers
- Customers
- Colleagues
- Organisations
- Members of the public

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

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

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

Simulation is not allowed.

# Learning outcomes

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

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

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

**BUS45 Document History**

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

# Unit Handbook

## BUS47 – Monitor information systems

Unit reference number: F/506/1917

**Level: 3**
**Credit value: 8**
**Guided Learning (GL) hours: 43**

### Unit aim

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

### Learning outcomes

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

LO1 Understand how information systems are used

LO2 Be able to monitor information systems

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

**Information systems** may include:

- Hardware
- Software
- Infrastructure

**Consequences** cover the effects on,

- The individual
- The organisation
- The stakeholders

Simulation is not allowed.

# Learning outcomes

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

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

**BUS47 Document History**

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

# Unit Handbook

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

Unit reference number: J/506/1918

**Level: 3**
**Credit value: 5**
**Guided Learning (GL) hours: 30**

### Unit aim

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

### Learning outcomes

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

LO1 Understand the provision of business travel or accommodation arrangements

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

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

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

**Evaluation criteria** may include:

- Availability
- Suitability
- Effectiveness

Simulation is not allowed.

# Learning outcomes

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

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

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

**BUS48 Document History**

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

# Unit Handbook

## BUS60 – Manage an office facility

Unit reference number: K/506/1944

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

### Unit aim

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

### Learning outcomes

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

LO1 Understand the management of an office facility

LO2 Be able to manage and maintain an office facility

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

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

- colleagues
- customers

Simulation is not allowed.

# Learning outcomes

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

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

**BUS60 Document History**

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

# Unit Handbook

## BUS61 – Analyse and present business data

Unit reference number: M/506/1945

**Level: 3**
**Credit value: 6**
**Guided Learning (GL) hours: 24**

### Unit aim

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

### Learning outcomes

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

LO1 Understand the analysis and presentation of business data

LO2 Be able to analyse quantitative and qualitative business data

LO3 Be able to present the analysis of business data

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

**Techniques** may include,

- Comparing
- Contrasting
- Measuring
- Monitoring

**Conclusions**:

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

Simulation is not allowed.

# Learning outcomes

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

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

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

**BUS61 Document History**

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

# Unit Handbook

## BUS64 – Contribute to the design and development of an information system

Unit reference number: A/506/1950

**Level: 4**
**Credit value: 5**
**Guided Learning (GL) hours: 23**

### Unit aim

The aim of this unit is to provide learners with an understanding of information system design requirements. It will also provide learners with an ability to contribute to the specification of, and to recommend options for the development of, an information system

### Learning outcomes

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

LO1 Understand information system design requirements

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

LO3 Be able to recommend options for the development of an information system

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

**Information** may include, but is not limited to:
- Documents
- Data
- Personal information
- Meeting records

**Data protection** is legal control over access to and use of data stored in computers

**Stakeholders** may include, but are not limited to:
- Shareholders
- Directors
- Managers
- Customers
- Colleagues
- Organisations
- Members of the public

**Budgetary constraints** describe the limitation of consumption patterns/options by a certain income

An **information system** is a system for generating, sending, receiving, storing or otherwise processing electronic communications

**Functionality**
The range of operations that can be run on a computer or other electronic system

**Security restrictions** may include, but are not limited to:
- Password protection
- Auto-locking/timeout
- Assigned levels of user access
- Firewalls
- Encryption of software
- Assigned administrators

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

- Human resource
- Equipment/hardware
- Software
- Training
- Instruction manuals
- Remote services

An **information system** is a system for generating, sending, receiving, storing or otherwise processing electronic communications

**Proprietary** means marketed under and protected by a registered trade name

**Cost-effectiveness** is the value to the organisation in terms of productivity compared to the investment

Simulation is not allowed.

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand information system design requirements | 1.1 Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation |
| | 1.2 Assess the ways in which information can be used by an organisation |
| | 1.3 Evaluate the implications of data protection requirements for the design of an information system |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to contribute to the specification of an information system | 2.1 Identify the users and stakeholders of an information system |
| | 2.2 Identify the information that will be managed within a system |
| | 2.3 Analyse the impact of budgetary constraints on the design of an information system |
| | 2.4 Specify the functionality of a system that is capable of delivering agreed requirements |
| | 2.5 Specify access and security restrictions and systems that meet the design specification of an information system |
| | 2.6 Identify resources needed to implement and operate the system |
| | 2.7 Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to recommend options for the development of an information system | 3.1 Evaluate the advantages and limitations of proprietary and customised information systems |
| | 3.2 Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source |
| | 3.3 Identify the implications of testing information systems before finalising the specification |
| | 3.4 Justify recommendations for the development of an information system based on an analysis of cost-effectiveness and functionality |

**BUS64 Document History**

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

# Unit Handbook

## BUS65 – Manage information systems

Unit reference number: F/506/1951

**Level: 4**
**Credit value: 6**
**Guided Learning (GL) hours: 30**

### Unit aim

The aim of this unit is to provide learners with an understanding of the management of information systems and to apply this understanding to set up information system processes and to manage an information system.

### Learning outcomes

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

LO1 Understand the management of information systems

LO2 Be able to set up information system processes

LO3 Be able to manage an information system

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 information systems | 1.1 Explain the uses of an information system |
| | 1.2 Describe typical information system interfaces |
| | 1.3 Analyse the implications of system updates and system developments to an organisation |
| | 1.4 Analyse the use of stakeholders' feedback on the effectiveness of an information system |
| | 1.5 Evaluate the implications of data protection requirements for the management and use of an information system |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to set up information system processes | 2.1 Develop standard operating procedures for administrative processes that meet organisational and legal requirements |
| | 2.2 Implement management processes that are capable of identifying and resolving problems |
| | 2.3 Analyse users' training needs for an information system |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to manage an information system | 3.1 Monitor the quality of information against agreed key performance indicators (KPIs) |
| | 3.2 Update information systems in line with business and users' needs |
| | 3.3 Provide training and support in the use of information systems to users and stakeholders |
| | 3.4 Manage problems in the information system in a way that minimises disruption to business |
| | 3.5 Evaluate the effectiveness of an information system |
| | 3.6 Make recommendations for improvements that will enhance the efficiency of an information system |
| | 3.7 Adhere to organisational policies and procedures, legal and ethical requirements in the management of an information system |

**BUS65 Document History**

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

# Unit Handbook

## BUS66 – Support environmental sustainability in a business environment

Unit reference number: R/506/1954

**Level: 4**
**Credit value: 4**
**Guided Learning (GL) hours: 38**

### Unit aim

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

### Learning outcomes

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

LO1 Understand the principles supporting environmental sustainability in a business environment

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

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

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

**BUS66 Document History**

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

# Unit Handbook

## BUS68 – Prepare specifications for contracts

Unit reference number: H/506/1957

**Level: 4**
**Credit value: 4**
**Guided Learning (GL) hours: 23**

### Unit aim

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

### Learning outcomes

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

LO1 Understand the principles supporting the preparation of specifications for contracts

LO2 Be able to prepare specifications for contracts

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

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

Simulation is not allowed.

# Learning outcomes

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

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

**BUS68 Document History**

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

# 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 Adminstrator |
| | | | |

# 8 Units – Group OB

# Unit Handbook

## CUS35 – Champion customer service

Unit reference number: D/506/2153

**Level: 4**
**Credit value: 4**
**Guided Learning (GL) hours: 17**

### Unit aim

The aim of this unit is to provide learners with an understanding of how to champion customer service. It will also provide learners with an ability to identify the scope for improvements to customer service and to champion customer service.

### Learning outcomes

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

LO1 Understand how to champion customer service

LO2 Be able to identify the scope for improvements to customer service

LO3 Be able to champion customer service

Version 1

# Unit content

## Unit endorsement

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

## Evidence requirements

Learners must provide a portfolio of evidence for this unit.

## Assessment guidance

The evaluation should include the impact on **operations** at a strategic business level.

**Service partners -** A service partnership can be formed when a minimum of two organisations or two departments of the same organisation combine in order to provide more effective customer service. A service partner may be one of those organisations or departments.

As a minimum, the analysis should demonstrate that the learner has clearly identified their **service partners,** the contributions that they make, the interdependencies that exist and the implications of non-cooperation.

The **evaluation of effectiveness** should be based on **information collected** over a period of time. It should not rely on supposition.

The suitability of a **range of monitoring techniques** should be assessed in relation to specific key performance indicators which have been identified as a means of measuring customer service.

**Service chain** - A sequence of services where, for each subsequent service, occurrence of the first action/service is necessary for the occurrence of the second action/service

It is expected that feedback will be sought from customers to help define issues that are important to **customer service.**

As a minimum, the **analysis of implications** should include cost, benefit, feasibility and impact on service partners. Learners are recommended to take a holistic approach and include improvements identified as part of **AC1.5, 1.6** and **2.1**

**Service offer** - A service offer defines the extent and limits of the customer service that an organisation is offering

The learner should be able to demonstrate their personal input to an organisation's mid to long term **operational plans**

The monitoring should relate to the **advice and information given** as part of AC3.4 and should form a natural 'follow-through' as part of performance management activities.

Simulation is not allowed.

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand how to champion customer service | 1.1 Evaluate the importance of viewing operations from the customer's viewpoint |
| | 1.2 Analyse the role of service partners in providing customer service |
| | 1.3 Evaluate the effectiveness of information collection systems and reports |
| | 1.4 Describe organisational decision-making processes and limits of their own authority |
| | 1.5 Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements |
| | 1.6 Describe activities that give added value to the service chain |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to identify the scope for improvements to customer service | 2.1 Monitor customer service delivery to identify issues that are important to customer service |
| | 2.2 Analyse the implications of improvements to customer service |
| | 2.3 Identify customer service issues relating to new products and/or services |
| | 2.4 Identify the strategic and managerial implications of changes to customer service and the service offer |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to champion customer service | 3.1 Promote the role of customer service within an organisation's operational plans |
| | 3.2 Inform individual staff members about their role in championing customer service |
| | 3.3 Promote the benefits of effective customer service |
| | 3.4 Provide validated customer service advice and information to colleagues |
| | 3.5 Support others to identify areas for improvement to customer service |
| | 3.6 Monitor the effectiveness of advice and information given |
| | 3.7 Take actions to ensure that customer service delivery meets agreed standards |

**CUS35 Document History**

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

# 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

## 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

## 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

## 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

## 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

## ML30 – Initiate and implement operational change

Unit reference number: T/506/1980

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

### Unit aim

The aim of this unit is to provide learners with the ability to plan, manage and evaluate the effectiveness of operational change. It will also provide learners with an understanding of the different theories, tools and models used to manage operational change.

### Learning outcomes

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

LO1 Understand the implementation of operational change

LO2 Be able to plan for operational change

LO3 Be able to manage operational change

LO4 Be able to evaluate the effectiveness of operational change

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 Understand the implementation of operational change | 1.1 Explain sources of information indicating the need for change |
| | 1.2 Analyse the advantages and limitations of different project and change management techniques |
| | 1.3 Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to plan for operational change | 2.1 Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources |
| | 2.2 Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives |
| | 2.3 Provide colleagues with the support needed to implement operational change |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to manage operational change | 3.1 Implement the change plan within the agreed timescale using available resources |
| | 3.2 Assess the significance of deviations from the change plan |
| | 3.3 Address interdependency issues and tensions that affect the achievement of change objectives |
| | 3.4 Assess the value and risks of unintended outcomes from operational change |
| | 3.5 Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO4 Be able to evaluate the effectiveness of operational change | 4.1 Evaluate the effectiveness of operational change |
| | 4.2 Identify areas for improvement, justifying conclusions and recommendations with evidence |
| | 4.3 Communicate to stakeholders the lessons learned from the change |

**ML30 Document History**

| Version | Issue Date | Changes | Role |
|---|---|---|---|
| V1.0 | 31/01/2023 | Rebranded | Qualifications Adminstrator |
| | | | |

# 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

## 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

## ML46 – Establish business risk management processes

Unit reference number: J/506/2048

**Level: 5**
**Credit value: 5**
**Guided Learning (GL) hours: 29**

### Unit aim

The aim of this unit is to provide learners with an understanding of business risk management models and techniques and to apply these models and techniques to develop business risk management processes and to evaluate the effectiveness of these processes.

### Learning outcomes

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

LO1 Understand business risk management models and techniques

LO2 Be able to develop business risk management processes

LO3 Be able to evaluate the effectiveness of business risk management processes

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

**Business risk** is the probability of loss inherent in an organisation's operations and environment that may impair its ability to provide returns on investment.

**Factors** may include, but are not limited to:
- Competition
- Economic environment
- Legislation
- Cost of overheads or materials

**Business continuity** includes planning, preparations and other activities that enable critical business functions to continue in the event of an emergency or disaster

**Crisis management** is the process by which an organisation deals with a major event that threatens to harm the organisation, its stakeholders, or the general public

**Scenario planning** is a strategic method that organisations can use to make flexible long-term plans

**Crisis management models** may include, but are not limited to:
- Crisis management model
- Contingency planning
- Business continuity planning

**Risk governance** is a systemic approach to decision making processes related to business risks with the objective of reducing vulnerability through improved risk policy to avoid human or economic costs caused by disasters

The **risk profile** of an organisation is an evaluation of its willingness to take risks as well as the threats to which it is exposed. This may include, but is not limited to the probability of negative effects and an outline of potential costs and disruption for each risk

**Contingency and business disruption processes** typically form part of the business contingency plan and may include, but are not limited to processes for recovery and contingency of business functions in the event of failure

**Commensurate** means corresponding in size or degree, proportionate

Simulation is not allowed

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand business risk management models and techniques | 1.1 Analyse standards relating to the management of business risk |
| | 1.2 Analyse the factors influencing different types of risk |
| | 1.3 Evaluate the relationship between risk management, business continuity and crisis management |
| | 1.4 Evaluate a range of scenario planning and crisis management models |
| | 1.5 Analyse methods of calculating risk probability |
| | 1.6 Analyse the effectiveness of a range of risk monitoring techniques |
| | 1.7 Analyse the significance of risk governance structures and ownership |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to develop business risk management processes | 2.1 Review periodically the effectiveness of risk management strategy, policy and criteria |
| | 2.2 Take action to ensure that risk profiles remain current and relevant |
| | 2.3 Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk |
| | 2.4 Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation |
| | 2.5 Take action to ensure that risk management processes are integrated into operational plans and activities |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to evaluate the effectiveness of business risk management processes | 3.1 Appraise the suitability of a range of risk evaluation techniques to business risk management |
| | 3.2 Evaluate risk using valid quantitative and qualitative information |
| | 3.3 Identify areas for improvement in identifying and managing risk |
| | 3.4 Encourage a culture that accepts and manages risk |

**ML46 Document History**

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

# Unit Handbook

## ML47 – Promote equality of opportunity, diversity and inclusion

Unit reference number: R/506/2053

**Level: 5**
**Credit value: 5**
**Guided Learning (GL) hours: 26**

### Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning equality, diversity and inclusion in the workforce and to apply these principles to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements and to promote equality, diversity and inclusion policies and practices.

### Learning outcomes

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

LO1 Understand the principles underpinning equality, diversity and inclusion in the workforce

LO2 Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements

LO3 Be able to promote equality, diversity and inclusion policies and practices

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

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 exclusive to:

- Equality Act 2010

Simulation is not allowed.

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand the principles underpinning equality, diversity and inclusion in the workforce | 1.1 Analyse the development of equality, diversity and inclusion policies and practices in the workforce |
| | 1.2 Evaluate the application of approaches to equal opportunities |
| | 1.3 Evaluate the impact of equality, diversity and inclusion policy on workforce performance |
| | 1.4 Evaluate methods of managing ethical conflicts |
| | 1.5 Evaluate the business benefits of effective equality, diversity and inclusion policies and practices |
| | 1.6 Evaluate the impact of equality, diversity and inclusion on organisational practices |
| | 1.7 Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements | 2.1 Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose |
| | 2.2 Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally |
| | 2.3 Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes |
| | 2.4 Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to promote equality, diversity and inclusion policies and practices | 3.1 Devise a communications strategy and plan that covers everyone within their area of responsibility |
| | 3.2 Use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion |
| | 3.3 Take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices |
| | 3.4 Promote a culture where actual and potential discrimination is challenged |
| | 3.5 Take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination |

**ML47 Document History**

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

# Unit Handbook

## ML49 – Design business processes

Unit reference number: D/506/2055

**Level: 5**
**Credit value: 5**
**Guided Learning (GL) hours: 23**

### Unit aim

The aim of this unit is to provide learners with an understanding of techniques and tools that support the design of business processes and to apply these techniques and tools to develop business processes and to evaluate their effectiveness.

### Learning outcomes

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

LO1 Understand techniques and tools that support the design of business processes

LO2 Be able to develop business processes

LO3 Be able to evaluate the effectiveness of business processes

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

**Principles of business change and business process** may include knowledge and understanding of: improving business performance by optimising efficiency in the provision of products / services.

**Workflow patterns**: use of flow diagrams. Understanding and analysis to enable positive change

**Modelling tools** may include, but are not limited to:
- Mapping and workflow diagrams
- SWOT analysis
- Six sigma

**Constraints** may include, but are not exclusive to:
- Resource
- Financial
- Time
- Organisational

**Modelling exercise** can include, but is not exclusive to:
- Time and motion studies
- First draft
- Second draft
- Symbols and notation

Agreed criteria can be that of the model as well as organisational criteria.

**Tensions** can include, but are not exclusive to:
- Communication
- Delivery of new process
- Security specific processes
- Legal / regulatory processes

Adherence will be specific to the learner's organisation and policies and procedures in place.

Simulation is not allowed.

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand techniques and tools that support the design of business processes | 1.1 Analyse the principles of business change and business process re-engineering |
| | 1.2 Evaluate the concept and application of workflow patterns and usability testing |
| | 1.3 Evaluate a range of modelling tools |
| | 1.4 Analyse the factors to be taken into account when evaluating the effectiveness of business processes |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to develop business processes | 2.1 Evaluate the scope for business process improvement and constraints |
| | 2.2 Generate ideas that meet defined business needs |
| | 2.3 Test a proposed process through a modelling exercise |
| | 2.4 Evaluate the feasibility and viability of a proposed process against agreed criteria |
| | 2.5 Establish the degree of overlap between a proposed process and existing processes and systems |
| | 2.6 Resolve tensions between existing and proposed systems and processes |
| | 2.7 Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to evaluate the effectiveness of business processes | 3.1 Analyse valid information using techniques that are appropriate to the process being evaluated |
| | 3.2 Assess the cost and benefit of a business process to the organisation |
| | 3.3 Justify recommendations for the rejection, adoption or enhancements to processes with evidence |

**ML49 Document History**

| Version | Issue Date | Changes | Role |
|---|---|---|---|
| V1.0 | 31/01/2023 | Rebranded | Qualifications Adminitrator |
| | | | |

# Unit Handbook

## ML52 – Optimise the use of technology

Unit reference number: F/506/2064

**Level: 5**
**Credit value: 6**
**Guided Learning (GL) hours: 29**

### Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the optimisation of technology. It will also provide learners with an ability to scope and manage the use of technology and to optimise the use of technological solutions.

### Learning outcomes

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

LO1 Understand the principles underpinning the optimisation of technology

LO2 Be able to scope the use of technology

LO3 Be able to optimise the use of technological solutions

LO4 Be able to manage the use of technology

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

**Procurement processes** may include, but are not limited to:

- Tendering
- Preferred suppliers
- Cost-benefit analysis
- Cost-utility analysis

**Business continuity** includes planning, preparations and other activities that enable critical business functions to continue in the event of an emergency or disaster

**Crisis management** is the process by which an organisation deals with a major event that threatens to harm the organisation, its stakeholders, or the general public

A **technology strategy** is the overall plan which consists of objectives, principles and tactics for the use of technologies within an organisation

Simulation is not allowed.

# Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Understand the principles underpinning the optimisation of technology | 1.1 Explain how to keep up-to-date with technological developments |
| | 1.2 Analyse the requirements of organisational procurement processes |
| | 1.3 Evaluate the implications of technology for business continuity and crisis management plans |
| | 1.4 Evaluate the legal implications of changes to the use of technology |
| | 1.5 Analyse the requirements of a technology strategy |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 Be able to scope the use of technology | 2.1 Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality |
| | 2.2 Evaluate the current use of technology against agreed criteria |
| | 2.3 Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems |
| | 2.4 Identify the strategic implications of changes to the use of technology |
| | 2.5 Assess the risks, limitations and benefits of changes to the use of technology |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO3 Be able to optimise the use of technological solutions | 3.1 Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy |
| | 3.2 Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans |
| | 3.3 Recommend technological solutions that meet the specified objectives |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO4 Be able to manage the use of technology | 4.1 Develop procedures that address all aspects of the technology and their implications |
| | 4.2 Take action to ensure that everyone using the technology is adequately trained and equipped |
| | 4.3 Promote the benefits of technology |
| | 4.4 Use monitoring techniques that are appropriate to the nature of the work carried out and the system |
| | 4.5 Take prompt corrective action in the event of problems arising |

**ML52 Document History**

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

**BUSD4 Document History**

| Version | Issue Date | Changes | Role |
|---|---|---|---|
| v3 | 31/01/2023 | Formatting and re-branding. No content amendment. | Qualifications Administrator |
| | | | |
| | | | |