



Handbook

MAND5 – VTCT (Skillsfirst) Level 5 NVQ Diploma in
Management and Leadership (RQF)

601/3524/4

Version 2

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 5 NVQ Diploma in Management and Leadership (RQF)
Qualification number	601/3524/4
Product code	MAND5
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	53
Total Qualification Time (TQT)	530
Guided Learning (GL) hours	237
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

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

Learners take four mandatory units covering the provision of leadership and management, contributing to the development of a strategic plan, managing strategic change and designing business processes. They then choose from a diverse range of optional units to complete the qualification, tailoring their learning to meet their individual and organisational needs.

This qualification is a 'cross-sector' qualification, which means that it can be taken by team leaders and managers across a wide variety of work areas in both the public and private sectors.

This qualification also serves as a core component of the Higher Apprenticeship in Management and Leadership.

2.2 Progression opportunities

On completion of the Level 5 NVQ Diploma in Management and Leadership (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 5 Diploma in Operational and Departmental Management (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 5 NVQ Diploma in Management and Leadership (RQF) learners must achieve all mandatory units. All **53** credits must be achieved.

- All **22** credits must be achieved from the mandatory Group M.
- A minimum of **23** credits must be achieved from Group A
- A maximum of **8** credits can be achieved from Group B

A minimum of **30** credits must be at Level 5 or above.

The minimum TQT required to achieve this qualification is **530**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 22 credits				
ML26	Provide leadership and management	4	5	L/506/1953
ML45	Contribute to the development of a strategic plan	5	5	A/506/2046
ML49	Design business processes	5	5	D/506/2055
ML50	Design business processes	5	7	H/506/2056

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group A): A minimum of 23 credits must be achieved from Group A				
ML25	Develop and maintain professional networks	4	3	J/506/1949
ML27	Develop and implement an operational plan	4	5	Y/506/1955
ML28	Encourage learning and development	4	3	M/506/1962
ML31	Discipline and grievance management	4	3	A/506/1981
ML32	Develop working relationships with stakeholders	4	4	F/506/1982
ML33	Manage a tendering process	4	4	L/506/1984
ML34	Manage physical resources	4	4	K/506/1989
ML35	Manage the impact of work activities on the environment	4	4	J/506/2907
ML36	Prepare for and support quality audits	4	3	K/506/1992
ML37	Conduct quality audits	4	3	T/506/1994
ML38	Manage a budget	4	4	A/506/1995
ML40	Manage a project	4	7	R/506/1999
ML41	Manage business risk	4	6	L/506/2004
ML42	Manage knowledge in an organisation	4	5	A/506/2032
ML43	Recruitment, selection and induction	4	6	R/506/2909
ML44	Manage redundancy and redeployment	4	6	M/506/2044
ML46	Establish business risk management processes	5	5	J/506/2048
ML47	Promote equality of opportunity, diversity and inclusion	5	5	R/506/2053
ML51	Develop and manage collaborative relationships with other organisations	5	5	T/506/2059
ML52	Optimise the use of technology	5	6	F/506/2064
ML53	Manage product and/or service development	5	5	Y/506/2068
ML54	Manage strategic marketing activities	5	7	L/506/2293
ML64	Lead the development of a knowledge management strategy	5	7	D/506/2959
ML65	Lead the development of a quality strategy	7	4	J/506/2101
ML66	Lead the development of a continuous improvement strategy	7	5	F/506/2114

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group B): A maximum of 8 credits can be achieved from Group B				
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
BUS69	Manage events	4	6	M/506/1959
CUS34	Manage customer service operations	4	7	M/506/2898
CUS36	Review the quality of customer service	4	4	F/506/2176
HSR4	Manage health and safety in own area of responsibility	4	5	D/504/4056
SA401	Prioritising information for sales planning	4	3	D/502/8651
SA403	Developing sales proposals	4	5	A/502/8656

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

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

Tel: 0207 091 9620

info@skillscfa.org

This handbook provides details from Skills CfA assessment strategy, which centres will need to apply in order to assess and quality assure the Level 5 NVQ Diploma in Management and Leadership (RQF) and includes the:

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

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

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

4.3.1 Assessors

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

Assessors should:

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

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

4.3.2 Internal quality assurer (IQA/IV)

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

Potential IQA/IVs should:

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

4.4 Employer direct model

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

In order to use this employer direct model:

An organisation must:

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

Skillsfirst will:

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

4.5 Continuous professional development (CPD)

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

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

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

4.6 Total Qualification Time (TQT)

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

5 Assessment

5.1 Summary of assessment methods

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

5.2 Assessment principles

- Evidence of occupational competence of all units at any level should be generated and collected through performance under workplace conditions. This includes competence units which have knowledge learning outcomes and assessment criteria.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

5.3 Characteristics of assessment guidance

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

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

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

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

5.3.1 Professional discussion

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

5.3.2 Realistic working environment (RWE)

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

- the RWE is managed as a real work situation;
- assessment must be carried out under realistic business pressures;
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- candidates must be expected to achieve a volume of work comparable to normal business practices;
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available;
- account must be taken of any legislation or regulations in relation to the type of work that is being carried out;

- candidates must be given workplace responsibilities to enable them to meet the requirements of the units;
- customer perceptions of the RWE is similar to that found in the work situation being represented;
- candidates must show that their productivity reflects those found in the work situation being represented

5.4 Simulation and witness testimony

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

5.4.1 Simulation

- Simulation can be applied to all Level 1 units.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A.
- Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

5.4.2 Witness testimony

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

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

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

5.5 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

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

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

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

6 Units

Unit Handbook

ML26 – Provide leadership and management

Unit reference number: L/506/1953

Level: 4

Credit value: 5

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to provide learners with an understanding of the principles supporting leadership and management. It will also provide learners with an ability to engage and inspire stakeholders and colleagues and to deliver results.

Learning outcomes

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

LO1 Understand the principles supporting leadership and management

LO2 Be able to engage and inspire stakeholders and colleagues

LO3 Be able to deliver results

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

Organisations culture could be values, systems, beliefs, working language, norms

Theories of motivation may include but not be limited to:

- classical management
- human relations

Learners to demonstrate use of analysis and application of chosen theories

Behaviours and attitudes may include, but not be limited to:

- Honest
- Trustworthy
- Reliability
- Sincerity
- Professionalism

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles supporting leadership and management	1.1 Analyse how leadership and management theories may be applied
	1.2 Assess the influence of an organisation's culture on its leadership styles and management practices
	1.3 Assess the influence of an organisation's structure on its leadership styles and management practices
	1.4 Analyse how theories of motivation may be applied in the practice of leadership
	1.5 Evaluate the role of stakeholder engagement in leadership and management
	1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation

Learning Outcome	Assessment Criteria
LO2 Be able to engage and inspire stakeholders and colleagues	2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals
	2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
	2.3 Identify who stakeholders are and the nature of their interest
	2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives
	2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour
	2.6 Take action to maintain morale through difficult times
	2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders

Learning Outcome	Assessment Criteria
LO3 Be able to deliver results	3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
	3.2 Use delegation techniques whilst delivering targets
	3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
	3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities

ML26 Document History

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

Unit Handbook

ML45 – Contribute to the development of a strategic plan

Unit reference number: A/506/2046

Level: 5

Credit value: 5

Guided Learning (GL) hours: 31

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of strategic planning. It will also to provide learners with an ability to analyse the factors affecting the development of strategic plans and to use this analysis to make a contribution to a strategic plan.

Learning outcomes

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

LO1 Understand the principles of strategic planning

LO2 Be able to analyse the factors affecting the development of strategic plans

LO3 Be able to make a contribution to a strategic plan

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of strategic planning	1.1 Evaluate a range of strategic planning models
	1.2 Evaluate the advantages and limitations of a range of analytical techniques
	1.3 Analyse a range of perspectives of and approaches to business strategy

Learning Outcome	Assessment Criteria
LO2 Be able to analyse the factors affecting the development of strategic plans	2.1 Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans
	2.2 Evaluate the market factors that may influence strategic planning decisions
	2.3 Evaluate the application of scanning tools to strategy development

Learning Outcome	Assessment Criteria
LO3 Be able to make a contribution to a strategic plan	3.1 Analyse the relationship between strategic intentions, strategic choice and strategy formulation
	3.2 Make viable contributions that are consistent with strategic objectives and resource constraints
	3.3 Evaluate the impact of a proposed strategy on a business

ML45 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

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 Administrator

Unit Handbook

ML50 – Manage strategic change

Unit reference number: H/506/2056

Level: 5

Credit value: 7

Guided Learning (GL) hours: 25

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 four outcomes to this unit. The learner will:

LO1 Understand the management and evaluation of change

LO2 Be able to plan for strategic change

LO3 Be able to manage strategic change

LO4 Be able to evaluate strategic change

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

Different organisational structures might include, but are not exclusive to:

- by function or area
- flat, hierarchical
- matrix
- people focused

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management and evaluation of change	1.1 Evaluate the characteristics and application of a range of change management models for different organisational structures
	1.2 Analyse stakeholder mapping techniques used for managing and evaluating change
	1.3 Analyse techniques to evaluate change
	1.4 Evaluate the relationship between change management, business continuity and crisis management

Learning Outcome	Assessment Criteria
LO2 Be able to plan for strategic change	2.1 Assess the reasons for, scope and inherent risks of a required change
	2.2 Evaluate the influences of the internal and external environment on a change
	2.3 Analyse the ethical dimensions of a change
	2.4 Identify viable alternative strategies for achieving a desired change
	2.5 Justify with evidence the selected strategy to be taken to manage a change
	2.6 Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources
	2.7 Develop a stakeholder engagement plan that addresses their needs and concerns
	2.8 Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives

Learning Outcome	Assessment Criteria
LO3 Be able to manage strategic change	3.1 Allocate resources and responsibilities in accordance with the plan
	3.2 Take action to ensure the change plan is implemented in accordance with organisational values and procedures
	3.3 Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy
	3.4 Take into account the on-going commitment of stakeholders to a change and its implications
	3.5 Manage friction between stakeholders' needs and interdependencies in accordance with the change plan

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate strategic change	4.1 Establish valid evaluation criteria that are capable of measuring the effects of change
	4.2 Select and use evaluation tools and techniques that are appropriate to the nature of change
	4.3 Evaluate aspects of change that were successful and ascertain why other aspects were not successful
	4.4 Justify recommendations made with valid evidence
	4.5 Identify the implications for knowledge management systems and processes

ML50 Document History

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

Unit Handbook

ML25 – Develop and maintain professional networks

Unit reference number: J/506/1949

Level: 4

Credit value: 3

Guided Learning (GL) hours: 15

Unit aim

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

Learning outcomes

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

LO1 Understand the principles of effective networking

LO2 Be able to identify professional networks for development

LO3 Be able to maintain professional networks

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Networks could cover:

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

Ethical issues could relate but not be limited to:

- The Data Protection Act
- Conflicts of interest

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

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of effective networking	1.1 Describe the interpersonal skills needed for effective networking
	1.2 Explain the basis on which to choose networks to be developed
	1.3 Evaluate the role of shared agendas and conflict management in relationship-building
	1.4 Evaluate the role of the internet in business networking
	1.5 Assess the importance of following up leads and actions
	1.6 Analyse ethical issues relating to networking activities

Learning Outcome	Assessment Criteria
LO2 Be able to identify professional networks for development	2.1 Identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations
	2.2 Shortlist networks for development against defined criteria
	2.3 Assess the benefits and limitations of joining and maintaining selected network(s)

Learning Outcome	Assessment Criteria
LO3 Be able to maintain professional networks	3.1 Identify the potential for mutual benefit with network members
	3.2 Promote their own skills, knowledge and competence to network members
	3.3 Provide information, services or support to network members where the potential for mutual benefit has been identified
	3.4 Establish the boundaries of confidentiality
	3.5 Agree guidelines for the exchange of information and resources
	3.6 Take action to ensure that participation in networks reflects current and defined future aspirations and needs
	3.7 Make introductions to people with common or complementary interest to and within networks

ML25 Document History

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

Unit Handbook

ML27 – Develop and implement an operational plan

Unit reference number: Y/506/1955

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

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

Learning outcomes

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

LO1 Understand the principles of operational planning

LO2 Be able to develop an operational plan

LO3 Be able to implement an operational plan

LO4 Be able to evaluate the effectiveness of an operational plan

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Risk analysis techniques might include, but are not exclusive to:

- Failure mode and criticality analysis
- Fault trees
- Identification of risk associated with ; health and safety, security, finance and environment

Planning tools might include, but are not exclusive to:

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

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

Simulation is not allowed.

Learning outcomes

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

Learning Outcome	Assessment Criteria
LO2 Be able to develop an operational plan	2.1 Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
	2.2 Identify evaluation mechanisms appropriate to the plan
	2.3 Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures
	2.4 Develop proportionate and targeted plans to manage identified risks
	2.5 Take action to ensure that plans complement and maximise synergy with other business areas
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements

Learning Outcome	Assessment Criteria
LO3 Be able to implement an operational plan	3.1 Implement plans within agreed budgets and timescales
	3.2 Communicate the requirements of the plans to those who will be affected
	3.3 Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks

Learning Outcome	Assessment Criteria
LO4 Be able to evaluate the effectiveness of an operational plan	4.1 Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources
	4.2 Report on the effectiveness of operational plans in the appropriate format

ML27 Document History

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

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

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Learning and development methods could include:

- Conscious Competence learning model
- Learning evaluation methods
- Kirkpatrick's learning evaluation model
- Experiential learning
- Role-playing
- Kolb's Learning styles model

Simulation is not allowed

Learning outcomes

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

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

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

ML28 Document History

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

Unit Handbook

ML31 – Discipline and grievance management

Unit reference number: A/506/1981

Level: 4

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

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

Learning outcomes

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

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

LO2 Be able to manage a disciplinary case

LO3 Be able to manage a grievance

Unit content

Assessment guidance

There is no assessment guidance for this unit.

Learning outcomes

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

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

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

ML31 Document History

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

Unit Handbook

ML32 – Develop working relationships with stakeholders

Unit reference number: F/506/1982

Level: 4

Credit value: 4

Guided Learning (GL) hours: 20

Unit aim

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

Learning outcomes

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

LO1 Understand working relationships with stakeholders

LO2 Be able to determine the scope for collaboration with stakeholders

LO3 Be able to develop productive working relationships with stakeholders

LO4 Be able to evaluate relationships with stakeholders

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

ML33 – Manage a tendering process

Unit reference number: L/506/1984

Level: 4

Credit value: 4

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an ability to develop a tender specification, to manage a tendering exercise and to negotiate the award of contracts.

Learning outcomes

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

LO1 Be able to develop a tender specification

LO2 Be able to manage a tendering exercise

LO3 Be able to negotiate the award of contracts

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

Roles and personnel should be both internal and external to the organisation.

Roles can include, but are not exclusive to:

- Finance
- Resourcing
- Managing
- Administrative
- Sales
- Legal

Needs can include, but are not exclusive to:

- Costs
- Timings / deadlines
- Resourcing
- Reviews of progression / outcomes
- Ranking systems and criteria can be organisation as well as external to organisation.

Media can include, but are not exclusive to:

- Social networking
- Radio / TV
- Newspapers
- Word of mouth

Provisions of contract law that affect negotiations can include, but are not exclusive to:

- Timescales
- Price
- Specification
- Amendments
- Non - delivery fines
- Inadequate delivery

Negotiating strategy may include, but is not exclusive to:

- Breaking down the negotiation into parts
- Taking control
- Prioritising
- Researching and questioning
- Dealing with barriers and ultimatums
- Facts and agreement

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to develop a tender specification	1.1 Explain the roles and inputs of those who need to be involved in the tender process
	1.2 Identify essential and desirable business needs and their implications which may be included within the tender
	1.3 Address all aspects of the specification including post-contractual requirements
	1.4 Allocate priorities within the tender specification in accordance with business needs
	1.5 Establish criteria and ranking systems to evaluate tenders in accordance with organisational procurement policies

Learning Outcome	Assessment Criteria
LO2 Be able to manage a tendering exercise	2.1 Assess the appropriateness of different media to attract potential suppliers
	2.2 Use media to attract potential suppliers that are appropriate to the nature of the contract
	2.3 Specify tender application procedures, arrangements and timetable
	2.4 Invite suppliers to apply for the tender
	2.5 Sift out those that do not meet the agreed criteria
	2.6 Confirm that the track records of shortlisted suppliers demonstrate the required technical capability

Learning Outcome	Assessment Criteria
LO3 Be able to negotiate the award of contracts	3.1 Explain the provisions of contract law that affect the negotiation
	3.2 Devise a negotiating strategy that is appropriate to the contract and supplier
	3.3 Award contracts that best meet business needs, are realistic and meet the specification
	3.4 Complete the tendering exercise in accordance with organisational standards
	3.5 Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers
	3.6 Communicate outcomes of the tendering exercise to stakeholders
	3.7 Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts

ML33 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

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

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

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to identify the need for physical resources	1.1 Identify resource requirements from analyses of organisational needs
	1.2 Evaluate alternative options for obtaining physical resources
	1.3 Evaluate the impact on the organisation of introducing physical resources
	1.4 Identify the optimum option that meets operational requirements for physical resources

Learning Outcome	Assessment Criteria
LO2 Be able to obtain physical resources	2.1 Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
	2.2 Obtain authorisation and financial commitment for the required expenditure
	2.3 Negotiate best value from contracts in accordance with organisational standards and procedures
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources
	2.5 Check that the physical resources received match those ordered

Learning Outcome	Assessment Criteria
LO3 Be able to manage the use of physical resources	3.1 Take action to ensure physical resources are used in accordance with manufacturers' instructions
	3.2 Evaluate the efficiency of physical resources against agreed criteria
	3.3 Recommend improvements to the use of physical resources and associated working practices
	3.4 Analyse the benefits of effective equipment in the conservation of energy and the environment

ML34 Document History

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

Unit Handbook

ML35 – Manage the impact of work activities on the environment

Unit reference number: J/506/2907

Level: 4

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

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

Learning outcomes

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

LO1 Understand how to support environmentally-friendly working practices

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

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

Unit content

Unit Endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Effective energy management policies might include, but are not exclusive to:

- energy strategy
- the wider CSR strategy

Simulation is not allowed.

Learning outcomes

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

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

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

ML35 Document History

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

Unit Handbook

ML36 – Prepare for and support quality audits

Unit reference number: K/506/1992

Level: 4

Credit value: 3

Guided Learning (GL) hours: 17

Unit aim

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

Learning outcomes

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

LO1 Understand the principles underpinning the management of quality

LO2 Be able to prepare for quality audits

LO3 Be able to support quality audits

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

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

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

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

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

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

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
	4.2 Explain to new starters organisational policies, procedures and structures
	4.3 Explain to new starters their role and responsibilities
	4.4 Explain to new starters their entitlements and where to go for help
	4.5 Assess new starters' training needs
	4.6 Confirm that training is available, that meets operational and new starters' needs
	4.7 Provide support that meets new starters' needs throughout the induction period

ML43 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

Unit Handbook

ML44 – Manage redundancy and redeployment

Unit reference number: M/506/2044

Level: 4

Credit value: 6

Guided Learning (GL) hours: 39

Unit aim

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

Learning outcomes

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

LO1 Understand the management of redundancy

LO2 Understand the principles of redeployment

LO3 Be able to manage a redundancy

LO4 Be able to manage the redeployment of staff

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Legal requirements could relate to, but are not exclusive to:

- The Equality Act 2010
- The Employment Rights Act

Simulation is allowed for this unit.

Learning outcomes

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

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

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

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

ML44 Document History

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

Unit Handbook

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

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

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

ML51 – Develop and manage collaborative relationships with other organisations

Unit reference number: T/506/2059

Level: 5

Credit value: 5

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of effective collaboration with other organisations. It will also provide learners with an ability to identify external collaborative relationships to be developed and to collaborate with other organisations.

Learning outcomes

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

LO1 Understand the principles of effective collaboration with other organisations

LO2 Be able to identify external collaborative relationships to be developed

LO3 Be able to collaborate with other organisations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Analytical techniques that may be examined include, but are not exclusive to:

- SWOT
- Gap Analysis
- Force Field Analysis
- Factor Analysis

For learners in large complex organisations external collaborations could include other departments/branches within the same organisation.

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of effective collaboration with other organisations	1.1 Assess the nature of potential stakeholders' interest and needs
	1.2 Evaluate the strengths and weaknesses of stakeholder mapping techniques
	1.3 Assess the value of a range of analytical techniques and alliance modelling
	1.4 Evaluate the implications of collaborative relationships for risk and knowledge management
	1.5 Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements
	1.6 Evaluate the components, use and likely effects of invoking an exit strategy

Learning Outcome	Assessment Criteria
LO2 Be able to identify external collaborative relationships to be developed	2.1 Identify potential organisations that are likely to complement or enhance the work or reputation of the organisations involved
	2.2 Analyse the potential synergies and scope for collaboration likely to benefit the organisations involved
	2.3 Balance the benefits of collaboration against the cost requirements and any potentially adverse aspects
	2.4 Justify decisions and recommendations with evidence

Learning Outcome	Assessment Criteria
LO3 Be able to collaborate with other organisations	3.1 Agree mutually acceptable terms of reference
	3.2 Develop a viable stakeholder engagement plan that is consistent with organisational strategy, objectives and values
	3.3 Develop arrangements to manage relationships that will realise the benefits of collaboration
	3.4 Collaborate within agreed terms of reference in a way that enhances the reputation of the organisation and fosters productive working relationships
	3.5 Evaluate the effectiveness of on-going collaborative relationships

ML51 Document History

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

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

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

Unit Handbook

ML53 – Manage product and/or service development

Unit reference number: Y/506/2068

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 the development of new or improved products and/or services and to apply this understanding to establish the need for, and to manage the development of, new or improved products and/or services.

Learning outcomes

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

LO1 Understand the development of new or improved products and/or services

LO2 Be able to establish the need for new or improved products and/or services

LO3 Be able to manage the development of new or improved products and/or services

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the development of new or improved products and/or services	1.1 Analyse the stages of the development process, product life cycle and their requirements
	1.2 Explain the requirements of market segmentation
	1.3 Analyse the factors affecting buyer behaviour
	1.4 Evaluate the use of market analytical tools when developing new or improved products and/or services

Learning Outcome	Assessment Criteria
LO2 Be able to establish the need for new or improved products and/or services	2.1 Establish criteria by which the need for new or improved products and/or services will be evaluated
	2.2 Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services
	2.3 Identify competitor activity that may have an impact on the market for new or improved products and/or services
	2.4 Assess the likely impact of customers' culture and behaviour on potential sales

Learning Outcome	Assessment Criteria
LO3 Be able to manage the development of new or improved products and/or services	3.1 Take action to ensure that proposals are consistent with organisational strategy, objectives and values
	3.2 Assess the costs of developing new or improved products and/or services
	3.3 Assess the viability of products and/or services by carrying out viability tests
	3.4 Evaluate the degree of success of new or improved products and/or services

ML53 Document History

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

Unit Handbook

ML54 – Manage strategic marketing activities

Unit reference number: L/506/2293

Level: 5

Credit value: 7

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to provide learners with an understanding of the strategic management of marketing activities. This unit will also provide learners with an ability to evaluate a market, to develop a marketing communications strategy and plan and to manage strategic marketing activities.

Learning outcomes

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

LO1 Understand the strategic management of marketing activities

LO2 Be able to evaluate a market

LO3 Be able to develop a marketing communications strategy and plan

LO4 Be able to manage strategic marketing activities

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 strategic management of marketing activities	1.1 Analyse concepts underpinning strategic marketing in business practice
	1.2 Assess the scope of strategic marketing activities and how they affect a business
	1.3 Evaluate the relationship between the marketing and other business functions
	1.4 Analyse the planning principles involved in developing a marketing strategy
	1.5 Analyse a range of tools to evaluate a strategic marketing plan
	1.6 Explain the advantages and limitations of a range of marketing strategies

Learning Outcome	Assessment Criteria
LO2 Be able to evaluate a market	2.1 Evaluate existing and potential markets against agreed strategic criteria
	2.2 Identify features of actual and potential offerings through an evaluation of competitors' products and/or services

Learning Outcome	Assessment Criteria
LO3 Be able to develop a marketing communications strategy and plan	3.1 Evaluate a range of marketing communications frameworks
	3.2 Define marketing messages that are consistent with strategic objectives, organisational culture and values
	3.3 Specify communications media that are likely to reach the identified target customers
	3.4 Integrate marketing communications within operational processes

Learning Outcome	Assessment Criteria
LO4 Be able to manage strategic marketing activities	4.1 Set pricing strategies that are consistent with organisational strategy, objectives and values and which optimise the potential for sales
	4.2 Manage the implementation of marketing strategies, plans and activities in accordance with organisational policies, values and priorities
	4.3 Monitor the performance of products and/or services and subcontractors against agreed success criteria
	4.4 Adapt marketing strategies, plans and activities in the light of feedback and/or changing circumstances

ML54 Document History

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

Unit Handbook

ML64 – Lead the development of a knowledge management strategy

Unit reference number: D/506/2959

Level: 7

Credit value: 7

Guided Learning (GL) hours: 33

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning knowledge management and to apply those principles to manage knowledge, to promote knowledge management and to develop a knowledge management strategy.

Learning outcomes

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

LO1 Understand the principles underpinning knowledge management

LO2 Be able to develop a knowledge management strategy

LO3 Be able to manage knowledge

LO4 Be able to promote knowledge management

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

In analysing **the value of knowledge management** a response could refer to knowledge management as:

- a data and information systems e.g. data base
- document management systems
- net based portal
- social systems

This is not an exhaustive list.

Strategic asset - a response could refer to knowledge management with reference to:

- intellectual property IP
- intellectual capital

This is not an exhaustive list.

Different knowledge management approaches and schools of thought could include KM system as:

- a data and information computer systems
- document management systems
- an internet or intranet net based portal to access data and information
- a social system

And could include reference to:

- the SECI model
- the work of Nonaka and the concept of Ba
- the eastern and western context

These are not exhaustive lists.

The creation, development, sharing and transfer of knowledge should cover some of the following in the context of the learner's organisation:

- capture
- storage
- creation of new knowledge and understanding
- dissemination
- measurement

There might also be reference made to culture.

Protocols might include those relating to:

- information and data security
- data base formats
- document management systems

This is not an exhaustive list

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning knowledge management	1.1 Analyse the value of knowledge management
	1.2 Evaluate the advantages and disadvantages of a range of models of knowledge management
	1.3 Assess the role of staff in the development of a knowledge management strategy
	1.4 Assess the nature of knowledge management as a strategic asset
	1.5 Characterise different knowledge management approaches and schools of thought
	1.6 Analyse different frameworks and dimensions of knowledge management and the use and implications of push and pull strategies
	1.7 Analyse the use of technology to manage knowledge

Learning Outcome	Assessment Criteria
LO2 Be able to develop a knowledge management strategy	2.1 Identify the scope for the creation, development, sharing and transfer of knowledge
	2.2 Take action to ensure the strategy identifies business-critical knowledge, facilitates the creation, maintenance and sharing of knowledge and addresses hindrances and risks
	2.3 Take action to ensure the strategy provides a framework for addressing business-critical needs and addresses all aspects of an organisation's environment
	2.4 Specify standards, processes and protocols that support knowledge creation, sharing and protection

Learning Outcome	Assessment Criteria
LO3 Be able to manage knowledge	3.1 Implement systems and procedures that protect intellectual property from unauthorised use
	3.2 Evaluate the capability and capacity of existing information, knowledge and communications systems to meet current and predicted needs
	3.3 Select technologies and suppliers that are capable of meeting current and likely future information, knowledge and communications needs within required security and resource constraints

Learning Outcome	Assessment Criteria
LO4 Be able to promote knowledge management	4.1 Encourage managers to act as knowledge management role models
	4.2 Use communications media that are appropriate to the nature of the organisation

ML64 Document History

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

Unit Handbook

ML65 – Lead the development of a quality strategy

Unit reference number: J/506/2101

Level: 7

Credit value: 4

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the development of a quality strategy and to apply those principles to manage quality and to develop a quality strategy.

Learning outcomes

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

LO1 Understand the principles underpinning the development of a quality strategy

LO2 Be able to develop a quality strategy

LO3 Be able to manage quality

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

The definition of scope should be generic and not limited to the learner's own organisation.

In evaluating a **range of approaches** the learner should draw on real life examples.

The **systems and procedures** being implemented need not be all of those identified within the organisational quality strategy.

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the development of a quality strategy	1.1 Define the scope of quality
	1.2 Distinguish between quality management, quality assurance, quality control and quality improvement
	1.3 Evaluate a range of approaches to quality management and the principles on which they are built
	1.4 Analyse the development of quality management principles
	1.5 Evaluate the requirements of a range of quality standards

Learning Outcome	Assessment Criteria
LO2 Be able to develop a quality strategy	2.1 Identify the scope of a quality strategy
	2.2 Devise a strategy that is capable of assuring and controlling the quality of work to agreed standards
	2.3 Specify standards, processes and protocols that support the maintenance of quality standards
	2.4 Evaluate the use of technology to manage quality for different purposes

Learning Outcome	Assessment Criteria
LO3 Be able to manage quality	3.1 Implement systems and procedures that are capable of monitoring quality standards
	3.2 Evaluate the capability and capacity of systems to meet current and predicted quality needs
	3.3 Select technologies and suppliers that are capable of meeting current and likely future quality needs within constraints

ML65 Document History

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

Unit Handbook

ML66 – Lead the development of a continuous improvement strategy

Unit reference number: F/506/2114

Level: 7

Credit value: 5

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the development of a continuous improvement strategy and to apply those principles to manage continuous improvement and to develop continuous improvement strategy.

Learning outcomes

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

LO1 Understand the principles underpinning the development of a continuous improvement strategy

LO2 Be able to develop a continuous improvement strategy

LO3 Be able to manage continuous improvement

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

In defining the **scope of continuous improvement** could make reference to:

- Kaizen
- the Japanese concept of Ba
- systems and processes which can be engineered and measured
- systems as socio technical processes

Continuous and continual could include:

- philosophy
- culture
- learning environment

Range of approaches might include, but is not exclusive to:

- Kaizen
- continuous improvement and improvement tools

Development of continuous improvement could include reference to:

- Japanese concepts of Kaizen and Ba
- a philosophy of shared learning
- the introduction and evolution of quality tools e.g. Toyota
- how continuous improvement has developed within your organisation

A strategy that is capable of evaluating business performance might include:

- The use of score card methods for performance management and measurement
- The strategy for collecting, storing and disseminating appropriate measurement data

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the development of a continuous improvement strategy	1.1 Define the scope of continuous improvement and its relationship with other systems
	1.2 Distinguish between continuous and continual improvement
	1.3 Evaluate a range of approaches to continuous improvement and the principles on which they are built
	1.4 Evaluate the implications of staff involvement in continuous improvement
	1.5 Analyse the development of continuous improvement

Learning Outcome	Assessment Criteria
LO2 Be able to develop a continuous improvement strategy	2.1 Identify the scope of a continuous improvement strategy
	2.2 Devise a strategy that is capable of evaluating business performance and identifying areas that could be improved
	2.3 Establish valid measures for evaluating business performance
	2.4 Establish systems for collecting and assessing information on business performance
	2.5 Foster a culture where people are encouraged to make suggestions for improvement

Learning Outcome	Assessment Criteria
LO3 Be able to manage continuous improvement	3.1 Implement systems and procedures that are capable of measuring business performance
	3.2 Benchmark performance against historical data, other comparable organisations
	3.3 Take action to ensure that knowledge and understanding is fed into the knowledge management system
	3.4 Take action to ensure that improvements made align with business objectives and values

ML66 Document History

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

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

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

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

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Project management techniques may include:

- Critical path
- Crash
- Milestone
- Gantt
- PERT (programme evaluation review techniques)

Principles and good practice of customer care may include;

- Meeting service level agreements
- Agreed actions being met
- Communication that meets objective
- Approach to satisfying customers
- A personal approach to the customer

Simulation is not allowed.

Learning outcomes

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

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

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

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

BUS69 Document History

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

Unit Handbook

CUS34 – Manage customer service operations

Unit reference number: M/506/2898

Level: 4

Credit value: 7

Guided Learning (GL) hours: 23

Unit aim

The aim of this unit is to provide learners with an understanding of the management of customer service operations. It will also provide learners with an ability to prepare staff for the delivery of customer service, to plan and manage customer service operations and to measure customer service performance.

Learning outcomes

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

LO1 Understand the management of customer service operations

LO2 Be able to plan customer service operations

LO3 Be able to manage customer service operations

LO4 Be able to prepare staff for the delivery of customer service

LO5 Be able to measure customer service performance

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

Range should cover both performance and outcome based methods

Techniques may include swot, pestle analysis, brainstorming or workshops

Range of techniques should cover profit loss, seasonal performance, and customer service feedback data

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of customer service operations	1.1 Explain the basis for allocating resources
	1.2 Assess the suitability of a range of methods to monitor customer service operations
	1.3 Explain the strategies needed to deliver seamless customer service
	1.4 Explain techniques used to develop solutions to problems
	1.5 Evaluate sources of information on customer performance data
	1.6 Analyse a range of techniques to identify patterns and trends in customer behaviour and customer service performance
	1.7 Analyse a range of possible improvements to customer service operations

Learning Outcome	Assessment Criteria
LO2 Be able to plan customer service operations	2.1 Define the service offer to meet identified customer expectations
	2.2 Develop plans that will enable sustainable and consistent customer service operations to agreed standards
	2.3 Develop contingencies that address identified risks
	2.4 Specify targets, objectives, key performance indicators (KPIs) and monitoring arrangements
	2.5 Communicate objectives, targets, standards and procedures to staff

Learning Outcome	Assessment Criteria
LO3 Be able to manage customer service operations	3.1 Allocate resources according to agreed priorities
	3.2 Keep staff informed of developments in the customer service offer
	3.3 Keep staff informed of developments in best practice for the delivery of customer service
	3.4 Maintain positive working relationships amongst staff
	3.5 Carry out monitoring activities in accordance with plans
	3.6 Manage deviations from expected performance and service failures in accordance with contingency plans
	3.7 Use feedback from staff and customers to make improvements
	3.8 Take action within the limits of their responsibility to make improvements to customer service performance

Learning Outcome	Assessment Criteria
LO4 Be able to prepare staff for the delivery of customer service	4.1 Confirm that staff understand the vision, objectives, roles, plans, standards and procedures to deliver customer service
	4.2 Provide training and support that will enable staff to deliver customer service to the required standards
	4.3 Communicate to staff their roles, responsibilities and work plans in line with delivery plans

Learning Outcome	Assessment Criteria
LO5 Be able to measure customer service performance	5.1 Take action to ensure that systems to collect agreed performance data are in place
	5.2 Identify trends of customer behaviour and customer service performance from performance data
	5.3 Benchmark performance against agreed measures
	5.4 Address identified anomalies and problems
	5.5 Identify areas for improvement within customer service

CUS34 Document History

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

Unit Handbook

CUS36 – Review the quality of customer service

Unit reference number: F/506/2176

Level: 4

Credit value: 4

Guided Learning (GL) hours: 20

Unit aim

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

Learning outcomes

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

LO1 Understand how to review the quality of customer service

LO2 Be able to plan the measurement of customer service

LO3 Be able to evaluate the quality of customer service

Unit content

Unit endorsement

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

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

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

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

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

Simulation is not allowed.

Learning outcomes

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

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

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

CUS36 Document History

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

Unit Handbook

HSR4 – Manage Health and Safety in own area of responsibility

Unit reference number: D/504/4056

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide learners with an understanding of responsibilities and liabilities in relation to health and safety legislation and how to assess, monitor and minimise health and safety risks in own area of responsibility. This unit will also provide learners with an ability to review and communicate health and safety policy, and to monitor health and safety, in their own area of responsibility.

Learning outcomes

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

LO1 Understand responsibilities and liabilities in relation to health and safety legislation

LO2 Understand how to assess, monitor and minimise health and safety risks in own area of responsibility

LO3 Be able to review health and safety policy in own area of responsibility

LO4 Be able to communicate health and safety policy in own area of responsibility

LO5 Be able to monitor health and safety in own area of responsibility

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 responsibilities and liabilities in relation to health and safety legislation	1.1 Evaluate personal responsibilities and liabilities under health and safety legislation
	1.2 Describe an organisation's responsibilities and liabilities under health and safety legislation
	1.3 Identify specialists to consult with when health and safety issues outside own remit are identified

Learning Outcome	Assessment Criteria
LO2 Understand how to assess, monitor and minimise health and safety risks in own area of responsibility	2.1 Describe the types of hazards and risks that may arise in relation to health and safety
	2.2 Explain how to use systems for identifying hazards and assessing risks
	2.3 Explain how to monitor, evaluate and report on health and safety within own area of responsibility
	2.4 Describe the types of actions which should be undertaken to control or eliminate health and safety hazards

Learning Outcome	Assessment Criteria
LO3 Be able to review health and safety policy in own area of responsibility	3.1 Review written health and safety policy against requirements for own area of responsibility
	3.2 Communicate any recommendations for changes to health and safety policy to relevant individuals

Learning Outcome	Assessment Criteria
LO4 Be able to communicate health and safety policy in own area of responsibility	4.1 Communicate written health and safety policy to all people in own area of responsibility and other relevant parties
	4.2 Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy

Learning Outcome	Assessment Criteria
LO5 Be able to monitor health and safety in own area of responsibility	5.1 Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility
	5.2 Assess working environment within own area of responsibility against organisation's health and safety policy
	5.3 Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility
	5.4 Take appropriate action to eliminate or control identified hazards and identified risks
	5.5 Evaluate health and safety requirements in project or operational plans within own area of responsibility

HSR4 Document History

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

Unit Handbook

SA401 – Prioritising information for sales planning

Unit reference number: D/502/8651

Level: 4

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit aims to provide the knowledge, understanding and skills to ensure an organisation has a clear and up-to-date picture of its markets and can use appropriate information to support the development of sales strategies and plans.

Learning outcomes

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

LO1 Understand sources and types of information that support sales

LO2 Understand internal information that supports sales

LO3 Be able to carry out a business audit of the internal and external sales environment

LO4 Be able to use sales information to support the sales planning function

Unit content

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by CfA, the sector skills council for Sales.

Evidence requirements

Learners must provide a portfolio of evidence which covers all the learning outcomes and meets all the assessment criteria.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand sources and types of information that support sales	1.1 Describe the information about customers' behaviour that is relevant to sales
	1.2 Explain the nature of competitors' sales activities
	1.3 Explain the relevance of information from the external business environment to sales
	1.4 Describe sources of business information relevant to sales

Learning Outcome	Assessment Criteria
LO2 Understand internal information that supports sales	2.1 Describe the customer base of the organisation
	2.2 Explain organisational information storage procedures
	2.3 Explain organisational procedures for communicating sales-based information to the sales team

Learning Outcome	Assessment Criteria
LO3 Be able to carry out a business audit of the internal and external sales environment	3.1 Obtain information about customers and competitors from a variety of sources to enable a business audit to be conducted
	3.2 Organise sales information to support effective sales planning
	3.3 Prioritise the internal strengths and weaknesses, and external opportunities and threats the organisation faces in relation to sales objectives

Learning Outcome	Assessment Criteria
LO4 Be able to use sales information to support the sales planning function	4.1 Monitor trends and developments that impact on business and sales activities against agreed criteria
	4.2 Identify market developments and their implications for organisational sales plans
	4.3 Ensure that sales information is communicated to those who need it in accordance with organisational procedures

SA401 Document History

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

Unit Handbook

SA403 – Developing sales proposals

Unit reference number: A/502/8656

Level: 4

Credit value: 5

Guided Learning (GL) hours: 30

Unit aim

This unit aims to provide the knowledge and skills for preparing sales proposals for customers.

Learning outcomes

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

LO1 Understand how to write sales proposals.

LO2 Be able to develop sales proposals.

LO3 Be able to evaluate the proposal.

Unit content

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

These qualifications are based on NOS which have been developed by CfA, the sector skills council for Sales.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by CfA, the sector skills council for Sales.

Functional skills

This unit could contribute towards the functional skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 2

Evidence requirements

Learners must provide a portfolio of evidence which covers all the learning outcomes and meets all the assessment criteria.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to write sales proposals	1.1 Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths
	1.2 Describe how to put together a persuasive argument based on quantitative and qualitative evidence
	1.3 Explain the importance of addressing the brief in tender documentation
	1.4 Explain the importance of using the “house style” in proposals
	1.5 Explain the legal and ethical issues relating to sales proposals
	1.6 Explain the client’s procedures for submitting sales proposals

Learning Outcome	Assessment Criteria
LO2 Be able to develop sales proposals	2.1 Ensure the prospect’s or customer’s requirements are addressed in the proposal
	2.2 Ensure that all identified issues requiring clarification are resolved before the proposal is finalised
	2.3 Identify the conditions and constraints which need to be included within the proposal in order to protect the organisation’s interests
	2.4 Present the proposal in “house style”
	2.5 Ensure that the proposal is based on market factors
	2.6 Provide the required level of detail as briefed by the prospect or customer
	2.7 Ensure that the price reflects the value within the proposal
	2.8 Gain internal approval before submission
	2.9 Supply the proposal within the agreed timescale

Learning Outcome	Assessment Criteria
LO3 Be able to evaluate the proposal	3.1 Obtain feedback from colleagues and the customer on the proposal
	3.2 Evaluate the outcome of the proposal and recommend improvements for the future

SA403 Document History

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

MAND5 Document History

Version	Issue Date	Changes	Role
v2	08/02/2023	Formatting and re-branding. No content amendment.	Data Administrator