



Qualification Guidance Document

BIIAB Level 2 Diploma in Team Leading

England – 601/3743/5

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is D5077-02.

Issue	Date	Details of change
1.5	October 2023	Reformatted Qualification Guide into new branding

1.6	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.
1.7	February 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Diploma in Team Leading	
Qualification Purpose	To obtain and then demonstrate the skills and knowledge to work in a Team Leading role.
Age Range	Pre 16 16-18 ✓ 18+ 19+ ✓
Regulation	The above qualification is regulated by: <ul style="list-style-type: none"> > Ofqual > CCEA Regulation
Assessment	<ul style="list-style-type: none"> > Portfolio of Evidence > Practical Demonstration/Assignment
Type of Funding Available	See FaLA (Find a Learning Aim)
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed
Operational Start Date	01/09/2014
Review Date	30/09/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	201 hours
Total Qualification Time (TQT)	400 hours
Credit Value	40
BIIAB Qualifications Limited Sector	Business Support
Regulator Sector	15.3 Business Management
Support from Trade Associations	

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Diploma in Team Leading	61/3743/5

Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Qualification Title: BIIAB Level 2 Diploma in Team Leading

To achieve the BIIAB Level 2 Diploma in Team Leading learners **must** gain a **total of 40** credits. These credits **must** consist of:

- > Mandatory Group A **minimum** credit: **22**
- > Optional groups B and C **minimum** credit: **18**. This **must** consist of:
 - > Optional group B **minimum** credit: **12**
 - > Optional group C a **maximum** credit of: **6**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 22				
Manage personal performance and development	L/506/1788 ML1	2	4	18
Communicate work-related information	T/506/1798 ML4	2	4	23
Lead and manage a team	H/506/1800 ML5	2	5	25
Principles of team leading	R/506/2294 ML6	2	5	37
Understand business	R/506/2957 ML8	2	4	32

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 12				
Develop working relationships with colleagues	R/506/1789 ML2	2	3	19
Contribute to meetings in a business environment	Y/506/2958 ML3	2	3	7
Principles of equality and diversity in the workplace	J/506/1806 ML7	2	2	10
Promote equality, diversity and inclusion in the workplace	T/506/1820 ML10	3	3	15
Manage team performance	A/506/1821 ML11	3	4	21
Manage individuals' performance	J/506/1921 ML12	3	4	20
Chair and lead meetings	Y/506/1924 ML14	3	3	10
Encourage innovation	J/506/2292 ML16	3	4	14
Manage conflict within a team	K/506/1927 ML17	3	5	25
Procure products and/or services	M/506/1928 ML18	3	5	35

Collaborate with other departments	M/506/1931 ML21	3	3	14
Participate in a project	F/506/1934 ML23	3	3	19

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C Maximum Credit Target – 6				
Health and safety procedures in the workplace	T/505/4673 CFAQ3	2	2	16
Store and retrieve information	R/506/1811 BA16	2	4	19
Handle mail	D/506/1813 BA18	2	3	15
Employee rights and responsibilities	L/506/1905 BA39	2	2	16
Deliver customer service	A/506/2130 CS7	2	5	27
Understand customers	F/506/2131 CS8	2	2	17
Resolve customer service problems	A/506/2158 CS17	2	5	22
Negotiate in a business environment	H/506/1912 BA42	3	4	18
Develop a presentation	K/506/1913 BA43	3	3	11
Deliver a presentation	M/506/1914 BA44	3	3	17
Resolve customers' complaints	R/506/2151 CS31	3	4	22

Barred units	
This unit	Is barred against this unit
M&L 3 Contribute to meetings in a business environment (Y/506/2958)	M&L 14 Chair and lead meetings (Y/506/1924)
M&L 7 Principles of equality and diversity in the workplace (J/506/1806)	M&L 10 Promote equality, diversity and inclusion in the workplace (T/506/1820)

Aim

The BIIAB Level 2 Diploma in Team Leading has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work in a Team Leading role.

It is also a key component part of the Skills CFA Intermediate Level Apprenticeship Framework in Management.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB Qualifications Limited head office.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- > Meet the assessment criteria
- > Achieve the learning outcomes

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a workplace supervisor or an external person who is trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

All assessment must adhere to the current Skills CFA assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows, and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the team building qualification.

Skills CFA Assessment Strategy

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors – The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence 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. To be able to assess candidates, assessors must:

- > hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding

older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- > be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- > have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) – A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs 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's.

IQAs must:

- > hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions must be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- > be 'occupationally competent'. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified and know how they are applied in business.
- > demonstrate competent practice in internal verification of assessment and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) – The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- > hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- > be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified and know how they are applied in business.
- > demonstrate competent practice in external verification of assessment and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- > Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- > 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.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- > Professional discussion
- > Learner reflective accounts
- > Question and answer
- > Assignments and projects

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Simulation

- > Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- > 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.
- > Simulation must be undertaken in a 'realistic working environment' (RWE). An 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 of the full Skills CFA assessment strategy.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Evidence matrixes for the competence / NVQ units
- > Assessment Knowledge Modules (AKMs)
- > Assessor Guidance for each of the AKMs
- > Purpose Statement
- > Learner Unit Achievement Checklist

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. A password will be provided to allow access to this document upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB Qualifications Limited suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access to this document upon approval for the qualification.

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The qualification is designed to equip learners with the knowledge and skills to work effectively in Team Leading. It also will allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- > BIIAB Level 3 Diploma in Management
- > Career progression

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.



Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Manage personal performance and development	
Unit Reference	L/506/1788
Level	2
Credit Value	4
Guided Learning (GL)	18
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to manage their own personal performance and development.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)
The learner will	The learner can
1. Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager 1.2 Agree criteria for measuring progress and achievement with line manager 1.3 Complete tasks to agreed timescales and quality standards 1.4 Report problems beyond their own level of competence and authority to the appropriate person 1.5 Take action needed to resolve any problems with personal performance
2. Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques 2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives

	2.3	Explain the benefits of achieving an acceptable “work-life balance”
3. Be able to identify their own development needs	3.1	Identify organisational policies relating to personal development
	3.2	Explain the need to maintain a positive attitude to feedback on performance
	3.3	Explain the potential business benefits of personal development
	3.4	Identify their own preferred learning style(s)
	3.5	Identify their own development needs from analyses of the role, personal and team objectives
	3.6	Use feedback from others to identify their own development needs
	3.7	Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
4. Be able to fulfil a personal development plan	4.1	Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
	4.2	Make use of formal development opportunities that are consistent with business needs
	4.3	Use informal learning opportunities that contribute to the achievement of personal development objectives
	4.4	Review progress against agreed objectives and amend plans accordingly
	4.5	Share lessons learned with others using agreed communication methods

Communicate work-related information	
Unit Reference	T/506/1798
Level	2
Credit Value	4
Guided Learning (GL)	23
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles and techniques of work-related communication. This includes verbally and in writing.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)
The learner will	The learner can
1. Understand the principles and techniques of work-related communication	1.1 Describe communication techniques used to gain and maintain the attention and interest of an audience 1.2 Explain the principles of effective written business communications 1.3 Explain the principles of effective verbal communications in a business environment 1.4 Describe the importance of checking the accuracy and currency of information to be communicated 1.5 Describe the importance of explaining to others the level of confidence that can be placed on the information being communicated 1.6 Describe the advantages and disadvantages of different methods of communication for different purposes
2. Be able to communicate work-related information verbally	2.1 Identify the information to be communicated

	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p>	<p>Confirm that the audience is authorised to receive the information</p> <p>Provide accurate information, using appropriate verbal communication techniques</p> <p>Communicate in a way that the listener can understand, using language that is appropriate to the topic</p> <p>Confirm that the listener has understood what has been communicated</p>
<p>3. Be able to communicate work-related information in writing</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p>Identify the information to be communicated</p> <p>Provide accurate information using the appropriate written communication methods and house styles</p> <p>Adhere to any organisational confidentiality requirements when communicating in writing</p> <p>Use correct grammar, spelling, sentence structure and punctuation, using accepted business communication principles and formats</p> <p>Justify opinions and conclusions with evidence</p>

Lead and manage a team	
Unit Reference	H/506/1800
Level	2
Credit Value	5
Guided Learning (GL)	25
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to engage and support team members and manage team performance.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Be able to engage and support team members	1.1 Explain organisational policies, procedures, values and expectations to team members 1.2 Communicate work objectives, priorities and plans in line with operational requirements 1.3 Explain the benefits of encouraging suggestions for improvements to work practices 1.4 Provide practical support to team members facing difficulties 1.5 Explain the use of leadership techniques in different circumstances 1.6 Give recognition for achievements, in line with organisational policies 1.7 Explain different ways of motivating people to achieve business performance targets
2. Be able to manage team performance	2.1 Allocate responsibilities making best use of the expertise within the team

	<p>2.2 Agree with team member(s) specific, measurable objectives (SMART) in line with business needs</p> <p>2.3 Provide individuals with resources to achieve the agreed objectives</p> <p>2.4 Monitor individuals' progress, providing support and feedback to help them achieve their objectives</p> <p>2.5 Explain techniques to monitor individuals' performance</p> <p>2.6 Report on team performance in line with organisational requirements</p>
<p>3. Be able to deal with problems within a team</p>	<p>3.1 Assess actual and potential problems and their consequences</p> <p>3.2 Report problems beyond the limits of their own competence and authority to the right person</p> <p>3.3 Take action within the limits of their own authority to resolve or reduce conflict</p> <p>3.4 Adapt practices and processes as circumstances change</p>

Principles of team leading	
Unit Reference	R/506/2294
Level	2
Credit Value	5
Guided Learning (GL)	37
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand leadership styles in an organisation and to understand team dynamics and techniques to manage the work of teams.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.4)
The learner will	The learner can
1. Understand leadership styles in organisations	1.1 Describe characteristics of effective leaders 1.2 Describe different leadership styles 1.3 Describe ways in which leaders can motivate their teams 1.4 Explain the benefits of effective leadership for organisations
2. Understand team dynamics	2.1 Explain the purpose of different types of teams 2.2 Describe the stages of team development and behaviour 2.3 Explain the concept of team role theory 2.4 Explain how the principle of team role theory is used in team building and leadership 2.5 Explain typical sources of conflict within a team and how they could be managed

<p>3. Understand techniques used to manage the work of teams</p>	<p>3.1 3.2 3.3</p>	<p>Explain the factors to be taken into account when setting targets</p> <p>Describe a range of techniques to monitor the flow of work of a team</p> <p>Describe techniques to identify and solve problems within a team</p>
<p>4. Understand the impact of change management within a team</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Describe typical reasons for organisational change</p> <p>Explain the importance of accepting change positively</p> <p>Explain the potential impact on a team of negative responses to change</p> <p>Explain how to implement change within a team</p>
<p>5. Understand team motivation</p>	<p>5.1 5.2 5.3 5.4</p>	<p>Explain the meaning of the term "motivation"</p> <p>Explain factors that affect the level of motivation of team members</p> <p>Describe techniques that can be used to motivate team members</p> <p>Explain how having motivated staff affects an organisation</p>

Understand business	
Unit Reference	R/506/2957
Level	2
Credit Value	4
Guided Learning (GL)	32
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand organisational structures and the principles of business planning, finance and reporting.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)
The learner will	The learner can
1. Understand organisational structures	1.1 Explain the differences between the private sector, the public sector and the voluntary sector 1.2 Explain the features and responsibilities of different business structures 1.3 Explain the relationship between an organisation's vision, mission, strategy and objectives
2. Understand the business environment	2.1 Describe the internal and external influences on a business 2.2 Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis 2.3 Explain why change can be beneficial to business organisations 2.4 Explain organisations health and safety responsibilities 2.5 Describe sustainable ways of working

	2.6	Explain how legislation affects the management and confidentiality of information
3. Understand the principles of business planning and finance within an organisation	3.1	Explain the purpose, content and format of a business plan
	3.2	Explain the business planning cycle
	3.3	Explain the purpose of a budget
	3.4	Explain the concept and importance of business risk management
	3.5	Explain types of constraint that may affect a business plan
	3.6	Define a range of financial terminology
	3.7	Explain the purposes of a range of financial reports
4. Understand business reporting within an organisation	4.1	Explain methods of measuring business performance
	4.2	Explain the uses of management information and reports
	4.3	Explain how personal and team performance data is used to inform management reports
	4.4	Describe a manager's responsibility for reporting to internal stakeholders
5. Understand the principles of Management responsibilities and accountabilities within an organisation	5.1	Explain the principle of accountability in an organisation
	5.2	Explain the difference between 'authority' and 'responsibility'
	5.3	Explain the meaning of delegated levels of authority and responsibility

Optional Group B Unit Details

Develop working relationships with colleagues	
Unit Reference	R/506/1789
Level	2
Credit Value	3
Guided Learning (GL)	19
Unit Summary	The purpose of this unit is to enable the learner to develop and sustain productive working relationships with colleagues.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand the principles of effective team working	1.1 Outline the benefits of effective team working 1.2 Describe how to give feedback constructively 1.3 Explain conflict management techniques that may be used to resolve team conflicts 1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising 1.5 Explain the importance of warning colleagues of problems and changes that may affect them
2. Be able to maintain effective working relationships with colleagues	2.1 Recognise the contribution of colleagues to the achievement of team objectives 2.2 Treat colleagues with respect, fairness and courtesy 2.3 Fulfil agreements made with colleagues 2.4 Provide support and constructive feedback to colleagues

<p>3. Be able to collaborate with colleagues to resolve problems</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Take others' viewpoints into account when making decisions</p> <p>Take ownership of problems within own level of authority</p> <p>Take action to minimise disruption to business activities within their own level of authority</p> <p>Resolve problems within their own level of authority and agreed contribution</p>
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Contribute to meetings in a business environment

Unit Reference	Y/506/2958	
Level	2	
Credit Value	3	
Guided Learning (GL)	7	
Unit Summary	The purpose of this unit is to enable the learner to represent your area of responsibility in meetings.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Be able to prepare for meetings	1.1	Explain the structure and purpose of different types of meetings in a business environment
	1.2	Explain the importance of having a meeting agenda which addresses objectives
	1.3	Obtain current versions of documents required for the meeting
	1.4	Gather information from relevant people in preparation for meetings
	1.5	Confirm the objectives to be achieved during the meeting
2. Be able to participate in meetings	2.1	Present views and information, providing evidence to support the case
	2.2	Represent the views of those consulted
	2.3	Take others' viewpoints into account in decision-making
	2.4	Identify issues that may have an impact on their area of responsibility

	2.5	Make constructive contributions in line with business objectives
	2.6	Summarise future actions and accountabilities
3. Be able to carry out post-meeting activities	3.1	Carry out agreed actions post-meeting within the agreed timescale
	3.2	Identify areas for improvements by reflecting on personal contributions to meetings

Principles of equality and diversity in the workplace

Unit Reference	J/506/1806	
Level	2	
Credit Value	2	
Guided Learning (GL)	10	
Unit Summary	The purpose of this unit is to enable the learner to understand how to promote equality of opportunity, diversity and inclusion.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Understand the implications of equality legislation	1.1	Define the concept 'equality and diversity'
	1.2	Describe the legal requirements for equality of opportunity
	1.3	Describe the role and powers of organisations responsible for equality
	1.4	Explain the benefits of equal opportunities and diversity
	1.5	Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1	Explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace
	2.2	Describe their own responsibilities for equality and diversity in the workplace
	2.3	Describe behaviours that support equality, diversity and inclusion in the workplace

Promote equality, diversity and inclusion in the workplace

Unit Reference	T/506/1820	
Level	3	
Credit Value	3	
Guided Learning (GL)	15	
Unit Summary	This unit provides the learner with the knowledge to understand how to promote equality of opportunity, diversity and inclusion.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1	Explain the difference between equality, diversity and inclusion
	1.2	Explain the impact of equality, diversity and inclusion across aspects of organisational policy
	1.3	Explain the potential consequences of breaches of equality legislation
	1.4	Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different forms of discrimination and harassment
	2.2	Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
	2.3	Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Be able to support equality, diversity and inclusion in the workplace	3.1	Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace

	3.2	Identify potential issues relating to equality, diversity and inclusion in the workplace
	3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Manage team performance	
Unit Reference	A/506/1821
Level	3
Credit Value	4
Guided Learning (GL)	21
Unit Summary	The purpose of this unit is to enable the learner to understand the management of underperformance in the workplace and be able to manage individuals' performance in the workplace.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.7)
The learner will	The learner can
1. Understand the management of underperformance in the workplace	1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance 1.2 Explain how to identify causes of underperformance 1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively 1.4 Explain how to address issues that hamper individuals' performance 1.5 Explain how to agree a course of action to address underperformance
2. Be able to manage individuals' performance in the workplace	2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives 2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs

	2.3	Apply motivation techniques to maintain morale
	2.4	Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards
	2.5	Monitor individuals' progress towards objectives in accordance with agreed plans
	2.6	Recognise individuals' achievement of targets and quality standards
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Manage individuals' performance

Unit Reference	J/506/1921	
Level	3	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	The purpose of this unit is to enable the learner to understand and be able to process information about customers.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
1. Understand how to process customer information	1.1	Describe the functions of customer information systems
	1.2	Explain the way in which legislation and regulatory requirements affect the processing of customer information
	1.3	Explain different responsibilities and levels of authority for processing customer service information
	1.4	Explain the reliability of sources of customer information
	1.5	Explain the validity of customer information
2. Be able to process customer information	2.1	Record information about customers in line with organisational standards and procedures
	2.2	Keep customer information up to date
	2.3	Respond to requests for customer information from authorised people in a timely manner
	2.4	Retrieve customer information that meets the requirements of the request

	2.5	Supply customer information in a format appropriate for the recipient
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when processing customer information

Chair and lead meetings	
Unit Reference	Y/506/1924
Level	3
Credit Value	3
Guided Learning (GL)	10
Unit Summary	The purpose of this unit is to enable the learner to be able to lead meetings to achieve objectives and deal with post-meeting matters.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Be able to prepare to lead meetings	1.1 Identify the type, purpose, objectives, and background to a meeting 1.2 Identify those individuals expected, and those required to attend a meeting 1.3 Prepare for any formal procedures that apply to a meeting 1.4 Describe ways of minimising likely problems in a meeting 1.5 Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale
2. Be able to chair and lead meetings	2.1 Follow business conventions in the conduct of a meeting 2.2 Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved 2.3 Manage the agenda within the timescale of the meeting

	2.4	Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements
3. Be able to deal with post-meeting matters	3.1	Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
	3.2	Take action to ensure that post-meeting actions are completed
	3.3	Evaluate the effectiveness of a meeting and identify points for future improvement

Encourage innovation	
Unit Reference	J/506/2292
Level	3
Credit Value	4
Guided Learning (GL)	14
Unit Summary	The purpose of this unit is to enable the learner to be able to identify and evaluate opportunities for innovation and improvement.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Be able to identify opportunities for innovation	1.1 Analyse the advantages and disadvantages of techniques used to generate ideas 1.2 Explain how innovation benefits an organisation 1.3 Explain the constraints on their own ability to make changes 1.4 Agree with stakeholders' terms of reference and criteria for evaluating potential innovation and improvement 1.5 Engage team members in finding opportunities to innovate and suggest improvements 1.6 Monitor performance, products and/or services and developments in areas that may benefit from innovation 1.7 Analyse valid information to identify opportunities for innovation and improvement
2. Be able to generate and test ideas for innovation and improvement	2.1 Generate ideas for innovation or improvement that meet the agreed criteria

	<p>2.2</p> <p>2.3</p> <p>2.4</p>	<p>Test selected ideas that meet viability criteria</p> <p>Evaluate the fitness for purpose and value of the selected ideas</p> <p>Assess potential innovations and improvements against the agreed evaluation criteria</p>
<p>3. Be able to implement innovative ideas and improvements</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p>	<p>Explain the risks of implementing innovative ideas and improvements</p> <p>Justify conclusions of efficiency and value with evidence</p> <p>Prepare costings and schedules of work that will enable efficient implementation</p> <p>Design processes that support efficient implementation</p>

Manage conflict within a team	
Unit Reference	K/506/1927
Level	3
Credit Value	5
Guided Learning (GL)	25
Unit Summary	The purpose of this unit is to enable the learner to manage conflict in teams and also in the broader environment.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)
The learner will	The learner can
1. Understand the principles of conflict management	1.1 Evaluate the suitability of different methods of conflict management in different situations 1.2 Describe the personal skills needed to deal with conflict between other people 1.3 Analyse the potential consequences of unresolved conflict within a team 1.4 Explain the role of external arbitration and conciliation in conflict resolution
2. Be able to reduce the potential for conflict within a team	2.1 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour 2.2 Explain to team members the constraints under which other colleagues work 2.3 Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures 2.4 Take action to minimise the potential for conflict within the limits of their own authority

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

Procure products and/or services	
Unit Reference	M/506/1928
Level	3
Credit Value	5
Guided Learning (GL)	35
Unit Summary	The purpose of this unit is to enable the learner to procure products and/or services from selected suppliers.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Be able to identify procurement requirements	1.1 Explain current and likely future procurement requirements 1.2 Decide whether the purchase of products and/or services offers the organisation best value 1.3 Evaluate ethical and sustainability considerations relating to procurement 1.4 Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits
2. Be able to select suppliers	2.1 Explain the factors to be taken into account in selecting suppliers 2.2 Explain organisational procurement policies, procedures and standards 2.3 Explain the effect of supplier choice on the supply chain 2.4 Use appropriate media to publicise procurement requirements 2.5 Confirm the capability and track record of suppliers and their products and/or services

	2.6	Select suppliers that meet the procurement specification
3. Be able to buy products and/or services	3.1	Explain the action to be taken in the event of problems arising
	3.2	Agree contract terms that are mutually acceptable within their own scope of authority
	3.3	Record agreements made, stating the specification, contract terms and any post-contract requirements
	3.4	Adhere to organisational policies and procedures, legal and ethical requirements

Collaborate with other departments

Unit Reference	M/506/1931
Level	3
Credit Value	3
Guided Learning (GL)	14
Unit Summary	The purpose of this unit is to enable the learner to develop and sustain collaborative relationships with other departments.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)
The learner will	The learner can
1. Understand how to collaborate with other departments	1.1 Explain the need for collaborating with other departments 1.2 Explain the nature of the interaction between their own team and other departments 1.3 Explain the features of effective collaboration 1.4 Explain the potential implications of ineffective collaboration with other departments 1.5 Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2. Be able to identify opportunities for collaboration with other departments	2.1 Analyse the advantages and disadvantages of collaborating with other departments 2.2 Identify with which departments collaborative relationships should be built 2.3 Identify the scope for and limitations of possible collaboration

3. Be able to collaborate with other departments	3.1	Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements
	3.2	Work with other departments in a way that contributes to the achievement of organisational objectives

Participate in a project	
Unit Reference	F/506/1934
Level	3
Credit Value	3
Guided Learning (GL)	19
Unit Summary	The purpose of this unit is to enable the learner to manage a project and support the delivery of a project.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)
The learner will	The learner can
1. Understand how to manage a project	1.1 Explain the features of a project business case 1.2 Explain the stages of a project lifecycle 1.3 Explain the roles of people involved in a project 1.4 Explain the uses of project-related information 1.5 Explain the advantages and limitations of different project monitoring techniques 1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources
2. Be able to support the delivery of a project	2.1 Fulfil their role in accordance with a project plan 2.2 Collect project-related information in accordance with project plans 2.3 Use appropriate tools to analyse project information 2.4 Report on information analysis in the agreed format and timescale

	2.5	Draw issues, anomalies and potential problems to the attention of project managers
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project

Optional Group C Unit Details

Health and safety procedures in the workplace	
Unit Reference	T/505/4673
Level	2
Credit Value	2
Guided Learning (GL)	16
Unit Summary	The purpose of this unit is to enable the learner to understand the health and safety procedures in the workplace and to be able to carry out tasks with regard to health and safety in the workplace.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)
The learner will	The learner can
1. Know health and safety procedures in the workplace	1.1 Define the main responsibilities for health and safety in the workplace of the following: <ul style="list-style-type: none"> > employers > employees 1.2 Describe two health and safety laws affecting the workplace 1.3 Define the importance of following health and safety procedures in the workplace 1.4 Define the types of information or support available in relation to a specified aspect of health and safety in the workplace
2. Be able to carry out tasks with regard to health and safety in the workplace	2.1 Carry out a risk assessment of a specified workplace activity 2.2 Use equipment or tools safely in the workplace 2.3 Describe how to prevent accidents in the workplace

	2.4	Assess how own health and safety practices could be improved
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Store and retrieve information

Unit Reference	R/506/1811	
Level	2	
Credit Value	4	
Guided Learning (GL)	19	
Unit Summary	The purpose of this unit is to enable the learner to store and retrieve information using a filing system.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand information storage and retrieval	1.1	Describe systems and procedures for storing and retrieving information
	1.2	Outline legal and organisational requirements for information security and retention
	1.3	Explain how to create filing systems to facilitate information identification and retrieval
	1.4	Explain how to use different search techniques to locate and retrieve information
	1.5	Describe what to do when problems arise when storing or retrieving information
2. Be able to gather and store information	2.1	Gather the information required within the agreed timescale
	2.2	Store files and folders in accordance with organisational procedures
	2.3	Store information in approved locations
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements

3. Be able to retrieve information	3.1	Confirm information to be retrieved and its intended use
	3.2	Retrieve the required information within the agreed timescale

Handle mail	
Unit Reference	D/506/1813
Level	2
Credit Value	3
Guided Learning (GL)	15
Unit Summary	The purpose of this unit is to enable the learner to understand how to deal with incoming and outgoing mail.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand how to deal with mail	1.1 Explain how to deal with "junk" mail 1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail 1.3 Describe how to operate a franking machine 1.4 Explain how to prepare packages for distribution 1.5 State organisational policies and procedures on mail handling, security and the use of courier services 1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2. Be able to deal with incoming mail	2.1 Sort incoming mail in line with organisational procedures 2.2 Distribute incoming mail and packages to the right people according to the agreed schedule

	2.3	Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures
3. Be able to deal with outgoing mail	3.1	Organise the collection of outgoing mail and packages on time
	3.2	Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item
	3.3	Dispatch outgoing mail on time

Employee rights and responsibilities

Unit Reference	L/506/1905	
Level	2	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	The purpose of this unit is to enable the learner to understand the role of organisations and industries and to understand employers' expectations and employees' rights and responsibilities.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Understand the role of organisations and industries	1.1	Explain the role of their own occupation within an organisation and industry
	1.2	Describe career pathways within their organisation and industry
	1.3	Identify sources of information and advice on an industry, occupation, training and career pathway
	1.4	Describe an organisation's principles of conduct and codes of practice
	1.5	Explain issues of public concern that affect an organisation and industry
	1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2. Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role
	2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour

	2.3	Describe the procedures and documentation that protect relationships with employees
	2.4	Identify sources of information and advice on employment rights and responsibilities

Deliver customer service	
Unit Reference	A/506/2130
Level	2
Credit Value	5
Guided Learning (GL)	27
Unit Summary	The purpose of this unit is to enable the learner to understand customer service delivery. They will understand the relationship between customer service and a brand and be able to provide and deliver customer service.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
The learner will	The learner can
1. Understand customer service delivery	1.1 Explain the relationship between customers' needs and expectations and customer satisfaction 1.2 Describe the features and benefits of an organisation's products and/or services 1.3 Explain the importance of treating customers as individuals 1.4 Explain the importance of balancing promises made to customers with the needs of an organisation 1.5 Explain when and to whom to escalate problems 1.6 Describe methods of measuring their own effectiveness in the delivery of customer service
2. Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to an organisation 2.2 Explain how a brand affects an organisation's customer service offer

	2.3	Explain the importance of using customer service language that supports a brand promise
	2.4	Identify their own role in ensuring that a brand promise is delivered
3. Be able to prepare to deal with customers	3.1	Keep up to date with an organisation's products and/or services
	3.2	Prepare resources that are necessary to deal with customers before starting work
4. Be able to provide customer service	4.1	Maintain organisational standards of presentation and behaviour when providing customer service
	4.2	Adapt their own behaviour to meet customers' needs or expectations
	4.3	Respond to customers' requests in line with organisational guidelines
	4.4	Inform customers of the progress of their requests
	4.5	Confirm that customers' expectations have been met in line with the service offer
	4.6	Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service
5. Be able to support improvements to customer service delivery	5.1	Identify ways that customer service could be improved for an organisation and individuals
	5.2	Share information and ideas with colleagues and/or service partners to support the improvement of service delivery

Understand customers	
Unit Reference	F/506/2131
Level	2
Credit Value	2
Guided Learning (GL)	17
Unit Summary	The purpose of this unit is to enable the learner to understand different types of customers and their value and loyalty.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.5)
The learner will	The learner can
1. Understand different types of customers	1.1 Explain the distinctions between internal and external customers 1.2 Explain how cultural factors can affect customers' expectations 1.3 Describe the characteristics of challenging customers 1.4 Explain how to identify dissatisfied customers
2. Understand the value of customers and their loyalty	2.1 Explain how the achievement of the customer service offer contributes to enhancing customer loyalty 2.2 Explain the relationship between customer satisfaction and organisational performance 2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services 2.4 Explain the potential consequences of customers' dissatisfaction 2.5 Describe different methods of attracting customers and retaining their loyalty

Resolve customer service problems

Unit Reference	A/506/2158	
Level	2	
Credit Value	5	
Guided Learning (GL)	22	
Unit Summary	The purpose of this unit is to enable the learner to understand and resolve customer service problems.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Understand the resolution of customer service problems	1.1	Describe the organisation's customer service and complaints procedures
	1.2	Describe techniques to identify customer service problems and their causes
	1.3	Describe techniques to deal with situations where customers become agitated or angry
	1.4	Explain the limits of their own authority for resolving customers' problems and making promises
	1.5	Explain the purpose of encouraging customers to provide feedback
	1.6	Describe methods used to encourage customers to provide feedback
2. Be able to resolve customer service problems	2.1	Identify the nature and cause of customer service problems
	2.2	Identify workable options for resolving problems within organisational guidelines
	2.3	Use the most appropriate method of communication for dealing with customers

	<p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p>	<p>Agree with customers the option that best meets their needs and those of the organisation</p> <p>Keep customers informed of progress</p> <p>Fulfil promises made to customers during the resolution process</p> <p>Share customer feedback with others to improve the resolution of customer service problems</p> <p>Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems</p>
<p>3. Be able to manage unresolved customer service problems</p>	<p>3.1</p> <p>3.2</p>	<p>Explain to customers the reasons why problems cannot be resolved</p> <p>Refer customers to other sources of help if their problems cannot be resolved</p>

Negotiate in a business environment

Unit Reference	H/506/1912	
Level	3	
Credit Value	4	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to enable the learner to negotiate in a business environment.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Understand the principles underpinning negotiation	1.1	Describe the requirements of a negotiation strategy
	1.2	Explain the use of different negotiation techniques
	1.3	Explain how research on the other party can be used in negotiations
	1.4	Explain how cultural differences might affect negotiations
2. Be able to prepare for business negotiations	2.1	Identify the purpose, scope and objectives of the negotiation
	2.2	Explain the scope of their own authority for negotiating
	2.3	Prepare a negotiating strategy
	2.4	Prepare fall-back stances and compromises that align with the negotiating strategy and priorities
	2.5	Assess the likely objectives and negotiation stances of the other party
	2.6	Research the strengths and weaknesses of the other party

<p>3. Be able to carry out business negotiations</p>	<p>3.1 Carry out negotiations within responsibility limits in a way that optimises opportunities</p> <p>3.2 Adapt the conduct of the negotiation in accordance with changing circumstances</p> <p>3.3 Maintain accurate records of negotiations, outcomes and agreements made</p> <p>3.4 Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations</p>
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Develop a presentation	
Unit Reference	K/506/1913
Level	3
Credit Value	3
Guided Learning (GL)	11
Unit Summary	The purpose of this unit is to enable the learner to develop a presentation.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)
The learner will	The learner can
1. Understand how to develop a presentation	1.1 Explain best practice in developing presentations 1.2 Explain who needs to be consulted on the development of a presentation 1.3 Explain the factors to be taken into account in developing a presentation 1.4 Analyse the advantages and limitations of different communication media
2. Be able to develop a presentation	2.1 Identify the purpose, content, style, timing and audience for a presentation 2.2 Select a communication media that is appropriate to the nature of a presentation, message and audience 2.3 Tailor a presentation to fit the timescale and audience's needs 2.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief 2.5 Take action to ensure that a presentation adheres to organisational guidelines and policies

	2.6	Develop materials that support the content of a presentation
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Deliver a presentation	
Unit Reference	M/506/1914
Level	3
Credit Value	3
Guided Learning (GL)	1
Unit Summary	The purpose of this unit is to enable the learner to deliver a presentation.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)
The learner will	The learner can
1. Understand the principles underpinning the delivery of presentations	1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations 1.2 Explain how the type and size of the audience affects the delivery of a presentation 1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations 1.4 Explain voice projection and timing techniques when delivering presentations 1.5 Explain the factors to be taken into account in responding to questions from an audience 1.6 Explain different methods for evaluating the effectiveness of a presentation
2. Be able to prepare to deliver a Presentation	2.1 Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation 2.2 Develop contingency plans for potential equipment and resource failure

	2.3	Take action to ensure that the presentation fits the time slot available
3. Be able to deliver a presentation	3.1	Speak clearly and confidently, using language that is appropriate for the topic and the audience
	3.2	Vary their voice tone, pace and volume appropriately when delivering a presentation
	3.3	Use body language in a way that reinforces messages
	3.4	Use equipment and resources effectively when delivering a presentation
	3.5	Deliver a presentation within the agreed timeframe
	3.6	Respond to questions in a way that meets the audience's needs
	3.7	Evaluate the effectiveness of a presentation

Resolve customers' complaints

Unit Reference	R/506/2151	
Level	3	
Credit Value	4	
Guided Learning (GL)	22	
Unit Summary	The purpose of this unit is to enable the learner to understand the monitoring and resolution of customers' complaints.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)	
The learner will	The learner can	
1. Understand the monitoring and resolution of customers' complaints	1.1	Assess the suitability of a range of monitoring techniques for customers' complaints
	1.2	Explain how to identify those complaints that should prompt a review of the service offer and service delivery
	1.3	Explain negotiating techniques used to resolve customers' complaints
	1.4	Explain conflict management techniques used in dealing with upset customers
	1.5	Explain organisational procedures for dealing with customer complaints
	1.6	Explain when to escalate customers' complaints
	1.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
	1.8	Explain the advantages and limitations of offering compensation or replacement products and/or services

<p>2. Be able to deal with customers' complaints</p>	<p>2.1 Confirm the nature, cause and implications of customers' complaints</p> <p>2.2 Take personal responsibility for dealing with complaints</p> <p>2.3 Communicate in a way that recognises customers' problems and understands their points of view</p> <p>2.4 Explain the advantages and limitations of different complaint response options to customers</p> <p>2.5 Explain the advantages and limitations of different complaint response options to the organisation</p> <p>2.6 Keep customers informed of progress</p> <p>2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority</p> <p>2.8 Record the outcome of the handling of complaints for future reference</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p>
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Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from bijab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.