



Qualification Guidance Document

BIIAB Level 3 Diploma in Management

England – 601/3744/7
Wales – C00/0645/9



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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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Specification Code

The specification code is D5078-03.

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

1.5	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.
1.6	March 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 3 Diploma in Management - 601/3744/7 (England) and C00/0645/9 (Wales)								
Qualification Purpose	To obtain and then demonstrate the skills and knowledge to work in a Management role.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: <ul style="list-style-type: none"> > Ofqual > Qualifications Wales > 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)	284 hours							
Total Qualification Time (TQT)	550 hours							
Credit Value	55							
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 3 Diploma in Management	601/3744/7 (England) C00/0645/9 (Wales)

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 3 Diploma in Management

To achieve the BIIAB Level 3 Diploma in Management learners **must** gain a total of **55** credits. This **must** consist of:

- > Mandatory Group A **minimum** credit: **31**
- > Optional groups B and C **minimum** credit: **24**. This must consist of:
 - > Optional group B **minimum** credit: **17**
 - > Optional group C a **maximum** credit of: **7**

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 – 31				
Manage personal and professional development	T/506/2952 ML9	3	3	12
Manage team performance	A/506/1821 ML11	3	4	21
Principles of leadership and management	F/506/2596 ML15	3	8	50
Principles of people management	R/506/1937 ML24	3	6	34
Principles of Business	D/506/1942 BA59	3	10	74

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Maximum Credit Target – 17				
Promote equality, diversity and inclusion in the workplace	T/506/1820 ML10	3	3	15
Manage individuals' performance	J/506/1921 ML12	3	4	20
Manage individuals' development in the workplace	L/506/1922 ML13	3	3	10
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
Implement Change	T/506/1929 ML19	3	5	28
Implement and maintain business continuity plans and processes	K/506/1930 ML20	3	4	25

Collaborate with other departments	M/506/1931 ML21	3	3	14
Support remote or virtual teams	A/506/1933 ML22	3	4	18
Participate in a project	F/506/1934 ML23	3	3	19
Develop and maintain professional networks	J/506/1949 ML25	4	3	15
Develop and implement an operational plan	Y/506/1955 ML27	4	5	24
Encourage learning and development	M/506/1962 ML28	4	3	16
Discipline and grievance management	A/506/1981 ML31	4	3	26
Develop working relationships with stakeholders	F/506/1982 ML32	4	4	20
Manage physical resources	K/506/2907 ML34	4	4	26
Manage the impact of work activities on the environment	J/506/2907 ML35	4	4	30
Prepare for and support quality audits	K/506/1992 ML36	4	3	17
Conduct quality audits	T/506/1994 ML37	4	3	21
Manage a budget	A/506/1995 ML38	4	4	26
Manage a project	R/506/1999 ML40	4	7	38
Manage business risk	L/506/2004 ML41	4	6	27
Manage knowledge in an organisation	A/506/2032 ML42	4	5	34
Recruitment, selection and induction practice	R/506/2909 ML43	4	6	33
Manage redundancy and redeployment	M/506/2044 ML44	4	6	39

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group 3 Maximum Credit Target – 7				
Buddy a colleague to develop their skills	M/506/1895 BA35	2	3	19
Contribute to the improvement of business performance	D/506/1911 BA41	3	6	33
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
Contribute to the development and implementation of an information system	A/506/1916 BA46	3	6	21
Resolve customers' problems	K/506/2169 CS30	3	4	19
Resolve customers' complaints	R/506/2151 CS31	3	4	22
Gather, analyse and interpret customer feedback	D/506/2170 CS32	3	5	24
Employee rights and responsibilities	L/506/1905 BA39	2	2	16
Health and safety procedures in the workplace	T/505/4673 CFAQ3	2	2	16
Manage events	M/506/1959 BA69	4	6	49
Review the quality of customer service	F/506/2176 CS36	4	4	20

Barred Unit

This unit	Is barred against this unit
ML23 Participate in a project (F/506/1934)	ML40 Manage a project (R/506/1999)

Aim

The BIIAB Level 3 Diploma in Management has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work in a Management role.

It is also a key component part of the Skills CFA Advanced 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, including a Learner Summative Reflection
- > Assessment Knowledge Modules (AKMs)
- > Assessor Guidance for each of the AKMs
- > Purpose Statement
- > Learner Unit Achievement Checklist

Evidence matrixes

BIIAB Qualifications Limited provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however, they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) must be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By

inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- > Record of observation of performance in the workplace
- > Professional discussion
- > Reflective account
- > Product evidence (e.g. implementation plans, correspondence, work records)
- > Testimony from senior colleagues/clients
- > Personal report of actions and circumstances
- > Recognition of Prior Achievement (RPA)
- > Records of questioning
- > Other

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 learner's 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 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 Management. It also will allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- > BIIAB Level 4 NVQ 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 and professional development	
Unit Reference	T/506/2952
Level	3
Credit Value	3
Guided Learning (GL)	12
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 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Be able to identify personal and professional development requirements	1.1 Compare sources of information on professional development trends and their validity 1.2 Identify trends and developments that influence the need for professional development 1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2. Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development 2.2 Explain the basis on which types of development actions are selected 2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis 2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives

	2.5	Execute the plan within the agreed budget and timescale
	2.6	Take advantage of development opportunities made available by professional networks or professional bodies
3. Be able to maintain the relevance of a personal and professional development plan	3.1	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
	3.2	Obtain feedback on performance from a range of valid sources
	3.3	Review progress toward personal and professional objectives
	3.4	Amend the personal and professional development plan in the light of feedback received from others

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 provide the learner with the knowledge to understand the management of team performance and be able to allocate and assure the quality of work.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)
The learner will	The learner can
1. Understand the management of team performance	1.1 Explain the use of benchmarks in managing performance 1.2 Explain a range of quality management techniques to manage team performance 1.3 Describe constraints on the ability to amend priorities and plans
2. Be able to allocate and assure the quality of work	2.1 Identify the strengths, competences and expertise of team members 2.2 Allocate work on the basis of the strengths, competences and expertise of team members 2.3 Identify areas for improvement in team members' performance outputs and standards 2.4 Amend priorities and plans to take account of changing circumstances 2.5 Recommend changes to systems and processes to improve the quality of work

<p>3. Be able to manage communications within a team</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p>	<p>Explain to team members the lines of communication and authority levels</p> <p>Communicate individual and team objectives, responsibilities and priorities</p> <p>Use communication methods that are appropriate to the topics, audience and timescales</p> <p>Provide support to team members when they need it</p> <p>Agree with team members a process for providing feedback on work progress and any issues arising</p> <p>Review the effectiveness of team communications and make improvements</p>
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Principles of leadership and management											
Unit Reference	F/506/2596										
Level	3										
Credit Value	8										
Guided Learning (GL)	50										
Unit Summary	This unit will provide learners with a foundational understanding of key principles underpinning effective management and leadership in organisational contexts. Learners will develop knowledge of decision-making processes and the factors that influence sound judgement in the workplace. The unit also explores a range of leadership styles and models, enabling learners to recognise how leadership approaches impact individuals and team performance.										
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.6)										
The learner will	The learner can										
1. Understand the principles of effective decision making	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken</td> </tr> <tr> <td>1.2</td> <td>Assess the importance of analysing the potential impact of decision making</td> </tr> <tr> <td>1.3</td> <td>Explain the importance of obtaining sufficient valid information to enable effective decision making</td> </tr> <tr> <td>1.4</td> <td>Explain the importance of aligning decisions with business objectives, values and policies</td> </tr> <tr> <td>1.5</td> <td>Explain how to validate information used in the decision-making process</td> </tr> </tbody> </table>	1.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken	1.2	Assess the importance of analysing the potential impact of decision making	1.3	Explain the importance of obtaining sufficient valid information to enable effective decision making	1.4	Explain the importance of aligning decisions with business objectives, values and policies	1.5	Explain how to validate information used in the decision-making process
1.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken										
1.2	Assess the importance of analysing the potential impact of decision making										
1.3	Explain the importance of obtaining sufficient valid information to enable effective decision making										
1.4	Explain the importance of aligning decisions with business objectives, values and policies										
1.5	Explain how to validate information used in the decision-making process										

	1.6	Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1	Explain the difference in the influence of managers and leaders on their teams
	2.2	Evaluate the suitability and impact of different leadership styles in different contexts
	2.3	Analyse theories and models of motivation and their application in the workplace
3. Understand the role, functions and processes of management	3.1	Analyse a manager's responsibilities for planning, coordinating and controlling work
	3.2	Explain how managers ensure that team objectives are met
	3.3	Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
	3.4	Analyse theories and models of management
	3.5	Explain how the application of management theories guide a manager's actions
	3.6	Explain the operational constraints imposed by budgets
4. Understand performance measurement	4.1	Explain the relationship between business objectives and performance measures
	4.2	Explain the features of a performance measurement system
	4.3	Explain how to set key performance indicators (KPIs)

	4.4	Explain the tools, processes and timetable for monitoring and reporting on business performance
	4.5	Explain the use of management accounts and management information systems in performance management
	4.6	Explain the distinction between outcomes and outputs

Principles of people management	
Unit Reference	R/506/1937
Level	3
Credit Value	6
Guided Learning (GL)	34
Unit Summary	<p>This unit provides learners with an understanding of the key principles involved in effective workforce management within organisational settings. It explores the importance of equality of opportunity, diversity, and inclusion in creating fair, supportive, and productive working environments.</p> <p>Learners will examine how teams are formed and developed, gaining insight into team dynamics and the factors that influence effective collaboration and performance. The unit also introduces methods of performance measurement, enabling learners to understand how individual and team contributions can be monitored and improved.</p>
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.4)
The learner will	The learner can
1. Understand the principles of workforce management	1.1 Explain the relationship between Human Resources (HR) functions and other business functions 1.2 Explain the purpose and process of workforce planning 1.3 Explain how employment law affects an organisation's HR and business policies and practices 1.4 Evaluate the implications for an organisation of utilising different types of employment contracts

	1.5	Evaluate the implications for an individual of different types of employment contracts
2. Understand equality of opportunity, diversity and inclusion	2.1	Explain an organisation's responsibilities and liabilities under equality legislation
	2.2	Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations
	2.3	Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion
	2.4	Explain how to measure diversity within an organisation
3. Understand team building and dynamics	3.1	Explain the difference between a group and a team
	3.2	Outline the characteristics of an effective team
	3.3	Explain the techniques of building a Team
	3.4	Explain techniques to motivate team Members
	3.5	Explain the importance of communicating targets and objectives to a team
	3.6	Examine theories of team development
	3.7	Explain common causes of conflict within a team
	3.8	Explain techniques to manage conflict within a team
4. Understand performance measurement	4.1	Identify the characteristics of an effective performance management system
	4.2	Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities

	4.3	Describe best practice in conducting Appraisals
	4.4	Explain the factors to be taken into wellbeing and performance
	4.5	Explain the importance of following disciplinary and grievance processes
5. Understand training and development	5.1	Explain the benefits of employee development
	5.2	Explain the advantages and limitations of different types of training and development methods
	5.3	Explain the role of targets, objectives and feedback in employee development
	5.4	Explain how personal development plans support the training and development of individuals
	5.5	Explain how to make use of planned and unplanned learning opportunities learning styles
	5.6	Explain how to learning and development
6. Understand reward and recognition	6.1	Describe the components of 'total reward'
	6.2	Analyse the relationship between motivation and reward
	6.3	Explain different types of pay structures
	6.4	Explain the risks involved in the management of reward schemes

Principles of business	
Unit Reference	D/506/1942
Level	3
Credit Value	10
Guided Learning (GL)	74
Unit Summary	<p>This unit provides learners with an understanding of the key principles that underpin business operations, growth, and sustainability. It introduces the concept of business markets, enabling learners to recognise different market structures, customer needs, and competitive environments.</p> <p>Learners will explore the role of innovation in supporting business development and growth, alongside the factors that influence organisational success. The unit also develops knowledge of financial management, including the importance of managing income, expenditure, and financial resources effectively.</p>
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.5)
The learner will	The learner can
1. Understand business markets	1.1 Explain the characteristics of different business markets 1.2 Explain the nature of interactions between businesses within a market 1.3 Explain how an organisation's goals may be shaped by the market in which it operates 1.4 Describe the legal obligations of a business
2. Understand business innovation and growth	2.1 Define business innovation

	2.2	Explain the uses of models of business innovation
	2.3	Identify sources of support and guidance for business innovation
	2.4	Explain the process of product or service development
	2.5	Explain the benefits, risks and implications associated with innovation
3. Understand financial management	3.1	Explain the importance of financial viability for an organisation
	3.2	Explain the consequences of poor financial management
	3.3	Explain different financial terminology
4. Understand business budgeting	4.1	Explain the uses of a budget
	4.2	Explain how to manage a budget
5. Understand sales and marketing	5.1	Explain the principles of marketing
	5.2	Explain a sales process
	5.3	Explain the features and uses of market research
	5.4	Explain the value of a brand to an organisation
	5.5	Explain the relationship between sales and marketing

Optional Group B Unit Details

Promote equality of opportunity, diversity and inclusion in the workplace	
Unit Reference	T/506/1820
Level	3
Credit Value	3
Guided Learning (GL)	15
Unit Summary	The purpose of this unit is to enable the learner to promote equality, diversity and inclusion in the workplace.
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

<p>3. Be able to support equality, diversity and inclusion in the workplace</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace</p> <p>Identify potential issues relating to equality, diversity and inclusion in the workplace</p> <p>Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace</p>
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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 manage individuals' performance in the workplace and understand the management of underperformance.
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 ongoing mentoring to help individuals meet their targets, objectives and quality standards
	2.5	Monitor individuals' progress towards objectives in accordance with agreed plans
	2.6	Recognise individuals' achievement of targets and quality standards
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Manage individuals' development in the workplace

Unit Reference	L/506/1922	
Level	3	
Credit Value	3	
Guided Learning (GL)	10	
Unit Summary	The purpose of this unit is to enable the learner to manage individuals' development in the workplace.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.5)	
The learner will	The learner can	
1. Be able to carry out performance appraisals	1.1	Explain the purpose of performance reviews and appraisals
	1.2	Explain techniques to prepare for and carry out appraisals
	1.3	Provide a private environment in which to carry out appraisals
	1.4	Carry out performance reviews and appraisals in accordance with organisational policies and procedures
	1.5	Provide clear, specific and evidence-based feedback sensitively
	1.6	Agree future actions that are consistent with appraisal findings and identified development needs
2. Be able to support the learning and development of individual team members	2.1	Describe training techniques that can be applied in the workplace
	2.2	Analyse the advantages and disadvantages of learning and development interventions and methods

	2.3	Explain organisational learning and development policies and resource availability
	2.4	Review individuals' learning and development needs at regular intervals
	2.5	Suggest learning and development opportunities and interventions that are likely to meet individual and business needs

Chair and lead meetings	
Unit Reference	Y/506/1924
Level	3
Credit Value	3
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge to be able to lead meetings to achieve objectives.
Learning Outcomes (1 to 3)	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	This unit provides the learner with the knowledge 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 2.2 Test selected ideas that meet viability criteria 2.3 Evaluate the fitness for purpose and value of the selected ideas 2.4 Assess potential innovations and improvements against the agreed evaluation criteria
3. Be able to implement innovative ideas and improvements	3.1 Explain the risks of implementing innovative ideas and improvements 3.2 Justify conclusions of efficiency and value with evidence 3.3 Prepare costings and schedules of work that will enable efficient implementation 3.4 Design processes that support efficient implementation

Manage conflict within a team	
Unit Reference	K/506/1927
Level	3
Credit Value	5
Guided Learning (GL)	25
Unit Summary	This unit provides the learner with the knowledge to manage conflict within a team.
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	This unit provides the learner with the knowledge to identify procurement requirements, select suppliers and to be able to decide whether to produce or buy in products and/or services.	
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

Implement Change	
Unit Reference	T/506/1929
Level	3
Credit Value	5
Guided Learning (GL)	28
Unit Summary	This unit provides the learner with the knowledge to plan, engage with people, implement and evaluate change.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)
The learner will	The learner can
1. Understand the principles of change management	1.1 Explain the importance of effective leadership when implementing change 1.2 Explain the role of internal and external stakeholders in the management of change 1.3 Evaluate the suitability of change management models for different contexts 1.4 Explain how to assess the business risks associated with change 1.5 Assess the need for contingency planning when implementing change 1.6 Assess the need for crisis management when implementing change 1.7 Explain the different types of barriers to change and how to deal with these 1.8 Explain how to evaluate change management projects
2. Be able to plan the implementation of change	2.1 Explain the need for change

	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p>	<p>Explain the potential consequences of not implementing change</p> <p>Explain the roles and responsibilities of a change management project team</p> <p>Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources</p> <p>Brief team members on their roles and responsibilities and the objectives of the change</p> <p>Gain acceptance to the need for change from team members and other stakeholders</p>
<p>3. Be able to manage the implementation of a change plan</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p>	<p>Explain organisational escalation of a change plan processes for reporting problems</p> <p>Analyse the advantages and disadvantages of monitoring techniques</p> <p>Implement the plan within the agreed timescale</p> <p>Provide support to team members and other stakeholders according to identified needs</p> <p>Monitor the progress of the implementation against the plan</p> <p>Manage problems in accordance with contingency plans</p>
<p>4. Be able to evaluate the effectiveness of the implementation of change plans</p>	<p>4.1</p> <p>4.2</p>	<p>Assess the suitability of techniques used to analyse the effectiveness of change</p> <p>Collate valid feedback and information from stakeholders</p>

	4.3	Analyse feedback and information against agreed criteria
	4.4	Identify areas for future improvement
	4.5	Communicate the lessons learned with those who may benefit

Implement and maintain business continuity plans and processes

Unit Reference	K/506/1930	
Level	3	
Credit Value	4	
Guided Learning (GL)	25	
Unit Summary	This unit provides the learner with the knowledge to develop, maintain and evaluate business continuity plans and arrangements.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Be able to plan for the implementation of business continuity plans and processes	1.1	Describe the components of a business continuity plan
	1.2	Explain the uses of a business continuity plan
	1.3	Explain the features of different business continuity planning models
	1.4	Explain the potential consequences of inadequate business continuity plans and processes
	1.5	Confirm the required aim, scope and objectives of business continuity plans
	1.6	Engage stakeholders in developing business continuity plans and processes
	1.7	Identify business-critical products and/or services and the activities and resources that support them
2. Be able to implement business continuity plans and processes	2.1	Develop a framework for business continuity management

	2.2	Recommend resources that are proportionate to the potential impact of business disruption
	2.3	Communicate the importance and requirements of business continuity plans and processes to stakeholders
	2.4	Meet their own objectives within the plan
3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes	3.1	Provide training for staff who may be affected
	3.2	Validate and test the strength of business continuity plans and processes
	3.3	Update plans and processes in the light of feedback from business continuity exercises and other sources of information

Collaborate with other departments

Unit Reference	M/506/1931
Level	3
Credit Value	3
Guided Learning (GL)	14
Unit Summary	This unit provides the learner with the knowledge 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

Support remote or virtual teams

Unit Reference	A/506/1933	
Level	3	
Credit Value	4	
Guided Learning (GL)	18	
Unit Summary	This unit provides the learner with the knowledge to support remote and/or virtual teams.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
1. Be able to assess the support needed by remote or virtual teams	1.1	Identify the resource requirements for providing communication tools and processes for remote or virtual working
	1.2	Specify effective tools and processes that are capable of supporting remote or virtual teams
	1.3	Identify processes and systems that will enable people to connect to information and knowledge remotely and securely
	1.4	Plan how to assure the safety of staff in remote teams
2. Be able to support remote or virtual teams	2.1	Provide guidelines, training, information and coaching to support remote or virtual teams
	2.2	Identify areas for improvement from monitoring processes and information
	2.3	Facilitate interactive collaboration amongst stakeholders
	2.4	Take action to ensure that team members adhere to regulatory, professional and commercial requirements

	2.5	Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
	2.6	Take action to ensure that records management issues arising from remote or virtual working are addressed

Participate in a project	
Unit Reference	F/506/1934
Level	3
Credit Value	3
Guided Learning (GL)	19
Unit Summary	This unit provides the learner with the knowledge to manage a project and be able to 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

Develop and maintain professional networks

Unit Reference	J/506/1949	
Level	4	
Credit Value	3	
Guided Learning (GL)	15	
Unit Summary	This unit provides the learner with the knowledge to develop and maintain professional networks.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)	
The learner will	The learner can	
1. 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
2. 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)
3. 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

Develop and implement an operational plan

Unit Reference	Y/506/1955	
Level	4	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge to develop operational plans.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. 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
2. 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
3. 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
4. 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

Encourage learning and development

Unit Reference	M/506/1962	
Level	4	
Credit Value	3	
Guided Learning (GL)	16	
Unit Summary	This unit provides the learner with the knowledge to identify individuals' learning needs and styles and support them with their learning and development.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. 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
2. 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

	<p>2.4</p> <p>2.5</p> <p>2.6</p>	<p>are within agreed budgets and consistent with business needs</p> <p>Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan</p> <p>Create an environment that encourages and promotes learning and development</p> <p>Provide opportunities for individuals to apply their developing competence in the workplace</p>
<p>3. Be able to evaluate individuals' learning and development</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Analyse information from a range of sources on individuals' performance and development</p> <p>Evaluate the effectiveness of different learning and development methods</p> <p>Agree revisions to personal development plans in the light of feedback</p>

Discipline and grievance management

Unit Reference	A/506/1981	
Level	4	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge to initiate and follow grievance procedures.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. 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
2. 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
3. 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

Develop working relationships with stakeholders

Unit Reference	F/506/1982	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to develop and sustain productive working relationships with stakeholders.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. 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
2. 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
3. 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
4. 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 analysis of the effectiveness of stakeholder relationships

Manage physical resources	
Unit Reference	K/506/1989
Level	4
Credit Value	4
Guided Learning (GL)	26
Unit Summary	This unit provides the learner with the knowledge to obtain and manage physical resources.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. 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
2. 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
3. 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

Manage the impact of work activities on the environment

Unit Reference	J/506/2907	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge to manage the environmental and social impacts of your work.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)	
The learner will	The learner can	
1. 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
2. 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

<p>3. Be able to manage the environmental impact of the use of resources</p>	<p>3.1 Explain when to obtain specialist environmental management advice</p> <p>3.2 Explain where to seek specialist environmental management advice</p> <p>3.3 Determine the environmental impact of the use of different physical resources</p> <p>3.4 Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment</p> <p>3.5 Evaluate the effectiveness of organisational environmental policies and procedures</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements</p>
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Prepare for and support quality audits

Unit Reference	K/506/1992	
Level	4	
Credit Value	3	
Guided Learning (GL)	17	
Unit Summary	This unit provides the learner with the knowledge to prepare for and participate in quality audits.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. 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
2. 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
3. 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

Conduct quality audits	
Unit Reference	T/506/1994
Level	4
Credit Value	3
Guided Learning (GL)	21
Unit Summary	This unit provides the learner with the knowledge to prepare and carry out quality audits.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. 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
2. 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
3. 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

Manage a budget	
Unit Reference	A/506/1995
Level	4
Credit Value	4
Guided Learning (GL)	26
Unit Summary	This unit provides the learner with the knowledge to identify and justify requirements for financial resources and to manage budgets.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)
The learner will	The learner can
1. 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
2. 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
3. Be able to manage a budget	3.1 Use the budget to control performance and expenditure

	<p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p>	<p>Identify the cause of variations from budget</p> <p>Explain the actions to be taken to address variations from budget</p> <p>Propose realistic revisions to budget, supporting recommendations with evidence</p> <p>Provide budget-related reports and information within agreed timescales</p> <p>Explain the actions to be taken in the event of suspected instances of fraud or malpractice</p>
<p>4. Be able to evaluate the use of a budget</p>	<p>4.1</p> <p>4.2</p>	<p>Identify successes and areas for improvement in budget management</p> <p>Make recommendations to improve future budget setting and management</p>

Manage a project	
Unit Reference	R/506/1999
Level	4
Credit Value	7
Guided Learning (GL)	38
Unit Summary	This unit provides the learner with the knowledge to understand the management of a project. You will learn to plan, manage and evaluate the effectiveness of a project.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. 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
2. 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
3. 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
4. Be able to manage 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
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Manage business risk	
Unit Reference	L/506/2004
Level	4
Credit Value	6
Guided Learning (GL)	27
Unit Summary	This unit provides the learner with the knowledge to understand the management of business risk.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)
The learner will	The learner can
1. 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
2. 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

<p>3. Be able to mitigate business risk</p>	<p>3.1 Develop risk management plans and processes that are proportionate to the risk and the available resources</p> <p>3.2 Implement risk management plans in accordance with organisational requirements</p> <p>3.3 Monitor on-going risk-related developments and amend plans in the light of changing circumstances</p> <p>3.4 Keep stakeholders informed of any developments and their possible consequences</p> <p>3.5 Evaluate the effectiveness of actions taken, identifying possible future improvements</p>
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Manage knowledge in an organisation

Unit Reference	A/506/2032	
Level	4	
Credit Value	5	
Guided Learning (GL)	34	
Unit Summary	This unit provides the learner with the knowledge to identify and manage information, knowledge and communication systems within an organisation.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. 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
2. 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
3. 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

Recruitment, selection and induction practice	
Unit Reference	R/506/2909
Level	4
Credit Value	6
Guided Learning (GL)	33
Unit Summary	This unit provides the learner with the knowledge to recruit, select and retain people and induct individuals into their roles and the organisation.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.7)
The learner will	The learner can
1. 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
2. Be able to recruit people into an organisation	2.1	Determine current staffing needs
	2.2	Identify current skills needs 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
3. 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

<p>4. Be able to induct people into an organisation</p>	<p>4.1 4.2 4.3 4.4 4.5 4.6 4.7</p>	<p>Develop induction materials that meet operational and new starters' needs</p> <p>Explain to new starters organisational policies, procedures and structures</p> <p>Explain to new starters their role and responsibilities</p> <p>Explain to new starters their entitlements and where to go for help</p> <p>Assess new starters' training needs</p> <p>Confirm that training is available that meets operational and new starters' needs</p> <p>Provide support that meets new starters' needs throughout the induction period</p>
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Manage redundancy and redeployment

Unit Reference	M/506/2044
Level	4
Credit Value	6
Guided Learning (GL)	39
Unit Summary	This unit provides the learner with the knowledge to be able to manage the redeployment of people and manage redundancies.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)
The learner will	The learner can
1. 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
2. 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
3. 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
4. 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

Optional Group C Unit Details

Buddy a colleague to develop their skills	
Unit Reference	M/506/1895
Level	2
Credit Value	3
Guided Learning (GL)	19
Unit Summary	This unit provides the learner with the knowledge buddy a colleague to develop their customer service skills.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)
The learner will	The learner can
1. Understand how to buddy a colleague	1.1 Describe what is expected of a buddy 1.2 Explain techniques to give positive feedback and constructive criticism 1.3 Explain techniques to establish rapport with a buddy
2. Be able to plan to buddy a colleague	2.1 Agree which aspects of a colleague's work may benefit from buddying 2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague 2.3 Agree a schedule of meetings that minimise disruption to business 2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3. Be able to support a buddy colleague carrying out work activities	3.1 Remain unobtrusive while a buddy colleague carries out their work activities

	3.2	Provide examples of how to carry out tasks correctly
	3.3	Identify instances of good practice and areas for improvement through observation
	3.4	Praise a buddy colleague on well completed tasks
	3.5	Give constructive feedback on ways in which a buddy could improve performance
	3.6	Offer a buddy hints and tips based on personal experience

Contribute to the improvement of business performance

Unit Reference	D/506/1911	
Level	3	
Credit Value	6	
Guided Learning (GL)	33	
Unit Summary	This unit provides the learner with the knowledge to assist in improving organisational performance.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Understand the principles of resolving business problems	1.1	Explain the use of different problem-solving techniques
	1.2	Explain the organisational and legal constraints relating to problem-solving
	1.3	Describe the role of stakeholders in problem-solving
	1.4	Describe the steps in the business decision-making process
	1.5	Analyse the implications of adopting recommendations and implementing decisions to solve business problems
2. Understand improvement techniques and processes	2.1	Describe the purpose and benefits of continuous improvement
	2.2	Analyse the features, use and constraints of different continuous improvement techniques and models
	2.3	Explain how to carry out a cost-benefit analysis

	2.4	Explain the importance of feedback from customers and other stakeholders in continuous improvement
3. Be able to solve problems in business	3.1	Identify the nature, likely cause and implications of a problem
	3.2	Evaluate the scope and scale of a problem
	3.3	Analyse the possible courses of action that can be taken in response to a problem
	3.4	Use evidence to justify the approach to problem-solving
	3.5	Develop a plan and success criteria that are appropriate to the nature and scale of a problem
	3.6	Obtain approval to implement a solution to a problem
	3.7	Take action to resolve or mitigate a problem
	3.8	Evaluate the degree of success and scale of the implications of a solved problem
4. Be able to contribute to the improvement of activities	4.1	Identify the nature, scope and scale of possible contributions to continuous improvement activities
	4.2	Measure changes achieved against existing baseline data
	4.3	Calculate performance measures relating to cost, quality and delivery
	4.4	Justify the case for adopting improvements identified with evidence
	4.5	Develop standard operating procedures and resource plans that are capable of implementing agreed changes

Negotiate in a business environment

Unit Reference	H/506/1912	
Level	3	
Credit Value	4	
Guided Learning (GL)	18	
Unit Summary	This unit provides the learner with the knowledge to prepare for business negotiations and be able to carry out business negotiations.	
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
3. Be able to carry out business negotiations	3.1	Carry out negotiations within responsibility limits in a way that optimises opportunities
	3.2	Adapt the conduct of the negotiation in accordance with changing circumstances
	3.3	Maintain accurate records of negotiations, outcomes and agreements made
	3.4	Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

Develop a presentation	
Unit Reference	K/506/1913
Level	3
Credit Value	3
Guided Learning (GL)	11
Unit Summary	This unit provides the learner with the knowledge 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)	17
Unit Summary	This unit provides the learner with the knowledge to be able to prepare and 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

Contribute to the development and implementation of an information system	
Unit Reference	A/506/1916
Level	3
Credit Value	6
Guided Learning (GL)	21
Unit Summary	This unit provides the learner with the knowledge to support the design and development of an information system.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand the design and implementation of an information system	1.1 Explain the types of information to be managed by a system 1.2 Explain how information will be used and by whom 1.3 Explain who needs to be consulted in the design and implementation of an information system and why 1.4 Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system
2. Be able to contribute to the development of an information system	2.1 Confirm the purpose, use and features of an information system 2.2 Identify the information that will be managed by the system 2.3 Confirm requirements for reporting information 2.4 Recommend the functions that will be used to manipulate and report information

	<p>2.5 Develop guidance for the use of an information system that is accurate and easy to understand</p> <p>2.6 Recommend user access and security levels for the information system</p> <p>2.7 Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints</p> <p>2.8 Participate in system tests in accordance with the specification</p>
<p>3. Be able to contribute to the implementation of an information system</p>	<p>3.1 Implement the information system in accordance with the plan, minimising system disruption to business</p> <p>3.2 Confirm that staff are trained to use the system prior to its launch</p> <p>3.3 Resolve or report problems or faults with the information system within the limits of their own authority</p> <p>3.4 Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system</p>

Resolve customers' problems

Unit Reference	K/506/2169	
Level	3	
Credit Value	4	
Guided Learning (GL)	19	
Unit Summary	This unit provides the learner with the knowledge to monitor and solve customer service problems.	
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' problems	1.1	Assess the suitability of a range of techniques for monitoring customer problems
	1.2	Explain how to use the resolution of customers' problems to improve products and/or services
	1.3	Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance
	1.4	Explain the features of negotiating techniques used to resolve customers' problems
2. Be able to deal with customers' problems	2.1	Confirm the nature and cause of customers' problems
	2.2	Explain when customers' problems should be treated as complaints
	2.3	Explain the benefits to customers and the organisation of the options available to solve problems

	2.4	Explain the drawbacks to customers and the organisation of the options available to solve problems
	2.5	Explain to customers the options for resolving their problems
	2.6	Agree solutions that meet customers' and organisational requirements within their own levels of authority
	2.7	Inform colleagues of the nature of problems and actions taken
	2.8	Evaluate the effectiveness of the resolution of customers' problems
	2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems

Resolve customers' complaints

Unit Reference	R/506/2151	
Level	3	
Credit Value	4	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the knowledge to handle and process customer service 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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Gather, analyse and interpret customer feedback

Unit Reference	D/506/2170	
Level	3	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge to gather, analyse and interpret customer feedback.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Understand how to gather, analyse and interpret customer feedback	1.1	Describe methods of collecting data for customer research
	1.2	Explain random sampling techniques used to collect data
	1.3	Explain how to evaluate bias in non-random samples
	1.4	Explain the principles of questionnaire design
	1.5	Assess the suitability of a range of techniques to analyse customer feedback
	1.6	Explain techniques used to monitor the quality of data collected
	1.7	Explain the use of software to record and analyse customer feedback
	1.8	Explain the validation issues associated with customer feedback
	1.9	Explain the importance of anonymising comments from customers who do not wish to be identified

<p>2. Be able to plan the collection of customer feedback on customer service issues</p>	<p>2.1 2.2 2.3</p>	<p>Identify the objectives of collecting customer feedback</p> <p>Justify the reasons for selecting different data collection methods</p> <p>Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe</p>
<p>3. Be able to gather customer feedback</p>	<p>3.1 3.2 3.3</p>	<p>Collect customer feedback using the sampling frame identified in a customer service plan</p> <p>Record data in a way that makes analysis straightforward</p> <p>Verify that all data is handled in line with legal, organisational and ethical policies and procedures</p>
<p>4. Be able to analyse and interpret customer feedback to recommend improvements</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Use data analysis methods to identify patterns and trends in customer feedback</p> <p>Use the findings of a data analysis to identify areas for improvement to customer service</p> <p>Present the findings of an analysis in the agreed format</p> <p>Recommend improvements in response to the findings of an analysis</p>

Employee rights and responsibilities

Unit Reference	L/506/1905	
Level	2	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit provides the learner with the knowledge to understand employers' expectations and employees' rights and obligations.	
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

Prioritising information for sales planning

Unit Reference	D/502/8651	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to be able to prioritise information for sales planning and be able to carry out an internal and external business audit.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. 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
2. Understand internal information that supports sales	2.1	Describe the customer base of the organisation
	2.2	Explain organisational information storage procedures
	2.3	Sales-based information to the sales team
3. 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
4. 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

Manage events	
Unit Reference	M/506/1959
Level	4
Credit Value	6
Guided Learning (GL)	49
Unit Summary	This unit provides the learner with the knowledge to understand the management of an event. They will be able to manage the planning of an event and manage an event.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)
The learner will	The learner can
1. 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
2. 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

	<p>2.3 Assess the impact of an event on an organisation and its stakeholders</p> <p>2.4 Establish requirements for resources, location, technical facilities, layout, health and safety</p> <p>2.5 Identify how event-related risks and contingencies will be managed</p> <p>2.6 Develop an event plan that specifies objectives, success and evaluation criteria</p> <p>2.7 Make formal agreements for what will be provided, by whom and when</p> <p>2.8 Determine methods of entry, security, access and pricing</p>
3. Be able to manage an event	<p>3.1 Manage the allocation of resources in accordance with the event management plan</p> <p>3.2 Respond to changing circumstances in accordance with contingency plans</p> <p>3.3 Deliver agreed outputs within the timescale</p> <p>3.4 Manage interdependencies, risks and problems in accordance with the event management plan</p> <p>3.5 Comply with the venue, insurance and technical requirements</p> <p>3.6 Apply the principles and good practice of customer care when managing an event</p> <p>3.7 Adhere to organisational policies and procedures, legal and ethical requirements when managing an event</p>
4. Be able to follow up an event	<p>4.1 Ensure that all post-event leads or actions are followed up</p>

	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

Review the quality of customer service

Unit Reference	F/506/2176	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to understand how to review the quality of customer service. They will be able to plan the measurement and evaluate the quality of customer service.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. 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
2. 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
3. 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

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.