



Qualification Guidance Document

BIIAB Level 4 Diploma in Business Administration (NVQ)

England – 601/6604/6
Wales – C00/0743/2

About Us

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

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

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

Sources of Additional Information

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

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Specification Code

The specification code is D7049-04.

Issue	Date	Details of change
2.1	July 2023	Reformatted Qualification Guide into new branding

2.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.
2.3	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 4 NVQ Diploma in Business Administration – 601/6604/6 (England) and C00/0743/2 (Wales)	
Qualification Purpose	To confirm occupational competence at level 4
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	> Portfolio of Evidence
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	01/09/2015
Review Date	30/09/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	294 hours
Total Qualification Time (TQT)	570 hours
Credit Value	57
BIIAB Qualifications Limited Sector	Business Administration
Regulator Sector	15.2 Administration
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 4 NVQ Diploma in Business Administration	601/6604/6 (England) C00/0743/2 (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

Rules of Combination: BIIAB Level 4 Diploma in Business Administration (NVQ)

To achieve the BIIAB Level 4 NVQ Diploma in Business Administration learners **must** gain a total of **57** credits. This **must** consist of:

- > Mandatory Group A **minimum** credit: **18**
- > Optional unit groups B and C **minimum** credit: 39. This **must** consist of:
 - > Optional unit group B **minimum** credit: **26**
 - > A **minimum** of **13 additional** credits **must** come from Optional unit Group B and / or Optional unit Group C

This 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. The qualification is assessed via Portfolio.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 18				
Resolve Administrative Problems	D/506/1956 BA67	4	6	56
Manage the Work of an Administrative Function	T/506/1946 BA70	4	5	27
Communicate in a Business Environment	Y/506/1910 BA40	3	4	24
Manage Personal & Professional Development	T/506/2952 ML9	3	3	12

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 26				
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
Create Bespoke Business Documents	T/506/1915 BA45	3	4	23
Monitor Information Systems	F/506/1917 BA47	3	8	43
Evaluate the Provision of Business Travel or Accommodation	J/506/1918 BA48	3	5	30
Manage an Office Facility	K/506/1944 BA60	3	4	21
Analyse and Present Business Data	M/506/1945 BA61	3	6	24
Contribute to the Design & Development of an Information System	A/506/1950 BA64	4	5	23

Manage Information Systems	F/506/1951 BA65	4	6	30
Support Environmental Sustainability in a Business Environment	R/506/1954 BA66	4	4	38
Prepare Specifications for Contracts	H/506/1957 BA68	4	4	23
Manage Events	M/506/1959 BA69	4	6	49

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C Minimum Credit Target – 13				
Champion Customer Service	D/506/2153 CS35	4	4	17
Manage Team Performance	A/506/1821 ML11	3	4	21
Manage Individuals' Performance	J/506/1921 ML12	3	4	20
Chair & 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 & Maintain Business Continuity Plans & Processes	K/506/1930 ML20	3	4	25
Collaborate with Other Departments	M/506/1931 ML21	3	3	14
Develop & Maintain Professional Networks	J/506/1949 ML25	4	3	15
Develop & Implement an Operational Plan	Y/506/1955 ML27	4	5	24
Encourage Learning & Development	M/506/1962 ML28	4	3	16
Initiate & Implement Operational Change	T/506/1980 ML30	4	4	19

Develop Working Relationships with Stakeholders	F/506/1982 ML32	4	4	20
Manage Physical Resources	K/506/1989 ML34	4	4	26
Prepare for & 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 & Induction Practice	R/506/2909 ML43	4	6	33
Establish Business Risk Management Processes	J/506/2048 ML46	5	5	26
Promote Equality of Opportunity, Diversity & Inclusion	R/506/2053 ML47	5	5	26
Design Business Processes	D/506/2055 ML49	5	5	23
Optimise the Use of Technology	F/506/2064 ML52	5	6	29

Barred Unit	
Unit	Barred Against
Manage business risk (L/506/2004)	Establish business risk management processes (J/506/2048)

Aim

The Level 4 NVQ Diploma in Business Administration has been designed to enable learners to obtain and then demonstrate the knowledge and skills required to work effectively within a business administration role at level 4.

Achievement of this qualification indicates competence to undertake a business administration role in the workplace. The primary purpose of the qualification is therefore to confirm occupational competence at level 4, for example as an Office Manager, Administration Team Leader, Personal Assistant, Business Development Executive.

This qualification, along with the Level 4 Diploma in Business Administration, Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Higher Apprenticeship in Business & Professional Administration (Level 4).

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

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:

- > 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.

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.

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

This qualification contains competence units. These units are assessed by Portfolio externally set by BIIAB Qualifications Limited. 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.

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.

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
- > 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

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 the Business Administration sector. It also will allow for a number of progression routes into Level 5 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- > BIIAB Level 5 Diploma in Management and Leadership (NVQ)
- > 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 and professional 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

Communicate in a business environment

Unit Reference	Y/506/1910	
Level	3	
Credit Value	4	
Guided Learning (GL)	24	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to produce written communications and to be able to communicate verbally within a business environment.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)	
The learner will	The learner can	
1. Understand business communication models, systems and processes	1.1	Analyse the communication needs of internal and external stakeholders
	1.2	Analyse the different communication models that support administration
	1.3	Evaluate the effectiveness of different communication systems
	1.4	Explain the factors that affect the choice of communication media
	1.5	Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
	1.6	Explain the factors to be taken into account in planning and structuring different communication media
	1.7	Explain ways of overcoming barriers to communication
	1.8	Explain the use of communications theories and body language

	1.9	Explain proof-reading techniques for business communications
2. Be able to communicate in writing in business	2.1	Identify the purpose and audience of the information to be communicated
	2.2	Select communication media that are appropriate to the audience and information to be communicated
	2.3	Present information in the format, layout and style that is appropriate to the information to be communicated
	2.4	Follow agreed business practices when communicating in writing
	2.5	Adapt the style and content of a communication, appropriate to specific audiences
	2.6	Present written communications that are clear, expressed in correct grammar and reflect what is intended
	2.7	Meet agreed deadlines in communicating with others
3. Be able to communicate verbally in business	3.1	Identify the nature, purpose, audience and use of the information to be communicated
	3.2	Use language that is correct and appropriate for the audience's needs
	3.3	Use appropriate body language and tone of voice to reinforce messages
	3.4	Identify the meaning and implications of information that is communicated verbally
	3.5	Confirm that a recipient has understood correctly what has been communicated

	3.6	Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards
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Manage the work of an administrative function

Unit Reference	T/506/1946	
Level	4	
Credit Value	5	
Guided Learning (GL)	27	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to manage the work of an administrative function.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.8)	
The learner will	The learner can	
1. Understand the management of an administrative function	1.1	Evaluate the way in which the purpose and values of an organisation affect the design and delivery of administrative services
	1.2	Analyse the role of IT systems in the delivery of administrative services
	1.3	Explain how budgetary constraints affect administrative functions
	1.4	Analyse techniques to manage team members
	1.5	Evaluate the role of stakeholder feedback in the design and delivery of administrative work
	1.6	Explain techniques used to monitor and evaluate administrative work
	1.7	Explain techniques to manage bottlenecks and downtime in a way that meets volume targets and quality standards
2. Be able to organise the work of an administrative function	2.1	Agree specific, measurable, achievable, realistic and timebound (SMART) objectives with their team

	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p>	<p>Specify how business targets and objectives will be achieved</p> <p>Develop systems and standard operating procedures for administrative processes that meet organisational and legal requirements</p> <p>Set key performance indicators (KPIs) that are capable of measuring the progress and efficiency of the work of an administrative function</p> <p>Obtain resources likely to enable targets and objectives to be met within the agreed timescale</p> <p>Allocate workloads in a way that is likely to meet targets, deadlines and budgetary constraints</p>
<p>3. Be able to manage administrative workflows</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>3.7</p>	<p>Manage workflow in a way that is likely to meet volume targets and quality standards</p> <p>Minimise downtime and productivity waste</p> <p>Provide support that facilitates the development of team members and the achievement of targets and objectives</p> <p>Produce timely management reports that address workflow information requests</p> <p>Use feedback to prevent and resolve problems</p> <p>Evaluate the efficiency and effectiveness of administrative services</p> <p>Implement improvements to administrative services based on the results of evaluation</p>

	3.8	Adhere to organisational policies and procedures, legal and ethical requirements in managing administrative workflows
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Resolve administrative problems

Unit Reference	D/506/1956	
Level	4	
Credit Value	6	
Guided Learning (GL)	56	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to identify and resolve administrative problems.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)	
The learner will	The learner can	
1. Understand the principles underpinning the resolution of administrative problems	1.1	Evaluate the effectiveness of different types of information on an administrative function
	1.2	Explain the basis for selecting tools, techniques and strategies to analyse administrative functions
	1.3	Explain the constraints attached to the use of resources needed to resolve administrative problems
	1.4	Explain how to apply risk assessment and management techniques to identify and resolve administrative problems
	1.5	Analyse the effectiveness of different techniques used to resolve administrative problems
2. Be able to identify administrative problems	2.1	Collect information relevant to the administrative problem
	2.2	Use analytical techniques that are appropriate to the administrative problem

	2.3	Clarify whether an administrative problem is recurrent, intermittent or a sole instance
	2.4	Identify patterns of issues and problems
	2.5	Identify the likely cause of an administrative problem
3. Be able to resolve administrative problems	3.1	Select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
	3.2	Develop a plan that addresses the administrative problem whilst minimising disruption to business
	3.3	Identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
	3.4	Implement a problem-solving plan within the agreed timescale and constraints
	3.5	Take action to ensure that systems and processes are capable of preventing future recurrences
	3.6	Evaluate the effectiveness of problem-solving activities
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems

Optional Group B Unit Details

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 be able to contribute to the improvement of business 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 understand and be able to prepare and 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 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

Create bespoke business documents

Unit Reference	T/506/1915	
Level	3	
Credit Value	4	
Guided Learning (GL)	23	
Unit Summary	This unit provides the learner with the knowledge to be able to design and create bespoke business documents.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Understand how to create bespoke business documents	1.1	Explain the use of bespoke business documents
	1.2	Describe the factors to be taken into account in selecting the appropriate method of presenting a business document
	1.3	Describe the use of technology to create bespoke business documents
	1.4	Explain the purpose and requirements of corporate identity in bespoke business documents
	1.5	Analyse different design techniques used to create attractive bespoke business documents
	1.6	Explain the factors to be taken into account in evaluating the impact of bespoke business documents
2. Be able to design bespoke business documents	2.1	Confirm the purpose, nature, content, style, quality standards, audience and deadline of the document

	2.2	Identify the optimum method of presenting the document
	2.3	Create design options that meet the specification
	2.4	Take into account feedback from stakeholders
3. Be able to create bespoke business documents	3.1	Include content that meets the brief, is accurate and grammatically correct
	3.2	Use design techniques to create documents that meet the specification
	3.3	Integrate non-text items into the agreed layout
	3.4	Present documents within the agreed timescale

Monitor information systems	
Unit Reference	F/506/1917
Level	3
Credit Value	8
Guided Learning (GL)	43
Unit Summary	This unit provides the learner with the knowledge to understand how information systems are used and be able to monitor them.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.7)
The learner will	The learner can
1. Understand how information systems are used	1.1 Explain how the intended use of reports affects the choice of format and language 1.2 Explain how the audience of reports affects the choice of format and language 1.3 Explain the features of different problem-solving techniques related to information systems 1.4 Evaluate the suitability of possible problem-solving actions related to information systems 1.5 Explain techniques to validate the reliability of information 1.6 Analyse the suitability of different evaluation techniques related to information systems 1.7 Assess the potential consequences of breaches of confidentiality 1.8 Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information

<p>2. Be able to monitor information systems</p>	<p>2.1 Develop a plan to monitor information systems that specify objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements</p> <p>2.2 Carry out monitoring activities in accordance with the plan</p> <p>2.3 Provide training and support to system users that is appropriate to their needs</p> <p>2.4 Identify the cause of problems with an information system</p> <p>2.5 Suggest solutions to problems with an information system</p> <p>2.6 Recommend adaptations to the system in response to identified problems or developments</p> <p>2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when monitoring information systems</p>
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Evaluate the provision of business travel or accommodation

Unit Reference	J/506/1918	
Level	3	
Credit Value	5	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge to be able to evaluate the provision of business travel and accommodation and recommend improvements.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the provision of business travel or accommodation arrangements	1.1	Explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation
	1.2	Explain different travel or accommodation-related needs and services
	1.3	Explain different arrangements that could be made for the provision of business travel or accommodation
	1.4	Explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation
2. Be able to evaluate the quality of organisational business travel or accommodation arrangements	2.1	Assess the performance of providers of travel or accommodation against agreed criteria
	2.2	Identify instances of exceptional and inadequate performance
	2.3	Evaluate the benefits and limitations of existing arrangements for organising

	2.4	<p>business travel or accommodation and their implications</p> <p>Identify alternative potential providers and ways of providing travel or accommodation</p>
3. Be able to recommend improvements to organisational business travel or accommodation arrangements	3.1	<p>Produce costed plans that set out different options, their benefits, limitations and implications</p> <p>3.2 Shortlist alternative potential providers of business travel or accommodation against agreed criteria</p> <p>3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when recommending improvements to arrangements for business travel or accommodation</p>

Manage an office facility	
Unit Reference	K/506/1944
Level	3
Credit Value	4
Guided Learning (GL)	21
Unit Summary	This unit provides the learner with the knowledge to understand the management of an office facility and be able to maintain an office facility.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)
The learner will	The learner can
1. Understand the management of an office facility	1.1 Explain the requirements of establishing and implementing office management procedures 1.2 Explain how to manage the effectiveness of work and systems 1.3 Explain how to manage any constraints attached to office facilities and related budgets 1.4 Explain the factors to be taken into account in the design of office systems, procedures and guidance documents 1.5 Explain how to create an environment that is conducive to productive work
2. Be able to manage and maintain an office facility	2.1 Maintain equipment and consumables to agreed levels 2.2 Establish systems to evaluate the effectiveness of office systems and procedures

	2.3	Review the effectiveness of office systems and procedures to meet users' needs, adapting them to meet changing demands
	2.4	Manage the maintenance of office equipment to meet users' needs and expectations
	2.5	Manage effective relationships with suppliers
	2.6	Take action to ensure that administrative services are provided to agreed standards

Analyse and present business data

Unit Reference	M/506/1945	
Level	3	
Credit Value	6	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge to understand the analysis and presentation of business data. You will be able to analyse quantitative and qualitative business data and then present the analysis.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the analysis and presentation of business data	1.1	Explain the uses and limitations of primary and secondary data
	1.2	Explain the uses and limitations of quantitative and qualitative data
	1.3	Evaluate the issues relating to the validity and reliability of data and its analysis
	1.4	Explain the use of IT tools to carry out research
	1.5	Assess the risks attached to making judgments based on limited or unrepresentative samples
	1.6	Assess the risks attached to generalising research findings
	1.7	Explain different formats and techniques for the presentation of the analysis
2. Be able to analyse quantitative and qualitative business data	2.1	Agree the parameters of the analysis
	2.2	Clarify any ethical requirements of the analysis

	2.3	Organise the data in a way that will facilitate its analysis
	2.4	Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives
	2.5	Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
	2.6	Confirm the accuracy of data analysis and make necessary adjustments
	2.7	Draw conclusions that are valid and supported by evidence
3. Be able to present the analysis of business data	3.1	Present data in the agreed reporting format and house style
	3.2	Acknowledge the limitations of the analysis
	3.3	Reference data sources

Contribute to the design and development of an information system

Unit Reference	A/506/1950	
Level	4	
Credit Value	5	
Guided Learning (GL)	23	
Unit Summary	This unit provides the learner with the knowledge to be able to contribute to 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 information system design requirements	1.1	Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation
	1.2	Assess the ways in which information can be used by an organisation
	1.3	Evaluate the implications of data protection requirements for the design of an information system
2. Be able to contribute to the specification of an information system	2.1	Identify the users and stakeholders of an information system
	2.2	Identify the information that will be managed within a system
	2.3	Analyse the impact of budgetary constraints on the design of an information system
	2.4	Specify the functionality of a system that is capable of delivering agreed requirements

	2.5	Specify access and security restrictions and systems that meet the design specification of an information system
	2.6	Identify resources needed to implement and operate the system
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system
3. Be able to recommend options for the development of an information system	3.1	Evaluate the advantages and limitations of proprietary and customised information systems
	3.2	Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source
	3.3	Identify the implications of testing information systems before finalising the specification
	3.4	Justify recommendations for the development of an information system based on an analysis of cost effectiveness and functionality

Manage information systems	
Unit Reference	F/506/1951
Level	4
Credit Value	6
Guided Learning (GL)	30
Unit Summary	This unit provides the learner with the knowledge to understand the management of information systems and be able to set up information system processes and manage an information system.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)
The learner will	The learner can
1. Understand the management of information systems	1.1 Explain the uses of an information system 1.2 Describe typical information system interfaces 1.3 Analyse the implications of system updates and system developments to an organisation 1.4 Analyse the use of stakeholders' feedback on the effectiveness of an information system 1.5 Evaluate the implications of data protection requirements for the management and use of an information system
2. Be able to set up information system processes	2.1 Develop standard operating procedures for administrative processes that meet organisational and legal requirements 2.2 Implement management processes that are capable of identifying and resolving problems

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

Support environmental sustainability in a business environment

Unit Reference	R/506/1954	
Level	4	
Credit Value	4	
Guided Learning (GL)	38	
Unit Summary	This unit provides the learner with the knowledge to support environmental sustainability in a business environment.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
1. Understand the principles supporting environmental sustainability in a business environment	1.1	Describe current legislation in relation to environmental sustainability in a business environment
	1.2	Explain government incentives that support environmental sustainability in a business environment
	1.3	Analyse the relationship between environmental sustainability and corporate social responsibility
	1.4	Explain the health and safety considerations for environmental sustainability and waste management
	1.5	Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures
2. Be able to implement best practice in environmental sustainability in a business environment	2.1	Identify the environmental standards that are relevant to an organisation
	2.2	Evaluate the impact of an organisation's business on its environment

	2.3	Promote a culture of efficient consumption of energy in line with an organisation's energy management policies
	2.4	Establish procedures to minimise waste and maximise the recycling of materials
	2.5	Establish procedures to meet hazardous waste regulations
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment

Prepare specifications for contracts

Unit Reference	H/506/1957	
Level	4	
Credit Value	4	
Guided Learning (GL)	23	
Unit Summary	This unit provides the learner with the knowledge to be able to prepare specifications for contracts.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.7)	
The learner will	The learner can	
1. Understand the principles supporting the preparation of specifications for contracts	1.1	Explain the scope of contract specifications
	1.2	Explain the roles and interests of those who should be involved in a tender process
	1.3	Analyse the legal implications of a range of types of contracts and agreements
	1.4	Explain the requirements of confidentiality and data protection
	1.5	Evaluate the risks associated with procurement and tendering processes
	1.6	Explain the basis for the design of a tender evaluation process
2. Be able to prepare specifications for contracts	2.1	Confirm the requirements for the contract specification
	2.2	Draft contract specifications that meet the requirements including post-contractual requirements
	2.3	Specify the parameters of the contract in line with the requirements

	2.4	Provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification
	2.5	Define objective selection criteria to evaluate tender proposals
	2.6	Establish a selection process that meets organisational requirements
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when preparing specifications for contracts

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 be able to manage the planning of an event, manage the event itself and also follow up after the 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

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

	4.2	Optimise opportunities to take actions that are likely to further business objectives
	4.3	Evaluate the effectiveness of an event against agreed criteria

Optional Group C Unit Details

Champion Customer Service	
Unit Reference	D/506/2153
Level	4
Credit Value	4
Guided Learning (GL)	17
Unit Summary	This unit provides the learner with the knowledge to be able to champion customer service.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)
The learner will	The learner can
1. Understand how to champion customer service	1.1 Evaluate the importance of viewing operations from the customer's viewpoint 1.2 Analyse the role of service partners in providing customer service 1.3 Evaluate the effectiveness of information collection systems and reports 1.4 Describe organisational decision-making processes and limits of their own authority 1.5 Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements 1.6 Describe activities that give added value to the service chain
2. Be able to identify the scope for improvements to customer service	2.1 Monitor customer service delivery to identify issues that are important to customer service

	2.2	Analyse the implications of improvements to customer service
	2.3	Identify customer service issues relating to new products and/or services
	2.4	Identify the strategic and managerial implications of changes to customer service and the service offer
3. Be able to champion customer service	3.1	Promote the role of customer service within an organisation's operational plans
	3.2	Inform individual staff members about their role in championing customer service
	3.3	Promote the benefits of effective customer service
	3.4	Provide validated customer service advice and information to colleagues
	3.5	Support others to identify areas for improvement to customer service
	3.6	Monitor the effectiveness of advice and information given
	3.7	Take actions to ensure that customer service delivery meets agreed standards

Manage team performance	
Unit Reference	A/506/1821
Level	3
Credit Value	4
Guided Learning (GL)	21
Unit Summary	This unit provides the learner with the knowledge to manage team performance and manage communication within a team.
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 3.2 3.3 3.4 3.5 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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Mange individuals' performance	
Unit Reference	J/506/1921
Level	3
Credit Value	4
Guided Learning (GL)	20
Unit Summary	This unit provides the learner with the knowledge to understand the management of underperformance and be able to manage individual's performance in the workplace.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.7)
The learner will	The learner can
1. Understand the management of underperformance in the workplace	1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance 1.2 Explain how to identify causes of underperformance 1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively 1.4 Explain how to address issues that hamper individuals' performance 1.5 Explain how to agree a course of action to address underperformance
2. Be able to manage individuals' performance in the workplace	2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives 2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs

	2.3	Apply motivation techniques to maintain morale
	2.4	Provide information, resources and 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

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 prepare, chair and lead meetings and also deal with any queries post-meeting.
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 be able to identify, generate and test ideas and implement innovative ideas.
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	<p>2.1 Generate ideas for innovation or improvement that meet the agreed criteria</p> <p>2.2 Test selected ideas that meet viability criteria</p> <p>2.3 Evaluate the fitness for purpose and value of the selected ideas</p> <p>2.4 Assess potential innovations and improvements against the agreed evaluation criteria</p>
3. Be able to implement innovative ideas and improvements	<p>3.1 Explain the risks of implementing innovative ideas and improvements</p> <p>3.2 Justify conclusions of efficiency and value with evidence</p> <p>3.3 Prepare costings and schedules of work that will enable efficient implementation</p> <p>3.4 Design processes that support efficient implementation</p>

Manage conflict within a team	
Unit Reference	K/506/1927
Level	3
Credit Value	5
Guided Learning (GL)	25
Unit Summary	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 buy 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 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 plan, implement and maintain a business continuity plan and process.	
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 collaborate 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

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, implement and evaluate an operational plan.	
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 risk
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 be able to support and evaluate individuals' 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 individual's learning and development	2.1	Promote the benefits of learning to people in own area of responsibility
	2.2	Support individuals in identifying their current and likely future learning and development needs from a range of information sources
	2.3	Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs

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

Initiate and implement operational change

Unit Reference	T/506/1980	
Level	4	
Credit Value	4	
Guided Learning (GL)	19	
Unit Summary	This unit provides the learner with the knowledge to be able to plan, manage and evaluate operational change.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand the implementation of operational change	1.1	Explain sources of information indicating the need for change
	1.2	Analyse the advantages and limitations of different project and change management techniques
	1.3	Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management
2. Be able to plan for operational change	2.1	Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
	2.2	Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives
	2.3	Provide colleagues with the support needed to implement operational change
3. Be able to manage operational change	3.1	Implement the change plan within the agreed timescale using available resources

	3.2	Assess the significance of deviations from the change plan
	3.3	Address interdependency issues and tensions that affect the achievement of change objectives
	3.4	Assess the value and risks of unintended outcomes from operational change
	3.5	Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken
4. Be able to evaluate the effectiveness of operational change	4.1	Evaluate the effectiveness of operational change
	4.2	Identify areas for improvement, justifying conclusions and recommendations with evidence
	4.3	Communicate to stakeholders the lessons learned from the change

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 be able to develop 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 stakeholders
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 analyses 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 identify, obtain and manage the use of 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

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 understand the principles underpinning the management of quality and to be able to prepare and support 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 understand the principles underpinning the management of quality and to be able to prepare and conduct quality audits.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand 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 be able to identify financial requirements and set and 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 in the 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 plan, manage and evaluate 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 evaluate the effectiveness of a project	4.1	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
	4.2	Evaluate the effectiveness of capturing and managing project related knowledge
	4.3	Report on the effectiveness of plans

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 address and mitigate 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 knowledge 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 people into an organisation, select appropriate people for the role and induct them into an 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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Establish business risk management processes

Unit Reference	J/506/2048	
Level	5	
Credit Value	5	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge to establish business risk management processes.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Understand business risk management models and techniques	1.1	Analyse standards relating to the management of business risk
	1.2	Analyse the factors influencing different types of risk
	1.3	Evaluate the relationship between risk management, business continuity and crisis management
	1.4	Evaluate a range of scenario planning and crisis management models
	1.5	Analyse methods of calculating risk probability
	1.6	Analyse the effectiveness of a range of risk monitoring techniques
	1.7	Analyse the significance of risk governance structures and ownership
2. Be able to develop business risk management processes	2.1	Review periodically the effectiveness of risk management strategy, policy and criteria
	2.2	Take action to ensure that risk profiles remain current and relevant

	2.3	Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk
	2.4	Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation
	2.5	Take action to ensure that risk management processes are integrated into operational plans and activities
3. Be able to evaluate the effectiveness of business risk management processes	3.1	Appraise the suitability of a range of risk evaluation techniques to business risk management
	3.2	Evaluate risk using valid quantitative and qualitative information
	3.3	Identify areas for improvement in identifying and managing risk
	3.4	Encourage a culture that accepts and manages risk

Promote equality of opportunity, diversity and inclusion

Unit Reference	R/506/2053	
Level	5	
Credit Value	5	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge to promote equality of opportunity, diversity and inclusion.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. Understand the principles underpinning equality, diversity and inclusion in the workforce	1.1	Analyse the development of equality, diversity and inclusion policies and practices in the workforce
	1.2	Evaluate the application of approaches to equal opportunities
	1.3	Evaluate the impact of equality, diversity and inclusion policy on workforce performance
	1.4	Evaluate methods of managing ethical conflicts
	1.5	Evaluate the business benefits of effective equality, diversity and inclusion policies and practices
	1.6	Evaluate the impact of equality, diversity and inclusion on organisational practices
	1.7	Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce

<p>2. Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements</p>	<p>2.1 Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose</p> <p>2.2 Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally</p> <p>2.3 Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes</p> <p>2.4 Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices</p>
<p>3. Be able to promote equality, diversity and inclusion policies and practices</p>	<p>3.1 Devise a communications strategy and plan that covers everyone within their area of responsibility</p> <p>3.2 Use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion</p> <p>3.3 Take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices</p> <p>3.4 Promote a culture where actual and potential discrimination is challenged</p> <p>3.5 Take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination</p>

Design business processes	
Unit Reference	D/506/2055
Level	5
Credit Value	3
Guided Learning (GL)	23
Unit Summary	This unit provides the learner with the knowledge to be able to develop business processes and evaluate their effectiveness.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand techniques and tools that support the design of business processes	1.1 Analyse the principles of business change and business process re-engineering 1.2 Evaluate the concept and application of workflow patterns and usability testing 1.3 Evaluate a range of modelling tools 1.4 Analyse the factors to be taken into account when evaluating the effectiveness of business processes
2. Be able to develop business processes	2.1 Evaluate the scope for business process improvement and constraints 2.2 Generate ideas that meet defined business needs 2.3 Test a proposed process through a modelling exercise 2.4 Evaluate the feasibility and viability of a proposed process against agreed criteria 2.5 Establish the degree of overlap between a proposed process and existing processes and systems

	2.6	Resolve tensions between existing and proposed systems and processes
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes
3. Be able to evaluate the effectiveness of business processes	3.1	Analyse valid information using techniques that are appropriate to the process being evaluated
	3.2	Assess the cost and benefit of a business process to the organisation
	3.3	Justify recommendations for the rejection, adoption or enhancements to processes with evidence

Optimise the use of technology

Unit Reference	F/506/2064	
Level	5	
Credit Value	6	
Guided Learning (GL)	29	
Unit Summary	This unit provides the learner with the knowledge to optimise the use of technology.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Understand the principles underpinning the optimisation of technology	1.1	Explain how to keep up to date with technological developments
	1.2	Analyse the requirements of organisational procurement processes
	1.3	Evaluate the implications of technology for business continuity and crisis management plans
	1.4	Evaluate the legal implications of changes to the use of technology
	1.5	Analyse the requirements of a technology strategy
2. Be able to scope the use of technology	2.1	Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality
	2.2	Evaluate the current use of technology against agreed criteria
	2.3	Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems

	2.4	Identify the strategic implications of changes to the use of technology
	2.5	Assess the risks, limitations and benefits of changes to the use of technology
3. Be able to optimise the use of technological solutions	3.1	Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy
	3.2	Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans
	3.3	Recommend technological solutions that meet the specified objectives
4. Be able to manage the use of technology	4.1	Develop procedures that address all aspects of the technology and their implications
	4.2	Take action to ensure that everyone using the technology is adequately trained and equipped
	4.3	Promote the benefits of technology
	4.4	Use monitoring techniques that are appropriate to the nature of the work carried out and the system
	4.5	Take prompt corrective action in the event of problems arising

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.