



Qualification Guidance Document

BIIAB Level 4 NVQ Diploma in Management

England – 601/4601/1
Wales – C00/0679/6

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 D5080-04.

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

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

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

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

Qualification Summary

BIIAB Level 4 NVQ Diploma in Management – 601/4601/1 (England) and C00/0679/6 (Wales)	
Qualification Purpose	To obtain and then demonstrate the skills and knowledge to work in a Management role.
Age Range	Pre 16 <input type="checkbox"/> 16-18 <input type="checkbox"/> 18+ <input checked="" type="checkbox"/> 19+ <input checked="" type="checkbox"/>
Regulation	The above qualification(s) is/are regulated by: <ul style="list-style-type: none"> > Ofqual > Qualifications Wales > CCEA
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	01/11/2024
Review Date	30/09/2027
Operational End Date	
Certification End Date	
Guided Learning (GL)	214 hours
Total Qualification Time (TQT)	530 hours
Credit Value	53
BIIAB Qualifications Limited Sector	Business Support
Regulator Sector	15.3 Business Management
Support from Trade Associations	

Introduction

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

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

Qualification Title	Qualification Number (QN)
BIIAB Level 4 NVQ Diploma in Management	601/4601/1 (England) C00/0679/6 (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 NVQ Diploma in Management

To achieve the BIIAB Level 4 NVQ Diploma in Management learners **must** gain a total of **53** credits. This **must** consist of:

- > Mandatory Group A **minimum** credit: **17**
- > Optional groups B and C minimum credit: **36**. This **must** consist of:
 - > Optional group B **minimum** credit: **20**
 - > Optional group C **maximum** credit: **16**

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.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 17				
Manage personal and professional development	T/506/2952 ML9	3	3	12
Provide leadership and management	L/506/1953 ML26	4	5	28
Develop and implement an operational plan	Y/506/1955 ML27	4	5	24
Develop working relationships with stakeholders	F/506/1982 ML32	4	4	20

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 20				
Develop and maintain professional networks	J/506/1949 ML25	4	3	15
Encourage learning and development	M/506/1962 ML28	4	3	16
Initiate and implement operational change	T/506/1980 ML30	4	4	19
Discipline and grievance management	A/506/1981 ML31	4	3	26
Manage a tendering process	L/506/1984 ML33	4	4	21
Manage physical resources	K/506/2907 ML34	4	4	26
Manage the impact of work activities on the environment	J/506/2907 ML35	4	4	30
Prepare for and support quality audits	K/506/1992 ML36	4	3	17
Conduct quality audits	T/506/1994 ML37	4	3	21
Manage a budget	A/506/1995 ML38	4	4	26
Manage a project	R/506/1999 ML40	4	7	38

Manage business risk	L/506/2004 ML41	4	6	27
Manage knowledge in an organisation	A/506/2032 ML42	4	5	34
Recruitment, selection and induction practice	R/506/2909 ML43	4	6	33
Manage redundancy and redeployment	M/506/2044 ML44	4	6	39
Promote equality, diversity and inclusion in the workplace	T/506/1820 ML10	3	3	15
Manage team performance	A/506/1821 ML11	3	4	21
Manage individuals' performance	J/506/1921 ML12	3	4	20
Manage individuals' development in the workplace	L/506/1922 ML13	3	3	10
Chair and lead meetings	Y/506/1924 ML14	3	3	10
Encourage innovation	J/506/2292 ML16	3	4	14
Manage conflict within a team	K/506/1927 ML17	3	5	25
Procure products and/or services	M/506/1928 ML18	3	5	35
Implement and maintain business continuity plans and processes	K/506/1930 ML20	3	4	25
Collaborate with other departments	M/506/1931 ML21	3	3	14
Support remote or virtual teams	A/506/1933 ML22	3	4	18
Contribute to the development of a strategic plan	A/506/2046 ML45	5	5	31
Design business processes	D/506/2055 ML49	5	5	23
Develop and manage collaborative relationships with other organisations	T/506/2059 ML51	5	5	28
Optimise the use of technology	F/506/2064 ML52	5	6	29

Manage product and/or service development	Y/506/2068 ML53	5	5	23
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Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C Maximum Credit Target – 16				
Manage health and safety in own area of responsibility	D/504/4056 CFAQ90	4	5	15
Contribute to the design and development of an information system	A/506/1950 BA64	4	5	23
Manage information systems	F/506/1951 BA65	4	6	30
Manage events	M/506/1959 BA69	4	6	49
Manage customer service operations	M/506/2898 CS34	4	7	23
Review the quality of customer service	F/506/2176 CS36	4	4	20
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
Resolve customers' problems	K/506/2169 CS30	3	4	19
Resolve customers' complaints	R/506/2151 CS31	3	4	22
Analyse competitor activity	Y/502/9927 CFAQ91	3	3	3
Developing sales proposals	A/502/8656 CFAQ92	4	5	30
Prioritising information for sales planning	D/502/8651 CFAQ93	4	3	20

Aim

BIIAB Level 4 NVQ Diploma in Management has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work in a

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

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

Target Group

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

- > 18+
- > 19+

Assessment

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

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

Overview of assessment strategy

This qualification contains competence units. Competence units are assessed following NVQ principles.

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

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

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

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

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

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

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

Assessment Process

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

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

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

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

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

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent

and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

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

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

Skills CFA Assessment Strategy

Requirements of assessors, external and internal verifiers

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

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

- > hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- > be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- > have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

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

IQAs must:

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

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions must be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- > be 'occupationally competent'. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified and know how they are applied in business.
- > demonstrate competent practice in internal verification of assessment and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) – The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality

assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

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

OR

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

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

Evidence from Workplace Performance

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

ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

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

This qualification is designed to equip learners with the knowledge and skills to work effectively in Management. It also will allow for a number of progression routes into Level 5 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- > BIIAB Level 5 NVQ Diploma in Management and Leadership
- > Career progression

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the



sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

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

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

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

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

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

Provide leadership and management	
Unit Reference	L/506/1953
Level	4
Credit Value	5
Guided Learning (GL)	28
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to engage and inspire stakeholders and colleagues and to deliver results.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand the principles supporting leadership and management	1.1 Analyse how leadership and management theories may be applied 1.2 Assess the influence of an organisation's culture on its leadership styles and management practices 1.3 Assess the influence of an organisation's structure on its leadership styles and management practices 1.4 Analyse how theories of motivation may be applied in the practice of leadership 1.5 Evaluate the role of stakeholder engagement in leadership and management 1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation
2. Be able to engage and inspire stakeholders and colleagues	2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals

	<p>2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation’s vision and the expression of its values</p> <p>2.3 Identify who stakeholders are and the nature of their interest</p> <p>2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives</p> <p>2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour</p> <p>2.6 Take action to maintain morale through difficult times</p> <p>2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders</p>
<p>3. Be able to deliver results</p>	<p>3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise</p> <p>3.2 Use delegation techniques whilst delivering targets</p> <p>3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters</p> <p>3.4 Adapt plans, priorities and resource allocations to meet changing</p>

Develop and implement an operational plan

Unit Reference	Y/506/1955	
Level	4	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge of the principles of operational planning and be able 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 risks
4. Be able to evaluate the effectiveness of an operational plan	4.1	Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources
	4.2	Report on the effectiveness of operational plans in the appropriate format

Develop working relationships with stakeholders

Unit Reference	F/506/1982	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge 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 stakeholder
3. Be able to develop productive working relationships with stakeholders	3.1	Create a climate of mutual trust and respect by behaving openly and honestly
	3.2	Take account of the advice provided by stakeholders
	3.3	Minimise the potential for friction and conflict amongst stakeholders
4. Be able to evaluate relationships with stakeholders	4.1	Monitor relationships and developments with stakeholders
	4.2	Address changes that may have an effect on stakeholder relationships
	4.3	Recommend improvements based on analyses of the effectiveness of stakeholder relationships

Optional Group B Unit Details

Promote equality of opportunity, diversity and inclusion	
Unit Reference	T/506/1820
Level	3
Credit Value	3
Guided Learning (GL)	15
Unit Summary	<p>This unit explores the organisational and personal aspects of equality, diversity, and inclusion (EDI) in the workplace, focusing on both theoretical understanding and practical application. Learners will first examine the distinctions between equality, diversity, and inclusion, and how these concepts impact organisational policies. They will also explore the consequences of failing to adhere to equality legislation and the roles and responsibilities assigned within an organisation to promote EDI. The unit then shifts to a personal perspective, detailing forms of discrimination and harassment, and the importance of behaviours that foster an inclusive workplace. Finally, learners will develop skills to support EDI by raising awareness, identifying issues, and adhering to relevant organisational and legal requirements.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)
The learner will	The learner can
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1 Explain the difference between equality, diversity and inclusion 1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy 1.3 Explain the potential consequences of breaches of equality legislation

	1.4	Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different forms of discrimination and harassment
	2.2	Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
	2.3	Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Be able to support equality, diversity and inclusion in the workplace	3.1	Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace
	3.2	Identify potential issues relating to equality, diversity and inclusion in the workplace
	3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Manage team performance	
Unit Reference	A/506/1821
Level	4
Credit Value	4
Guided Learning (GL)	21
Unit Summary	<p>This unit focuses on the essential skills and knowledge required to manage team performance effectively. Learners will first explore the concepts of equality, diversity, and inclusion (EDI) and their impact on organisational policy, along with the consequences of non-compliance with equality legislation. They will then learn to allocate tasks based on team members' strengths, competencies, and expertise, while identifying areas for improvement and adapting to changing circumstances. The unit also emphasizes effective team communication, covering communication lines, setting objectives, and providing feedback. Learners will assess and refine communication strategies to enhance team performance and support.</p>
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	<p>1.1 Explain the difference between equality, diversity and inclusion</p> <p>1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy</p> <p>1.3 Explain the potential consequences of breaches of equality legislation</p> <p>1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion</p>

<p>2. Be able to allocate and assure the quality of work</p>	<p>2.1 2.2 2.3 2.4 2.5</p>	<p>Identify the strengths, competences and expertise of team members</p> <p>Allocate work on the basis of the strengths, competences and expertise of team members</p> <p>Identify areas for improvement in team members' performance outputs and standards</p> <p>Amend priorities and plans to take account of changing circumstances</p> <p>Recommend changes to systems and processes to improve the quality of work</p>
<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>

Manage individuals' performance									
Unit Reference	J/506/1921								
Level	3								
Credit Value	4								
Guided Learning (GL)	20								
Unit Summary	<p>This unit focuses on managing underperformance and improving individual performance in the workplace. Learners will begin by exploring typical organisational policies and procedures related to discipline, grievance, and underperformance. They will also learn to identify the causes of underperformance, address these issues sensitively, and establish an agreed course of action. The unit then covers practical strategies for managing performance, such as setting SMART objectives, delegating responsibilities based on individual skills, and using motivational techniques. Learners will also examine how to provide ongoing support, monitor progress, and recognise achievements while adhering to relevant policies and ethical guidelines.</p>								
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance</td> </tr> <tr> <td>1.2</td> <td>Explain how to identify causes of underperformance</td> </tr> <tr> <td>1.3</td> <td>Explain the purpose of making individuals aware of their underperformance clearly but sensitively</td> </tr> <tr> <td>1.4</td> <td>Explain how to address issues that hamper individuals' performance</td> </tr> </tbody> </table>	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
1.1	Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance								
1.2	Explain how to identify causes of underperformance								
1.3	Explain the purpose of making individuals aware of their underperformance clearly but sensitively								
1.4	Explain how to address issues that hamper individuals' performance								

	1.5	Explain how to agree a course of action to address underperformance
2. Be able to manage individuals' performance in the workplace	2.1	Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives
	2.2	Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs
	2.3	Apply motivation techniques to maintain morale
	2.4	Provide information, resources and ongoing mentoring to help individuals meet their targets, objectives and quality standards
	2.5	Monitor individuals' progress towards objectives in accordance with agreed plans
	2.6	Recognise individuals' achievement of targets and quality standards
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Manage individuals' development in the workplace

Unit Reference	L/506/1922
Level	3
Credit Value	3
Guided Learning (GL)	10
Unit Summary	<p>This unit focuses on effectively conducting performance appraisals and supporting the learning and development of team members. Learners will explore the purpose of performance reviews and gain skills in preparing for and carrying out appraisals in a private and structured manner. They will learn how to provide clear, evidence-based feedback and agree on future actions based on appraisal outcomes. The unit also covers workplace training techniques, an analysis of learning and development methods, and how to align these with individual and business needs. Learners will review team members' development regularly and suggest appropriate interventions in line with organisational policies and resources.</p>
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.5)
The learner will	The learner can
1. Be able to carry out performance appraisals	<p>1.1 Explain the purpose of performance reviews and appraisals</p> <p>1.2 Explain techniques to prepare for and carry out appraisals</p> <p>1.3 Provide a private environment in which to carry out appraisals</p> <p>1.4 Carry out performance reviews and appraisals in accordance with organisational policies and procedures</p> <p>1.5 Provide clear, specific and evidence-based feedback sensitively</p>

	1.6	Agree future actions that are consistent with appraisal findings and identified development needs
2. Be able to support the learning and development of individual team members	2.1	Describe training techniques that can be applied in the workplace
	2.2	Analyse the advantages and disadvantages of learning and development interventions and methods
	2.3	Explain organisational learning and development policies and resource availability
	2.4	Review individuals' learning and development needs at regular intervals
	2.5	Suggest learning and development opportunities and interventions that are likely to meet individual and business needs

Chair and lead meetings	
Unit Reference	Y/506/1924
Level	3
Credit Value	3
Guided Learning (GL)	10
Unit Summary	This unit equips learners with the skills to effectively lead and manage meetings. It begins with the preparation phase, where learners will identify the type, purpose, and objectives of a meeting, as well as ensure that all necessary documentation is prepared and distributed in a timely manner. The unit then focuses on chairing and leading meetings, including following business conventions, facilitating active participation, managing the agenda, and summarising key actions and responsibilities. Finally, learners will learn how to manage post-meeting tasks, such as distributing accurate records, ensuring follow-up actions are completed, and evaluating the meeting's effectiveness for future improvements.
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	<p>This unit focuses on identifying, generating, and implementing innovative ideas and improvements within an organisation. Learners will begin by analysing various techniques for idea generation, understanding the benefits of innovation, and recognising the constraints that may affect their ability to drive change. Engaging team members and stakeholders, learners will establish criteria for evaluating potential innovations and monitor areas ripe for improvement. The unit progresses to generating and testing ideas against viability and evaluation criteria, assessing their fitness for purpose and overall value. Finally, learners will explore the risks associated with implementing innovations, justify their conclusions with evidence, and prepare the necessary costings and schedules to support efficient implementation of new processes.</p>
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	<p>1.1 Analyse the advantages and disadvantages of techniques used to generate ideas</p> <p>1.2 Explain how innovation benefits an organisation</p> <p>1.3 Explain the constraints on their own ability to make changes</p>

	<p>1.4 Agree with stakeholders' terms of reference and criteria for evaluating potential innovation and improvement</p> <p>1.5 Engage team members in finding opportunities to innovate and suggest improvements</p> <p>1.6 Monitor performance, products and/or services and developments in areas that may benefit from innovation</p> <p>1.7 Analyse valid information to identify opportunities for innovation and improvement</p>
<p>2. Be able to generate and test ideas for innovation and improvement</p>	<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>
<p>3. Be able to implement innovative ideas and improvements</p>	<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	<p>This unit focuses on understanding and managing conflict within teams effectively. Learners will first explore the principles of conflict management by evaluating various methods and their suitability for different situations. They will identify the personal skills necessary for resolving conflicts, analyse the potential consequences of unresolved disputes, and examine the role of external arbitration and conciliation in conflict resolution. The unit progresses to strategies for reducing potential conflicts by clearly communicating team members' roles, reviewing systems that may lead to disputes, and considering the impact of diverse personalities and cultural backgrounds. Finally, learners will gain practical skills for addressing conflicts, including assessing their seriousness, maintaining impartiality, deciding on beneficial courses of action, and effectively communicating resolutions while adhering to organisational policies and ethical guidelines.</p>						
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Evaluate the suitability of different methods of conflict management in different situations</td> </tr> <tr> <td>1.2</td> <td>Describe the personal skills needed to deal with conflict between other people</td> </tr> <tr> <td>1.3</td> <td>Analyse the potential consequences of unresolved conflict within a team</td> </tr> </tbody> </table>	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
1.1	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	<p>This unit focuses on the essential skills and knowledge required for effective procurement within an organisation. Learners will begin by identifying procurement requirements, analysing current and future needs, and evaluating whether purchases offer the best value. They will consider ethical and sustainability factors and justify procurement decisions through a thorough analysis of risks, costs, and benefits. The unit then covers the supplier selection process, highlighting the criteria for evaluating suppliers, understanding organisational procurement policies, and recognising the impact of supplier choice on the supply chain. Finally, learners will learn to manage the purchasing process by addressing potential problems, agreeing on contract terms, documenting agreements, and ensuring compliance with relevant organisational policies and ethical standards.</p>						
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain current and likely future procurement requirements</td> </tr> <tr> <td>1.2</td> <td>Decide whether the purchase of products and/or services offers the organisation best value</td> </tr> <tr> <td>1.3</td> <td>Evaluate ethical and sustainability considerations relating to procurement</td> </tr> </tbody> </table>	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
1.1	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	<p>This unit focuses on the critical aspects of planning, implementing, and maintaining effective business continuity plans (BCPs) and processes within an organisation. Learners will first explore the essential components of BCPs, their various uses, and different planning models, while understanding the potential consequences of inadequate preparations. Engaging stakeholders, they will confirm the aims, scope, and objectives of BCPs and identify business-critical products and services. The unit then guides learners in developing a robust framework for business continuity management, recommending appropriate resources, and effectively communicating the importance of these plans to stakeholders. Finally, learners will focus on maintaining the effectiveness of BCPs through staff training, validating and testing the plans, and updating processes based on feedback and new information to ensure ongoing readiness.</p>	
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

	<p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.7</p>	<p>Explain the potential consequences of inadequate business continuity plans and processes</p> <p>Confirm the required aim, scope and objectives of business continuity plans</p> <p>Engage stakeholders in developing business continuity plans and processes</p> <p>Identify business-critical products and/or services and the activities and resources that support them</p>
<p>2. Be able to implement business continuity plans and processes</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p>	<p>Develop a framework for business continuity management</p> <p>Recommend resources that are proportionate to the potential impact of business disruption</p> <p>Communicate the importance and requirements of business continuity plans and processes to stakeholders</p> <p>Meet their own objectives within the plan</p>
<p>3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Provide training for staff who may be affected</p> <p>Validate and test the strength of business continuity plans and processes</p> <p>Update plans and processes in the light of feedback from business continuity exercises and other sources of information</p>

Collaborate with other departments

Unit Reference	M/506/1931						
Level	3						
Credit Value	3						
Guided Learning (GL)	14						
Unit Summary	<p>This unit explores the importance of collaboration with other departments to enhance organizational effectiveness. Learners will begin by understanding the need for interdepartmental collaboration, examining the nature of interactions between their own teams and other departments. They will identify the features of effective collaboration and the potential implications of failing to collaborate effectively, including the role of knowledge management in fostering cooperative relationships. The unit will also guide learners in analysing the advantages and disadvantages of collaboration, determining which departments to engage with, and recognizing the scope and limitations of collaborative efforts. Finally, learners will develop practical skills to establish Service Level Agreements (SLAs), set objectives, and work collaboratively with other departments to contribute to the overall achievement of organisational goals.</p>						
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	<table border="1"> <tr> <td>1.1</td> <td>Explain the need for collaborating with other departments</td> </tr> <tr> <td>1.2</td> <td>Explain the nature of the interaction between their own team and other departments</td> </tr> <tr> <td>1.3</td> <td>Explain the features of effective collaboration</td> </tr> </table>	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
1.1	Explain the need for collaborating with other departments						
1.2	Explain the nature of the interaction between their own team and other departments						
1.3	Explain the features of effective collaboration						

	1.4	Explain the potential implications of ineffective collaboration with other departments
	1.5	Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2. Be able to identify opportunities for collaboration with other departments	2.1	Analyse the advantages and disadvantages of collaborating with other departments
	2.2	Identify with which departments collaborative relationships should be built
	2.3	Identify the scope for and limitations of possible collaboration
3. Be able to collaborate with other departments	3.1	Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements
	3.2	Work with other departments in a way that contributes to the achievement of organisational objectives

Support remote or virtual teams

Unit Reference	A/506/1933	
Level	3	
Credit Value	4	
Guided Learning (GL)	18	
Unit Summary	<p>This unit focuses on assessing and supporting remote or virtual teams to enhance their effectiveness and safety. Learners will begin by identifying the resource requirements necessary for providing communication tools and processes that facilitate remote work. They will specify effective tools and systems that enable secure access to information and knowledge for remote teams, as well as plan for the safety of staff members. The unit then shifts to providing support for remote teams by developing guidelines, training, and coaching to enhance team performance. Learners will monitor processes to identify areas for improvement, facilitate interactive collaboration among stakeholders, and ensure adherence to regulatory and professional standards. Additionally, they will address data security, confidentiality, and records management issues that may arise in a remote working environment, ensuring a comprehensive support framework for virtual teams.</p>	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
1. Be able to assess the support needed by remote or virtual teams	1.1	Identify the resource requirements for providing communication tools and processes for remote or virtual working
	1.2	Specify effective tools and processes that are capable of supporting remote or virtual teams

	1.3	Identify processes and systems that will enable people to connect to information and knowledge remotely and securely
	1.4	Plan how to assure the safety of staff in remote teams
2. Be able to support remote or virtual teams	2.1	Provide guidelines, training, information and coaching to support remote or virtual teams
	2.2	Identify areas for improvement from monitoring processes and information
	2.3	Facilitate interactive collaboration amongst stakeholders
	2.4	Take action to ensure that team members adhere to regulatory, professional and commercial requirements
	2.5	Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
	2.6	Take action to ensure that records management issues arising from remote or virtual working are addressed

Develop and maintain professional networks									
Unit Reference	J/506/1949								
Level	4								
Credit Value	3								
Guided Learning (GL)	15								
Unit Summary	<p>This unit focuses on effective networking principles and practices for professional development. It covers essential interpersonal skills for successful networking and criteria for selecting networks that align with individual goals. Learners will evaluate shared agendas, conflict management, the role of the internet in business relationships, and the importance of following up on leads while considering ethical issues. Additionally, participants will identify and assess professional networks that meet their development needs and learn to maintain these networks by promoting their skills, establishing confidentiality guidelines, and ensuring alignment with current aspirations and future goals. Finally, they will facilitate meaningful connections by introducing members with complementary interests.</p>								
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Describe the interpersonal skills needed for effective networking</td> </tr> <tr> <td>1.2</td> <td>Explain the basis on which to choose networks to be developed</td> </tr> <tr> <td>1.3</td> <td>Evaluate the role of shared agendas and conflict management in relationship-building</td> </tr> <tr> <td>1.4</td> <td>Evaluate the role of the internet in business networking</td> </tr> </tbody> </table>	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
1.1	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

Encourage learning and development

Unit Reference	M/506/1962						
Level	4						
Credit Value	3						
Guided Learning (GL)	16						
Unit Summary	<p>This unit covers the principles of learning and development in organisations, emphasising the importance of continuous professional development (CPD) in meeting individual and business needs. Learners will explore various learning methods, identify development needs, and understand the role of self-reflection. They will support individuals in creating personal development plans that align with organisational goals, promoting an environment conducive to learning and providing opportunities to apply new skills. Additionally, the unit emphasises evaluating the effectiveness of learning methods and revising development plans based on performance feedback to ensure ongoing improvement and alignment with future aspirations.</p>						
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	<table border="1"> <tr> <td>1.1</td> <td>Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs</td> </tr> <tr> <td>1.2</td> <td>Analyse the advantages and limitations of different learning and development methods</td> </tr> <tr> <td>1.3</td> <td>Explain how to identify individuals' learning and development needs</td> </tr> </table>	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
1.1	Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs						
1.2	Analyse the advantages and limitations of different learning and development methods						
1.3	Explain how to identify individuals' learning and development needs						

	1.4	Evaluate the role of self-reflection in learning and development
2. Be able to support individuals' learning and development	2.1	Promote the benefits of learning to people in own area of responsibility
	2.2	Support individuals in identifying their current and likely future learning and development needs from a range of information sources
	2.3	Agree with individuals the learning activities to be undertaken, ensuring they 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 individuals' learning and development	3.1	Analyse information from a range of sources on individuals' performance and development
	3.2	Evaluate the effectiveness of different learning and development methods
	3.3	Agree revisions to personal development plans in the light of feedback

Initiate and implement operational change	
Unit Reference	T/506/1980
Level	4
Credit Value	4
Guided Learning (GL)	19
Unit Summary	<p>This unit focuses on the implementation of operational change within organisations. It begins by identifying various sources of information that signal the need for change and analyses the advantages and limitations of different project and change management techniques, alongside evaluation methods. Learners will develop an operational plan featuring SMART objectives and ensure that colleagues are informed and supported throughout the change process. The unit emphasises effective management of operational change, including timely implementation, assessment of deviations from the plan, and addressing interdependencies and tensions that may arise. Finally, participants will evaluate the effectiveness of the changes made, identify areas for improvement, and communicate lessons learned to stakeholders, ensuring a comprehensive understanding of the change management process.</p>
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	<p>1.1 Explain sources of information indicating the need for change</p> <p>1.2 Analyse the advantages and limitations of different project and change management techniques</p> <p>1.3 Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management</p>

<p>2. Be able to plan for operational change</p>	<p>2.1 2.2 2.3</p>	<p>Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources</p> <p>Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives</p> <p>Provide colleagues with the support needed to implement operational change</p>
<p>3. Be able to manage operational change</p>	<p>3.1 3.2 3.3 3.4 3.5</p>	<p>Implement the change plan within the agreed timescale using available resources</p> <p>Assess the significance of deviations from the change plan</p> <p>Address interdependency issues and tensions that affect the achievement of change objectives</p> <p>Assess the value and risks of unintended outcomes from operational change</p> <p>Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken</p>
<p>4. Be able to evaluate the effectiveness of operational change</p>	<p>4.1 4.2 4.3</p>	<p>Evaluate the effectiveness of operational change</p> <p>Identify areas for improvement, justifying conclusions and recommendations with evidence</p> <p>Communicate to stakeholders the lessons learned from the change</p>

Discipline and grievance management							
Unit Reference	A/506/1981						
Level	4						
Credit Value	3						
Guided Learning (GL)	26						
Unit Summary	<p>This unit focuses on the principles and practices involved in managing discipline and grievance cases within an organisation. It begins by distinguishing between disciplinary and grievance cases, emphasising their management implications and the legal obligations of employers alongside employees' rights. Learners will explore sources of advice, organisational procedures, effective communication techniques, and behaviours leading to disciplinary actions or grievances. The unit further equips participants with the skills to manage disciplinary cases by informing individuals of proceedings, providing evidence, and maintaining accurate records while adhering to policies and legal requirements. Additionally, learners will gain insights into managing grievances, investigating their nature and implications, and evaluating the effectiveness of grievance management to implement preventive measures for the future.</p>						
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)						
The learner will	The learner can						
1. Understand the principles supporting the management of discipline and grievance cases	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain the difference between a discipline case and a grievance case and the implications for their management</td> </tr> <tr> <td>1.2</td> <td>Explain sources of advice and expertise on discipline and grievance</td> </tr> <tr> <td>1.3</td> <td>Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases</td> </tr> </tbody> </table>	1.1	Explain the difference between a discipline case and a grievance case and the implications for their management	1.2	Explain sources of advice and expertise on discipline and grievance	1.3	Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases
1.1	Explain the difference between a discipline case and a grievance case and the implications for their management						
1.2	Explain sources of advice and expertise on discipline and grievance						
1.3	Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases						

	<p>1.4 Explain organisational procedures for the management of discipline and grievance cases</p> <p>1.5 Explain the communication techniques to be used in the management of discipline and grievance cases</p> <p>1.6 Explain the types of behaviours that are likely to result in disciplinary proceedings</p> <p>1.7 Explain the types of actions that are likely to lead to a grievance</p> <p>1.8 Explain how to carry out investigations into discipline and grievance cases</p> <p>1.9 Analyse the effect of well managed and poorly managed discipline and grievance cases</p> <p>1.10 Explain how the outcomes of discipline and grievance cases can be managed</p>
<p>2. Be able to manage a disciplinary case</p>	<p>2.1 Inform an individual that they are subject to disciplinary proceedings within agreed timescales</p> <p>2.2 Explain to an individual the reasons why they are subject to disciplinary proceedings</p> <p>2.3 Provide evidence that supports the case for disciplinary proceedings</p> <p>2.4 Develop a case to support an individual who is subject to disciplinary proceedings</p> <p>2.5 Keep detailed and accurate records of agreements, actions and events for disciplinary cases</p> <p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case</p>

<p>3. Be able to manage a grievance</p>	<p>3.1 Identify the nature of a grievance</p> <p>3.2 Investigate the seriousness and potential implications of a grievance</p> <p>3.3 Adhere to organisational procedures when managing a grievance</p> <p>3.4 Evaluate the effectiveness of how a grievance has been managed</p> <p>3.5 Agree measures to prevent future reoccurrences of grievances</p>
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Manage a tendering process	
Unit Reference	L/506/1984
Level	4
Credit Value	4
Guided Learning (GL)	21
Unit Summary	<p>This unit covers the development, management, and negotiation of tender specifications for effective procurement. It begins by defining the roles of stakeholders and identifying essential business needs while addressing all aspects of the tender specification, including post-contractual requirements and evaluation criteria. Learners will explore strategies for attracting potential suppliers, including media selection and application procedures, and assess suppliers against specified criteria. Finally, the unit examines contract law principles, negotiation strategies, and the importance of adhering to organisational standards and ethical requirements when awarding contracts, equipping learners to manage the tendering process effectively.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.7)
The learner will	The learner can
1. Be able to develop a tender specification	<p>1.1 Explain the roles and inputs of those who need to be involved in the tender process</p> <p>1.2 Identify essential and desirable business needs and their implications which may be included within the tender</p> <p>1.3 Address all aspects of the specification including post-contractual requirements</p> <p>1.4 Allocate priorities within the tender specification in accordance with business needs</p>

	1.5	Establish criteria and ranking systems to evaluate tenders in accordance with organisational procurement policies
2. Be able to manage a tendering exercise	2.1	Assess the appropriateness of different media to attract potential suppliers
	2.2	Use media to attract potential suppliers that are appropriate to the nature of the contract
	2.3	Specify tender application procedures, arrangements and timetable
	2.4	Invite suppliers to apply for the tender
	2.5	Sift out those that do not meet the agreed criteria
	2.6	Confirm that the track records of shortlisted suppliers demonstrate the required technical capability
3. Be able to negotiate the award of contracts	3.1	Explain the provisions of contract law that affect the negotiation
	3.2	Devise a negotiating strategy that is appropriate to the contract and supplier
	3.3	Award contracts that best meet business needs, are realistic and meet the specification
	3.4	Complete the tendering exercise in accordance with organizational standards
	3.5	Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers
	3.6	Communicate outcomes of the tendering exercise to stakeholders
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts

Manage physical resources							
Unit Reference	K/506/1989						
Level	4						
Credit Value	4						
Guided Learning (GL)	26						
Unit Summary	<p>This unit focuses on the identification, acquisition, and management of physical resources within an organisation. It begins by teaching learners how to assess organisational needs to identify resource requirements, evaluate alternative options for obtaining these resources, and determine the most effective solutions to meet operational demands. Participants will then develop a robust business case for securing physical resources, including cost estimates and contingency plans, while ensuring adherence to organisational policies and ethical standards. Finally, the unit emphasises the importance of effectively managing the use of physical resources by following manufacturer instructions, evaluating efficiency, recommending improvements, and analysing the environmental benefits of optimal resource usage.</p>						
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Identify resource requirements from analyses of organisational needs</td> </tr> <tr> <td>1.2</td> <td>Evaluate alternative options for obtaining physical resources</td> </tr> <tr> <td>1.3</td> <td>Evaluate the impact on the organisation of introducing physical resources</td> </tr> </tbody> </table>	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
1.1	Identify resource requirements from analyses of organisational needs						
1.2	Evaluate alternative options for obtaining physical resources						
1.3	Evaluate the impact on the organisation of introducing physical resources						

	1.4	Identify the optimum option that meets operational requirements for physical resources
2. Be able to obtain physical resources	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
	2.2	Obtain authorisation and financial commitment for the required expenditure
	2.3	Negotiate best value from contracts in accordance with organisational standards and procedures
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources
	2.5	Check that the physical resources received match those ordered
3. Be able to manage the use of physical resources	3.1	Take action to ensure physical resources are used in accordance with manufacturers' instructions
	3.2	Evaluate the efficiency of physical resources against agreed criteria
	3.3	Recommend improvements to the use of physical resources and associated working practices
	3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment

Manage the impact of work activities on the environment	
Unit Reference	J/506/2907
Level	4
Credit Value	4
Guided Learning (GL)	30
Unit Summary	This unit focuses on promoting environmentally friendly working practices by understanding, organising, and managing resources. It covers conducting environmental impact analyses, evaluating energy management benefits, and adhering to health and safety regulations for resource use and waste disposal. Participants will identify adverse environmental effects, implement sustainable practices, and establish systems for colleagues to suggest improvements. Additionally, the unit emphasises seeking specialist environmental advice, assessing resource impacts, and developing eco-friendly waste disposal procedures while ensuring compliance with legal and organisational standards.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)
The learner will	The learner can
1. Understand how to support environmentally friendly working practices	1.1 Explain how to carry out an environmental impact analysis 1.2 Compare sources of specialist advice on environmentally friendly working practices 1.3 Analyse the business and environmental benefits of effective energy management policies 1.4 Explain the health and safety requirements for the use and disposal of resources and waste

<p>2. Be able to organise work so as to minimise the impact on the environment</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Analyse potentially adverse effects on the environment caused by work activities</p> <p>Evaluate the effectiveness of methods of improving environmental sustainability in an organisation</p> <p>Implement plans and procedures to adapt work practices to make them more environmentally friendly</p> <p>Develop a system for colleagues to recommend improvements to make work practices more environmentally friendly</p>
<p>3. Be able to manage the environmental impact of the use of resources</p>	<p>3.1 3.2 3.3 3.4 3.5 3.6</p>	<p>Explain when to obtain specialist environmental management advice</p> <p>Explain where to seek specialist environmental management advice</p> <p>Determine the environmental impact of the use of different physical resources</p> <p>Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment</p> <p>Evaluate the effectiveness of organisational environmental policies and procedures</p> <p>Adhere to organisational policies and procedures, legal and ethical requirements</p>

Prepare for and support quality audits	
Unit Reference	K/506/1992
Level	4
Credit Value	3
Guided Learning (GL)	17
Unit Summary	<p>This unit focuses on the principles and practices of quality management, emphasising the importance of maintaining high standards to achieve organizational objectives. It begins by analysing key quality management principles, various quality standards, and techniques, along with their advantages and limitations. Participants will learn to prepare for quality audits by establishing relevant quality requirements, ensuring documentation completeness, and confirming implementation of prior actions. Furthermore, the unit covers how to support quality audits by providing necessary information, agreeing on corrective actions with auditors, identifying areas for process improvement, and developing a comprehensive quality improvement plan.</p>
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 2.2 2.3 2.4	Establish the quality requirements applicable to the work being audited Confirm that documentation is complete Confirm that any previously agreed actions have been implemented Make available information requested in advance by auditors
3. Be able to support quality audits	3.1 3.2 3.3 3.4	Provide access to information on request within scope of the audit Agree actions and timescales with auditors that will remedy non-conformance or non-compliance Identify instances where business processes, quality standards and/or procedures could be improved 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	<p>This unit focuses on the principles and practices essential for managing quality effectively within organisations. It begins by analysing the core principles of quality management, the purpose of various quality standards, and the advantages and limitations of different quality techniques. Learners will explore how effective quality management aligns with organisational objectives. The unit then guides participants in preparing for quality audits by establishing applicable quality requirements, developing audit plans, and preparing necessary documentation. Finally, learners will conduct quality audits, confirming the implementation of previous actions, analysing information against quality criteria, and identifying areas for improvement, while agreeing on actions and timelines to address any non-conformities.</p>								
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Analyse the principles of quality management</td> </tr> <tr> <td>1.2</td> <td>Analyse the purpose and requirements of a range of quality standards</td> </tr> <tr> <td>1.3</td> <td>Analyse the advantages and limitations of a range of quality techniques</td> </tr> <tr> <td>1.4</td> <td>Assess how the management of quality contributes to the achievement of organisational objectives</td> </tr> </tbody> </table>	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
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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								

<p>2. Be able to prepare to carry out quality audits</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Establish the quality requirements applicable to the work being audited</p> <p>Develop a plan for a quality audit</p> <p>Prepare the documentation needed to undertake a quality audit</p> <p>Specify data requirements to those who will support the audit</p>
<p>3. Be able to conduct quality audits</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Confirm that any previously agreed actions have been implemented</p> <p>Analyse information against agreed quality criteria</p> <p>Identify instances where business processes, quality standards and/or procedures could be improved</p> <p>Agree actions and timescales that will remedy non-conformance or non-compliance</p>

Manage a budget	
Unit Reference	A/506/1995
Level	4
Credit Value	4
Guided Learning (GL)	26
Unit Summary	<p>This unit focuses on identifying, setting, managing, and evaluating financial requirements within an organisation. It begins by explaining how to estimate costs associated with activities, resources, and overheads, as well as analysing the components of a business case and stakeholder considerations. The unit covers the business planning and budget-setting cycle, emphasising the purposes and necessary information for realistic budget creation, including how to handle contingencies and adhere to organisational policies. Learners will develop skills in using budgets to control performance, identifying variances, and proposing necessary revisions, while also preparing budget-related reports. Lastly, the unit emphasises evaluating budget management effectiveness to identify successes and areas for improvement, ultimately providing recommendations for enhanced budget practices.</p>
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	<p>1.1 Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives</p> <p>1.2 Analyse the components of a business case to meet organisational requirements</p> <p>1.3 Analyse the factors to be taken into account to secure the support of stakeholders</p>

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

Manage a project											
Unit Reference	R/506/1999										
Level	4										
Credit Value	7										
Guided Learning (GL)	38										
Unit Summary	This unit covers essential principles and skills for effective project management. It explores key concepts such as cost-benefit analysis, risk assessment, and governance arrangements. Learners will align project objectives with organisational goals and develop detailed project plans with SMART objectives and KPIs. The unit emphasises resource allocation, team communication, and adapting to changes while maintaining stakeholder engagement and adhering to legal standards. Finally, participants will assess project progress, capture knowledge, and report outcomes to drive continuous improvement in future projects.										
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain how to carry out a cost-benefit analysis for a project</td> </tr> <tr> <td>1.2</td> <td>Evaluate the use of risk analysis techniques</td> </tr> <tr> <td>1.3</td> <td>Evaluate project planning and management tools and techniques</td> </tr> <tr> <td>1.4</td> <td>Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources</td> </tr> <tr> <td>1.5</td> <td>Analyse the requirements of project governance arrangements</td> </tr> </tbody> </table>	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
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										

<p>2. Be able to plan a project</p>	<p>2.1 Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work</p> <p>2.2 Agree the objectives and scope of proposed projects with stakeholders</p> <p>2.3 Assess the interdependencies and potential risks within a project</p> <p>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</p> <p>2.5 Develop proportionate and targeted plans to manage identified risks and contingencies</p> <p>2.6 Apply project lifecycle approaches to the progress of a project</p>
<p>3. Be able to manage a project</p>	<p>3.1 Allocate resources in accordance with the project plan</p> <p>3.2 Brief project team members on their roles and responsibilities</p> <p>3.3 Implement plans within agreed budgets and timescales</p> <p>3.4 Communicate the requirements of the plans to those who will be affected</p> <p>3.5 Revise plans in the light of changing circumstances in accordance with project objectives and identified risks</p> <p>3.6 Keep stakeholders up to date with developments and problems</p> <p>3.7 Complete close-out actions in accordance with project plans</p>

	3.8	Adhere to organisational policies and procedures, legal and ethical requirements when managing a project
4. Be able to manage a project	4.1	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
	4.2	Evaluate the effectiveness of capturing and managing project-related knowledge
	4.3	Report on the effectiveness of plans

Manage business risk	
Unit Reference	L/506/2004
Level	4
Credit Value	6
Guided Learning (GL)	27
Unit Summary	<p>This unit focuses on understanding and managing business risk within an organisation. It begins by defining business risk and exploring various identification theories and models, alongside techniques for risk mitigation. Learners will assess their authority in managing risk and monitor work according to organisational procedures. The unit emphasises identifying and evaluating potential risks and communicating their implications to stakeholders. Additionally, participants will develop and implement risk management plans tailored to organisational needs and resources. Finally, the unit covers ongoing monitoring of risk developments and evaluating the effectiveness of implemented strategies, ensuring continual improvement in business risk management.</p>
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

	<p>2.2 Identify potential risks using agreed risk criteria</p> <p>2.3 Assess identified risks, their potential consequences and the probability of them happening</p> <p>2.4 Communicate to stakeholders the likelihood of the risk occurring and its potential consequences</p> <p>2.5 Explain organisational business risk management policies</p>
<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 organizational 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>

Manage knowledge in an organisation									
Unit Reference	A/506/2032								
Level	4								
Credit Value	5								
Guided Learning (GL)	34								
Unit Summary	<p>This unit focuses on the principles and practices of effective knowledge management within organisations. It begins by exploring the concept and importance of knowledge management, including the role of intellectual property and the business drivers that promote effective practices. Learners will examine the risks associated with knowledge management and the significance of engaging stakeholders in communication efforts. The unit also covers best practices for managing both tacit and explicit knowledge. Furthermore, participants will identify the criteria for knowledge management, actively involve colleagues in this process, and implement actions based on a knowledge management plan. Finally, learners will assess the effectiveness of current systems, recommend improvements, and evaluate the potential impact of knowledge loss.</p>								
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain the concept, scope and importance of knowledge management</td> </tr> <tr> <td>1.2</td> <td>Explain the concept of intellectual property</td> </tr> <tr> <td>1.3</td> <td>Identify the business drivers that lead to effective knowledge management</td> </tr> <tr> <td>1.4</td> <td>Explain the risks associated with knowledge management and their potential implications</td> </tr> </tbody> </table>	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
1.1	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	<p>This unit focuses on the principles and practices of recruitment, selection, and induction within organisations. It begins by exploring workforce planning techniques, identifying recruitment requirements, and assessing how organisational structure and culture influence recruitment policies. Learners will evaluate different recruitment methods, establish job specifications, and understand the induction process's importance. The unit also covers the development of resourcing plans, ensuring legal and ethical compliance in recruitment practices, and selecting candidates effectively through reliable assessment processes. Finally, participants will learn to create effective induction materials, communicate organisational policies to new employees, and assess their training needs, ensuring a smooth transition into the organisation.</p>								
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain workforce planning techniques</td> </tr> <tr> <td>1.2</td> <td>Describe the information needed to identify recruitment requirements</td> </tr> <tr> <td>1.3</td> <td>Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices</td> </tr> <tr> <td>1.4</td> <td>Analyse the factors involved in establishing recruitment and selection criteria</td> </tr> </tbody> </table>	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
1.1	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 1.6 1.7 1.8 1.9	Evaluate the suitability of different recruitment and selection methods for different roles Analyse patterns of employment that affect the recruitment of staff Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements Explain the induction process Explain the relationship between human resource processes and the induction processes
2. Be able to recruit people into an organisation	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Determine current staffing needs Identify current skills needs from identified staffing needs Identify future workforce needs Develop a resourcing plan that addresses identified needs within budgetary limitations Evaluate the cost-effectiveness of different methods of recruitment for an identified role Explain how recruitment policies and practices meet legal and ethical requirements Select the most appropriate method of recruitment for identified roles
3. Be able to select appropriate people for the role	3.1 3.2	Plan assessment processes that are valid and reliable Provide those involved in the selection process with sufficient information to enable them to make informed decisions

	<p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p>	<p>Justify assessment decisions with evidence</p> <p>Inform applicants of the outcome of the process in line with organisational procedures</p> <p>Evaluate the effectiveness of the selection process</p> <p>Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments</p>
<p>4. Be able to induct people into an organisation</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> <p>4.6</p> <p>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>

Manage redundancy and redeployment									
Unit Reference	M/506/2044								
Level	4								
Credit Value	6								
Guided Learning (GL)	39								
Unit Summary	<p>This unit explores the management of redundancy and redeployment, focusing on the legal requirements, processes, and implications for both individuals and organisations. Participants will gain an understanding of the conditions necessitating redundancy, strategies to avoid it, and the criteria for selecting individuals for redundancy. The unit emphasises the importance of effective communication and support during the redundancy process, including the role of outplacement services. Additionally, learners will examine the concept and legalities of redeployment, the planning involved, and the benefits and limitations associated with redeployment. By the end of this unit, participants will be equipped to develop and implement redundancy and redeployment plans while adhering to legal and organisational standards.</p>								
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)								
The learner will	The learner can								
1. Understand the management of redundancy	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain the legal requirements that relate to the management of redundancy</td> </tr> <tr> <td>1.2</td> <td>Explain the conditions required for a redundancy and their implications</td> </tr> <tr> <td>1.3</td> <td>Explain possible ways of avoiding redundancies</td> </tr> <tr> <td>1.4</td> <td>Explain the factors involved in identifying the pool for redundancy selection</td> </tr> </tbody> </table>	1.1	Explain the legal requirements that relate to the management of redundancy	1.2	Explain the conditions required for a redundancy and their implications	1.3	Explain possible ways of avoiding redundancies	1.4	Explain the factors involved in identifying the pool for redundancy selection
1.1	Explain the legal requirements that relate to the management of redundancy								
1.2	Explain the conditions required for a redundancy and their implications								
1.3	Explain possible ways of avoiding redundancies								
1.4	Explain the factors involved in identifying the pool for redundancy selection								

	1.5	Explain the factors involved in developing an appeals process
	1.6	Explain the process for planning and managing a redundancy
	1.7	Evaluate the implications of voluntary and compulsory redundancy on individuals
	1.8	Evaluate the implications of voluntary and compulsory redundancy for organisations
	1.9	Evaluate the type of information required by staff who are retained
	1.10	Evaluate the type of information required by staff who are made redundant
	1.11	Assess the role of outplacement in redundancy
2. Understand the principles of redeployment	2.1	Explain the concept of redeployment
	2.2	Explain the legal requirements that relate to the management of redeployment
	2.3	Explain the process for planning and managing a redeployment
	2.4	Evaluate the type of information required by staff who are retained
	2.5	Evaluate the type of information required by staff who are redeployed
	2.6	Evaluate the benefits and limitations to an organisation of redeployment
	2.7	Assess the role of project management techniques in the management of redeployment
3. Be able to manage a redundancy	3.1	Evaluate the available options for avoiding a redundancy and their implications

	3.2	Develop a redundancy plan and timetable that addresses redundancy objectives
	3.3	Take action to ensure that redundancy payments are calculated accurately
	3.4	Use an appropriate method for communicating the outcome of a redundancy decision
	3.5	Make agreed support services available to those who have been made redundant
4. Be able to manage the redeployment of staff	4.1	Explain to redeployees the reasons, purpose and benefits of redeployment
	4.2	Develop a redeployment plan that addresses agreed objectives
	4.3	Use an appropriate method for communicating about redeployment
	4.4	Make agreed support services available to those being redeployed
	4.5	Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff

Contribute to the development of a strategic plan

Unit Reference	A/506/2046	
Level	5	
Credit Value	5	
Guided Learning (GL)	31	
Unit Summary	<p>This unit covers the essentials of strategic planning, evaluating various planning models and analytical techniques, along with their strengths and weaknesses. It explores the impact of political, economic, social, technological, legal, and ethical factors on strategic development, as well as market influences and the use of scanning tools. Participants will learn to contribute effectively to strategic plans by analysing the relationship between strategic intentions and choices, ensuring alignment with organisational objectives and resource constraints, and evaluating the potential impacts of proposed strategies.</p>	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Understand the principles of strategic planning	1.1	Evaluate a range of strategic planning models
	1.2	Evaluate the advantages and limitations of a range of analytical techniques
	1.3	Analyse a range of perspectives of and approaches to business strategy
2. Be able to analyse the factors affecting the development of strategic plans	2.1	Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans
	2.2	Evaluate the market factors that may influence strategic planning decisions

	2.3	Evaluate the application of scanning tools to strategy development
3. Be able to make a contribution to a strategic plan	3.1	Analyse the relationship between strategic intentions, strategic choice and strategy formulation
	3.2	Make viable contributions that are consistent with strategic objectives and resource constraints
	3.3	Evaluate the impact of a proposed strategy on a business

Design business processes	
Unit Reference	D/506/2055
Level	5
Credit Value	5
Guided Learning (GL)	23
Unit Summary	This unit focuses on understanding and applying techniques and tools for designing effective business processes. Learners will analyse the principles of business change and re-engineering, evaluate workflow patterns and usability testing, and assess various modelling tools. They will develop business processes by identifying areas for improvement, generating ideas to meet business needs, and testing proposed processes through modelling exercises. Additionally, learners will evaluate the effectiveness of business processes by analysing relevant data, assessing costs and benefits, and justifying recommendations for process changes based on evidence. Adherence to organisational policies and ethical considerations is emphasised throughout the unit.
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 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

	<p>2.2</p> <p>2.3</p> <p>2.4</p> <p>2.5</p> <p>2.6</p> <p>2.7</p>	<p>Generate ideas that meet defined business needs</p> <p>Test a proposed process through a modelling exercise</p> <p>Evaluate the feasibility and viability of a proposed process against agreed criteria</p> <p>Establish the degree of overlap between a proposed process and existing processes and systems</p> <p>Resolve tensions between existing and proposed systems and processes</p> <p>Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes</p>
<p>3. Be able to evaluate the effectiveness of business processes</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>	<p>Analyse valid information using techniques that are appropriate to the process being evaluated</p> <p>Assess the cost and benefit of a business process to the organisation</p> <p>Justify recommendations for the rejection, adoption or enhancements to processes with evidence</p>

Develop and manage collaborative relationships with other organisations

Unit Reference	T/506/2059	
Level	5	
Credit Value	5	
Guided Learning (GL)	28	
Unit Summary	<p>This unit focuses on the principles and practices of effective collaboration with other organisations. Learners will assess stakeholder interests and needs, evaluate stakeholder mapping techniques, and analyse the implications of collaborative relationships for risk management and supply chain sustainability. The unit also emphasises identifying potential external partnerships that can enhance organisational capabilities and assessing the benefits versus costs of collaboration. Furthermore, learners will develop stakeholder engagement plans and manage collaborative relationships to ensure mutual benefits. The unit concludes with an evaluation of the effectiveness of these ongoing collaborations, promoting best practices in partnership management.</p>	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.5)	
The learner will	The learner can	
1. Understand the principles of effective collaboration with other organisations	1.1	Assess the nature of potential stakeholders' interest and needs
	1.2	Evaluate the strengths and weaknesses of stakeholder mapping techniques
	1.3	Assess the value of a range of analytical techniques and alliance modelling
	1.4	Evaluate the implications of collaborative relationships for risk and knowledge management

	1.5	Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements
	1.6	Evaluate the components, use and likely effects of invoking an exit strategy
2. Be able to identify external collaborative relationships to be developed	2.1	Identify potential organisations that are likely to complement or enhance the work or reputation of the organisations involved
	2.2	Analyse the potential synergies and scope for collaboration likely to benefit the organisations involved
	2.3	Balance the benefits of collaboration against the cost requirements and any potentially adverse aspects
	2.4	Justify decisions and recommendations with evidence
3. Be able to collaborate with other organisations	3.1	Agree mutually acceptable terms of Reference
	3.2	Develop a viable stakeholder engagement plan that is consistent with organisational strategy, objectives and values
	3.3	Develop arrangements to manage relationships that will realise the benefits of collaboration
	3.4	Collaborate within agreed terms of reference in a way that enhances the reputation of the organisation and fosters productive working relationships
	3.5	Evaluate the effectiveness of on-going collaborative relationships

Optimise the use of technology

Unit Reference	F/506/2064	
Level	5	
Credit Value	6	
Guided Learning (GL)	29	
Unit Summary	<p>This unit covers key principles for optimising and managing technology in an organisation. Learners will explore how to stay updated on technological advancements, analyse procurement and legal implications, and assess business continuity impacts. The unit also includes evaluating current technology use, identifying areas for improvement, and assessing risks and strategic changes. Finally, learners will develop procedures, ensure staff are trained, promote technology benefits, and monitor systems effectively, addressing any issues promptly.</p>	
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

<p>2. Be able to scope the use of technology</p>	<p>2.1 2.2 2.3 2.4 2.5</p>	<p>Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality</p> <p>Evaluate the current use of technology against agreed criteria</p> <p>Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems</p> <p>Identify the strategic implications of changes to the use of technology</p> <p>Assess the risks, limitations and benefits of changes to the use of technology</p>
<p>3. Be able to optimise the use of technological solutions</p>	<p>3.1 3.2 3.3</p>	<p>Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy</p> <p>Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans</p> <p>Recommend technological solutions that meet the specified objectives</p>
<p>4. Be able to manage the use of technology</p>	<p>4.1 4.2 4.3 4.4 4.5</p>	<p>Develop procedures that address all aspects of the technology and their implications</p> <p>Take action to ensure that everyone using the technology is adequately trained and equipped</p> <p>Promote the benefits of technology</p> <p>Use monitoring techniques that are appropriate to the nature of the work carried out and the system</p> <p>Take prompt corrective action in the event of problems arising</p>

Manage product and/or service development	
Unit Reference	Y/506/2068
Level	5
Credit Value	5
Guided Learning (GL)	23
Unit Summary	This unit focuses on the key processes involved in developing new or improved products and services. Learners will analyse the stages of product development, the product life cycle, market segmentation, and buyer behaviour. They will also explore how to use market analytical tools to guide development. The unit covers establishing criteria for evaluating product or service needs, assessing customer perceptions, analysing competitor activity, and understanding the impact of customer culture on sales. Finally, learners will manage the development process, ensuring alignment with organisational strategy, evaluating costs and viability, and measuring success.
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand the development of new or improved products and/or services	1.1 Analyse the stages of the development process, product life cycle and their requirements 1.2 Explain the requirements of market segmentation 1.3 Analyse the factors affecting buyer behaviour 1.4 Evaluate the use of market analytical tools when developing new or improved products and/or services

<p>2. Be able to establish the need for new or improved products and/or services</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Establish criteria by which the need for new or improved products and/or services will be evaluated</p> <p>Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services</p> <p>Identify competitor activity that may have an impact on the market for new or improved products and/or services</p> <p>Assess the likely impact of customers' culture and behaviour on potential sales</p>
<p>3. Be able to manage the development of new or improved products and/or services</p>	<p>3.1 3.2 3.3 3.4</p>	<p>Take action to ensure that proposals are consistent with organisational strategy, objectives and values</p> <p>Assess the costs of developing new or improved products and/or services</p> <p>Assess the viability of products and/or services by carrying out viability tests</p> <p>Evaluate the degree of success of new or improved products and/or services</p>

Optional Group C 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 covers effective business problem-solving and continuous improvement techniques. Learners will explore problem-solving methods, decision-making processes, and stakeholder roles, while considering legal and organisational constraints. They will identify business problems, develop solutions, and evaluate their success. The unit also focuses on continuous improvement, including performance measurement, cost-benefit analysis, and implementing improvements.
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 focuses on the essential principles and strategies for successful business negotiation. Learners will explore the requirements of a negotiation strategy, techniques, and the role of research, while considering the impact of cultural differences. They will learn to prepare for negotiations by setting objectives, assessing the other party, and developing strategies with fallback positions. The unit also covers conducting negotiations effectively, adapting to changes, maintaining records, and ensuring compliance with organisational, legal, and ethical standards.
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

Contribute to the design and development of an information system

Unit Reference	A/506/1950	
Level	4	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	<p>This unit explores the design requirements and specifications for effective information systems within organisations. Learners will analyse various methods of storing and managing information, assess how organisations utilise this data, and evaluate data protection implications on system design. The unit emphasises identifying users and stakeholders, defining system functionality, and considering budgetary constraints. Additionally, learners will specify access and security measures and identify resources needed for implementation. They will also evaluate development options, including proprietary versus customised systems and in-house versus external solutions, ultimately justifying recommendations based on cost-effectiveness and functionality.</p>	
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

<p>2. Be able to contribute to the specification of an information system</p>	<p>2.1 Identify the users and stakeholders of an information system</p> <p>2.2 Identify the information that will be managed within a system</p> <p>2.3 Analyse the impact of budgetary constraints on the design of an information system</p> <p>2.4 Specify the functionality of a system that is capable of delivering agreed requirements</p> <p>2.5 Specify access and security restrictions and systems that meet the design specification of an information system</p> <p>2.6 Identify resources needed to implement and operate the system</p> <p>2.7 Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system</p>
<p>3. Be able to recommend options for the development of an information system</p>	<p>3.1 Evaluate the advantages and limitations of proprietary and customised information systems</p> <p>3.2 Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source</p> <p>3.3 Identify the implications of testing information systems before finalising the specification</p> <p>3.4 Justify recommendations for the development of an information system based on an analysis of cost effectiveness and functionality</p>

Manage information systems	
Unit Reference	F/506/1951
Level	4
Credit Value	6
Guided Learning (GL)	30
Unit Summary	This unit focuses on the effective management of information systems in organisations. Learners will explore the uses and interfaces of these systems, assess the impact of updates and stakeholder feedback, and understand data protection requirements. They will develop standard operating procedures, implement problem-solving processes, and analyse users' training needs. Additionally, learners will monitor information quality, provide training and support, and manage system issues with minimal disruption. The unit also emphasises evaluating system effectiveness and recommending improvements while adhering to organisational policies and legal requirements.
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

Manage events									
Unit Reference	M/506/1959								
Level	4								
Credit Value	6								
Guided Learning (GL)	49								
Unit Summary	This unit focuses on the effective management of events to meet organisational objectives. Learners will examine budget constraints, project management techniques, and contingency planning, along with the role of customer relationship management (CRM) systems and logistics. They will plan events by identifying purposes, target audiences, resource needs, and risk management strategies while developing a comprehensive event plan. During the event, learners will manage resources, adapt to changes, and ensure compliance with requirements. Finally, they will follow up on post-event actions, optimise business opportunities, and evaluate the event's effectiveness.								
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	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain how organisational objectives will be met by an event</td> </tr> <tr> <td>1.2</td> <td>Explain the flexibilities and constraints of an event's budget</td> </tr> <tr> <td>1.3</td> <td>Evaluate the use of project management techniques in event management</td> </tr> <tr> <td>1.4</td> <td>Analyse how models of contingency and crisis management can be applied to event management</td> </tr> </tbody> </table>	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
1.1	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	Assess the impact of an event on an organisation and its stakeholders
	2.4	Establish requirements for resources, location, technical facilities, layout, health and safety
	2.5	Identify how event-related risks and contingencies will be managed
	2.6	Develop an event plan that specifies objectives, success and evaluation criteria
	2.7	Make formal agreements for what will be provided, by whom and when
	2.8	Determine methods of entry, security, access and pricing
3. Be able to manage an event	3.1	Manage the allocation of resources in accordance with the event management plan
	3.2	Respond to changing circumstances in accordance with contingency plans
	3.3	Deliver agreed outputs within the timescale

	3.4	Manage interdependencies, risks and problems in accordance with the event management plan
	3.5	Comply with the venue, insurance and technical requirements
	3.6	Apply the principles and good practice of customer care when managing an event
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when managing an event
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

Manage Health and Safety in own area of responsibility	
Unit Reference	D/504/4056
Level	4
Credit Value	5
Guided Learning (GL)	15
Unit Summary	This unit focuses on the responsibilities and liabilities associated with health and safety legislation in the workplace. Learners will evaluate their personal and organisational responsibilities, identifying specialists for health and safety issues beyond their expertise. They will learn to assess, monitor, and minimise health and safety risks by describing potential hazards, utilising risk assessment systems, and implementing control measures. Additionally, learners will review and communicate health and safety policies within their area of responsibility, ensuring comprehension among all relevant parties. Finally, they will monitor compliance with health and safety practices, take corrective actions for non-compliance, and evaluate health and safety requirements in operational plans.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.5)
The learner will	The learner can
1. Understand responsibilities and liabilities in relation to health and safety legislation	1.1 Evaluate personal responsibilities and liabilities under health and safety legislation 1.2 Describe an organisation's responsibilities and liabilities under health and safety legislation 1.3 Identify specialists to consult with when health and safety issues outside own remit are identified

<p>2. Understand how to assess, monitor and minimise health and safety risks in own area of responsibility</p>	<p>2.1 2.2 2.3 2.4</p>	<p>Describe the types of hazards and risks that may arise in relation to health and safety</p> <p>Explain how to use systems for identifying hazards and assessing risks</p> <p>Explain how to monitor, evaluate and report on health and safety within own area of responsibility</p> <p>Describe the types of actions which should be undertaken to control or eliminate health and safety hazards</p>
<p>3. Be able to review health and safety policy in own area of responsibility</p>	<p>3.1 3.2</p>	<p>Review written health and safety policy against requirements for own area of responsibility</p> <p>Communicate any recommendations for changes to health and safety policy to relevant individuals</p>
<p>4. Be able to communicate health and safety policy in own area of responsibility</p>	<p>4.1 4.2</p>	<p>Communicate written health and safety policy to all people in own area of responsibility and other relevant parties</p> <p>Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy</p>
<p>5. Be able to monitor health and safety in own area of responsibility</p>	<p>5.1 5.2 5.3</p>	<p>Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility</p> <p>Assess working environment within own area of responsibility against organisation's health and safety policy</p> <p>Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility</p>

	5.4	Take appropriate action to eliminate or control identified hazards and identified risks
	5.5	Evaluate health and safety requirements in project or operational plans within own area of responsibility

Analyse competitor activity	
Unit Reference	Y/502/9927
Level	3
Credit Value	3
Guided Learning (GL)	3
Unit Summary	This unit focuses on identifying and analysing competitor activity. Learners will explore competing organisations, recognise potentially threatening actions, and assess competitors' objectives. They will identify valid information sources about competitors and evaluate their advantages and disadvantages. Additionally, learners will determine the threats posed by competitor activities by assessing their strengths and weaknesses and evaluating their products or services against established criteria, enabling a comprehensive understanding of the competitive landscape.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)
The learner will	The learner can
1. Be able to identify competitor activity	1.1 Identify organisations competing for the same customers 1.2 Identify potentially threatening competitor activity 1.3 Identify competitors' objectives 1.4 Identify valid sources of information on competitors and their activity 1.5 Explain the advantages and disadvantages of sources of information on competitors and their activity
2. Be able to determine the nature of the threat posed by competitor activity	2.1 Assess the strengths and weaknesses of competitor activity against agreed criteria

	2.2	Assess the strengths and weaknesses of competitors' products and/or services against agreed criteria
	2.3	Determine the nature and extent of the possible threat posed by competitor activity and products and/or services

Developing sales proposals									
Unit Reference	A/502/8656								
Level	4								
Credit Value	5								
Guided Learning (GL)	30								
Unit Summary	This unit focuses on the skills needed to create effective sales proposals. Learners will differentiate their offers from competitors, build persuasive arguments with quantitative and qualitative evidence, and address tender documentation briefs. They will also understand the importance of organisational style guidelines and the legal and ethical aspects of proposals. Additionally, learners will develop proposals that meet customer requirements, resolve issues, and reflect market factors, ensuring timely submission and internal approval. Finally, they will evaluate feedback to assess proposal outcomes and recommend improvements for future efforts.								
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)								
The learner will	The learner can								
1. Understand how to write sales proposals	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths</td> </tr> <tr> <td>1.2</td> <td>Describe how to put together a persuasive argument based on quantitative and qualitative evidence</td> </tr> <tr> <td>1.3</td> <td>Explain the importance of addressing the brief in tender documentation</td> </tr> <tr> <td>1.4</td> <td>Explain the importance of using the "house style" in proposals</td> </tr> </tbody> </table>	1.1	Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths	1.2	Describe how to put together a persuasive argument based on quantitative and qualitative evidence	1.3	Explain the importance of addressing the brief in tender documentation	1.4	Explain the importance of using the "house style" in proposals
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	1.5	Explain the legal and ethical issues relating to sales proposals
	1.6	Explain the client's procedures for submitting sales proposals
2. Be able to develop sales proposals	2.1	Ensure the prospect's or customer's requirements are addressed in the proposal
	2.2	Ensure that all identified issues requiring clarification are resolved before the proposal is finalised
	2.3	Identify the conditions and constraints which need to be included within the proposal in order to protect the organisation's interests
	2.4	Present the proposal in "house style"
	2.5	Ensure that the proposal is based on market factors
	2.6	Provide the required level of detail as briefed by the prospect or customer
	2.7	Ensure that the price reflects the value within the proposal
	2.8	Gain internal approval before submission
	2.9	Supply the proposal within the agreed timescale
3. Be able to evaluate the proposal	3.1	Obtain feedback from colleagues and the customer on the proposal
	3.2	Evaluate the outcome of the proposal and recommend improvements for the future

Prioritising information for sales planning

Unit Reference	D/502/8651	
Level	4	
Credit Value	3	
Guided Learning (GL)	20	
Unit Summary	<p>This unit focuses on understanding and using internal and external information to support sales. Learners will explore customer behaviour, competitor activities, and external business factors relevant to sales, along with key sources of business information. It also covers internal processes for managing customer data and communicating sales information. Additionally, learners will conduct a business audit to assess internal strengths and weaknesses, as well as external opportunities and threats, to support sales planning. Finally, they will learn to monitor trends and market developments to enhance sales strategies.</p>	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Understand sources and types of information that support sales	1.1	Describe the information about customers' behaviour that is relevant to sales
	1.2	Explain the nature of competitors' sales activities
	1.3	Explain the relevance of information from the external business environment to sales
	1.4	Describe sources of business information relevant to sales
2. Understand internal information that supports sales	2.1	Describe the customer base of the organisation

	2.2	Explain organisational information storage procedures
	2.3	Explain organisational procedures for communicating sales-based information to the sales team
3. Be able to carry out a business audit of the internal and external sales environment	3.1	Obtain information about customers and competitors from a variety of sources to enable a business audit to be conducted
	3.2	Organise sales information to support effective sales planning
	3.3	Prioritise the internal strengths and weaknesses, and external opportunities and threats the organisation faces in relation to sales objectives
4. Be able to use sales information to support the sales planning function	4.1	Monitor trends and developments that impact on business and sales activities against agreed criteria
	4.2	Identify market developments and their implications for organisational sales plans
	4.3	Ensure that sales information is communicated to those who need it in accordance with organisational procedures

Resolve customers' problems									
Unit Reference	K/506/2169								
Level	3								
Credit Value	4								
Guided Learning (GL)	19								
Unit Summary	This unit focuses on equipping learners with skills to effectively monitor, address, and resolve customer issues to enhance loyalty and business performance. Learners will explore methods to track and resolve customer problems, using insights to improve products or services. The unit also covers negotiation techniques, evaluating resolution options, and ensuring solutions meet customer and organisational needs within set authority levels. Emphasis is placed on adhering to policies, legal, and ethical standards, fostering a comprehensive approach to customer service excellence.								
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)								
The learner will	The learner can								
1. Understand the monitoring and resolution of customers' problems	<table border="1"> <tbody> <tr> <td>1.1</td> <td>Assess the suitability of a range of techniques for monitoring customer problems</td> </tr> <tr> <td>1.2</td> <td>Explain how to use the resolution of customers' problems to improve products and/or services</td> </tr> <tr> <td>1.3</td> <td>Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance</td> </tr> <tr> <td>1.4</td> <td>Explain the features of negotiating techniques used to resolve customers' problems</td> </tr> </tbody> </table>	1.1	Assess the suitability of a range of techniques for monitoring customer problems	1.2	Explain how to use the resolution of customers' problems to improve products and/or services	1.3	Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance	1.4	Explain the features of negotiating techniques used to resolve customers' problems
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1.4	Explain the features of negotiating techniques used to resolve customers' problems								

<p>2. Be able to deal with customers' problems</p>	<p>2.1 Confirm the nature and cause of customers' problems</p> <p>2.2 Explain when customers' problems should be treated as complaints</p> <p>2.3 Explain the benefits to customers and the organisation of the options available to solve problems</p> <p>2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems</p> <p>2.5 Explain to customers the options for resolving their problems</p> <p>2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority</p> <p>2.7 Inform colleagues of the nature of problems and actions taken</p> <p>2.8 Evaluate the effectiveness of the resolution of customers' problems</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems</p>
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Resolve customers' complaints

Unit Reference	R/506/2151	
Level	3	
Credit Value	4	
Guided Learning (GL)	22	
Unit Summary	This unit develops skills in monitoring and resolving customer complaints to improve service quality. Learners will explore techniques for tracking complaints, conflict management, and organisational procedures, including when to escalate issues and considerations for liability and compensation. They will also practice handling complaints responsibly, communicating empathetically, and documenting outcomes while adhering to legal, ethical, and organisational standards.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)	
The learner will	The learner can	
1. Understand the monitoring and resolution of customers' complaints	1.1	Assess the suitability of a range of monitoring techniques for customers' complaints
	1.2	Explain how to identify those complaints that should prompt a review of the service offer and service delivery
	1.3	Explain negotiating techniques used to resolve customers' complaints
	1.4	Explain conflict management techniques used in dealing with upset customers
	1.5	Explain organisational procedures for dealing with customer complaints
	1.6	Explain when to escalate customers' complaints

	1.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
	1.8	Explain the advantages and limitations of offering compensation or replacement products and/or services
2. Be able to deal with customers' complaints	2.1	Confirm the nature, cause and implications of customers' complaints
	2.2	Take personal responsibility for dealing with complaints
	2.3	Communicate in a way that recognises customers' problems and understands their points of view
	2.4	Explain the advantages and limitations of different complaint response options to customers
	2.5	Explain the advantages and limitations of different complaint response options to the organisation
	2.6	Keep customers informed of progress
	2.7	Agree solutions with customers that address the complaint, and which are within the limits of their own authority
	2.8	Record the outcome of the handling of complaints for future reference
	2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints

Manage customer service operations	
Unit Reference	M/506/2898
Level	4
Credit Value	7
Guided Learning (GL)	23
Unit Summary	This unit covers key skills for managing and improving customer service operations, including resource allocation, monitoring techniques, and strategies for seamless service. Learners will plan service delivery, set objectives and KPIs, and prepare staff through training and communication. They will also manage day-to-day operations, address performance deviations, and apply feedback to make improvements. Finally, learners will measure performance by analysing data, identifying trends, and benchmarking to support ongoing enhancement of customer service.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.5)
The learner will	The learner can
1. Understand the management of customer service operations	1.1 Explain the basis for allocating Resources 1.2 Assess the suitability of a range of methods to monitor customer service operations 1.3 Explain the strategies needed to deliver seamless customer service 1.4 Explain techniques used to develop solutions to problems 1.5 Evaluate sources of information on customer performance data 1.6 Analyse a range of techniques to identify patterns and trends in customer behaviour and customer service performance

	1.7	Analyse a range of possible improvements to customer service operations
2. Be able to plan customer service operations	2.1	Define the service offer to meet identified customer expectations
	2.2	Develop plans that will enable sustainable and consistent customer service operations to agreed standards
	2.3	Develop contingencies that address identified risks
	2.4	Specify targets, objectives, key performance indicators (KPIs) and monitoring arrangements
	2.5	Communicate objectives, targets, standards and procedures to staff
3. Be able to manage customer service operations	3.1	Allocate resources according to agreed Priorities
	3.2	Keep staff informed of developments in the customer service offer
	3.3	Keep staff informed of developments in best practice for the delivery of customer service
	3.4	Maintain positive working relationships amongst staff
	3.5	Carry out monitoring activities in accordance with plans
	3.6	Manage deviations from expected performance and service failures in accordance with contingency plans
	3.7	Use feedback from staff and customers to make improvements
	3.8	Take action within the limits of their responsibility to make improvements to customer service performance

<p>4. Be able to prepare staff for the delivery of customer service</p>	<p>4.1 4.2 4.3</p>	<p>Confirm that staff understand the vision, objectives, roles, plans, standards and procedures to deliver customer service</p> <p>Provide training and support that will enable staff to deliver customer service to the required standards</p> <p>Communicate to staff their roles, responsibilities and work plans in line with delivery plans</p>
<p>5. Be able to measure customer service performance</p>	<p>5.1 5.2 5.3 5.4 5.5</p>	<p>Take action to ensure that systems to collect agreed performance data are in place</p> <p>Identify trends of customer behaviour and customer service performance from performance data</p> <p>Benchmark performance against agreed measures</p> <p>Address identified anomalies and problems</p> <p>Identify areas for improvement within customer service</p>

Review the quality of customer service

Unit Reference	F/506/2176
Level	4
Credit Value	4
Guided Learning (GL)	20
Unit Summary	<p>This unit focuses on evaluating customer service quality through measurement and analysis. Learners will understand the importance of service quality metrics and the criteria for setting standards. They will learn to construct representative samples, validate information sources, and use customer feedback effectively. The unit also covers planning measurement methods, identifying key features of customer service, and selecting reliable data collection techniques. Finally, learners will analyse collected data to identify strengths and weaknesses in service delivery and develop evidence-based recommendations for improvement.</p>
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)
The learner will	The learner can
1. Understand how to review the quality of customer service	<p>1.1 Explain the value of measuring the quality of customer service</p> <p>1.2 Analyse the criteria for and factors involved in setting customer service standards</p> <p>1.3 Explain how to construct representative samples</p> <p>1.4 Analyse methods of validating information and information sources</p> <p>1.5 Explain how to set and use customer service performance metrics</p>

	1.6	Explain the use of customer feedback in the measurement of customer service
	1.7	Analyse the advantages and disadvantages of a range of data analysis methods
2. Be able to plan the measurement of customer service	2.1	Identify the features of customer service against which customer satisfaction can be measured
	2.2	Select data collection methods that are valid and reliable
	2.3	Specify monitoring techniques that measure customer satisfaction
	2.4	Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service
	2.5	Specify the information to be collected
3. Be able to evaluate the quality of customer service	3.1	Validate the information collected to identify useable data
	3.2	Use information analysis methods that are appropriate to the nature of the information collected
	3.3	Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria
	3.4	Develop recommendations that address identified areas for improvement supported by evidence

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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

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



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

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

Certification

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

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

Exemptions

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

Glossary of Terms

GL (Guided Learning)

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

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

Examples of Guided Learning include:

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

TQT (Total Qualification Time)

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

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

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

Examples of unsupervised activities that could contribute to TQT include:

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