Qualification Guidance Document

BIIAB Level 5 Diploma in Management and Leadership (NVQ)

England – 601/4602/3
Wales - C00/0679/7

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.

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

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

Specification Code

The specification code is D7050-05.

Issue	Date	Details of change
2.0	February 2017	RoC and Structure - Correction to minimum credits at Level 5 RoC and Structure - Addition of unit BA65

3.0	January 2018	Updated throughout to remove reference to 2QCF2 RoC updated with TQT figures
3.1	December 2023	Reformatted Qualification Guide into new branding
3.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.
3.3	April 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.

Contents

About Us 1
Sources of Additional Information 1
Copyright 1
Specification Code 1
Qualification Summary 6
Introduction 7
Pre-requisites 7
Qualification Structure and Rules of Combination 7
Aim 10
Target Group 10
Assessment 11
  Overview of assessment strategy 11
  Assessment Process 11
  Assessment Strategy 12
Skills CFA assessment strategy 12
  Requirements of assessors, external and internal verifiers 12
  Evidence from Workplace Performance 15
  Simulation 15
  Appeals 15
Resources 16
Practice Assessment Material 16
Teaching Strategies and Learning Activities 17
Progression Opportunities 17
Tutor / Assessor Requirements 17
Language 17
Mandatory Unit Details 18
  Contribute to the development of a strategic plan 18
  Design business processes 20
  Manage strategic change 22
  Provide leadership and management 25
Optional Group B Unit Details 27
  Establish business risk management processes 27
  Promote equality of opportunity, diversity and inclusion 29

Develop and manage collaborative relationships with other organisations .. 31
Optimise the use of technology 33
Manage product and/or service development 35
Manage strategic marketing activities 37
Develop and maintain professional networks 39
Develop and implement an operational plan 41
Encourage learning and development 43
Discipline and grievance management 45
Develop working relationships with stakeholders 47
Manage a tendering process 49
Manage physical resources 51
Manage the impact of work activities on the environment 53
Prepare for and support quality audits 55
Conduct quality audits 57
Manage a budget 59
Manage a project 61
Manage business risk 64
Manage knowledge in an organisation 66
Recruitment, selection and induction practice 68
Manage redundancy and redeployment 71
Lead the development of a knowledge management strategy 74
Lead the development of a quality strategy 76
Lead the development of a continuous improvement strategy 78
Optional Group C Unit Details 80
Manage Health and Safety in own area of responsibility 80
Contribute to the design and development of an information system 82
Manage information systems 84
Manage events 86
Manage customer service operations 89
Review the quality of customer service 92
Developing sales proposals 94
Prioritising information for sales planning 96
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies 98

Certification 99
Exemptions..... 99
Glossary of Terms 100

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 5 Diploma in Management and Leadership – 601/4602/3 (England) / C00/0679/7 (Wales)								
Qualification Purpose	To confirm occupational competence							
Age Range	Pre 16		16-18		18+	✓	19+	✓
Regulation	The above qualification(s) is/are regulated by: > 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	01/11/2014							
Review Date	31/09/2027							
Operational End Date								
Certification End Date								
Guided Learning (GL)	237 hours							
Total Qualification Time (TQT)	530 hours							
Credit Value	53							
BIIAB Qualifications Limited Sector	Business and Administration							
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 5 Diploma in Management and Leadership (NVQ)	601/4602/3 (England) C00/0679/7 (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 5 Diploma in Management and Leadership (NVQ)

To achieve the BIIAB Level 5 Diploma in Management and Leadership (NVQ) learners **must** gain a total of **53** credits. This **must** consist of:

- Mandatory Group A **minimum** credit: **22**
- Optional unit Groups B and C **minimum** credit: **31**. This must consist of:
  - Optional unit Group B **minimum** credit: **23**
  - Optional Group C **maximum** credit of: **8**

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 – 22				
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
Manage strategic change	H/506/2056 ML50	5	7	25
Provide leadership and management	L/506/1953 ML26	4	5	28

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 23				
Establish business risk management processes	J/506/2048 ML46	5	5	29
Promote equality of opportunity, diversity and inclusion	R/506/2053 ML47	5	5	26
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
Manage strategic marketing activities	L/506/2293 ML54	5	7	28
Develop and maintain professional networks	J/506/1949 ML25	4	3	15
Develop and implement an operational plan	Y/506/1955 ML27	4	5	24
Encourage learning and development	M/506/1962 ML28	4	3	16
Discipline and grievance management	A/506/1981 ML31	4	3	26
Develop working relationships with stakeholders	F/506/1982 ML32	4	4	20

Manage 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
Lead the development of a knowledge management strategy	D/506/2959 ML64	7	7	33
Lead the development of a quality strategy	J/506/2959 ML65	7	4	20
Lead the development of a continuous improvement strategy	F/506/2114 ML66	7	5	28

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C Maximum Credit Target – 8				
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
Mange 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
Developing sales proposals	A/502/8656 CFAQ92	4	5	30
Prioritising information for sales planning	D/502/8651 CFAQ93	4	3	20

Aim

This qualification has been developed by Skills CFA in conjunction with employers.

This qualification 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.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 5 Diploma in Management and Leadership, the qualification is designed to make up the component parts of the Higher Apprenticeship in Management in England and Wales.

The primary purpose of the qualification is to confirm occupational competence.

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

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

Target Group

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

- 18+
- 19+

Assessment

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

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

Overview of assessment strategy

The 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.

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

The Assessment Strategy has been designed by BIIAB Qualifications Limited. It has been designed to be fit-for-purpose for the qualification and to complement Skills CFA designed qualifications in this suite, which are qualifications from which learners may have previously undertaken or will undertake in the future. All centres and their assessment must adhere to the current 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 certificating the team building qualification.

Skills CFA assessment strategy

Requirements of assessors, external and internal verifiers

Learners 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 learner'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 learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner 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.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor

- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to https://biiab.co.uk/policies-and-procedures/

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.

Resources

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

- Evidence matrices for the competence /NVQ units
- Purpose Statement
- Learner Unit Achievement Checklist

Practice Assessment Material

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

Teaching Strategies and Learning Activities

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

Progression Opportunities

The qualification is designed to equip learners with the knowledge and skills to work effectively in Management. Learners may choose to take qualifications for specific areas of skills or knowledge that they need, at any level of the qualification's framework.

Achievement of the qualification offers opportunities for 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

Contribute to the development of a strategic plan		
Unit Reference	A/506/2046	
Level	5	
Credit Value	5	
Guided Learning (GL)	31	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the principles of strategic planning in order to be able to develop and contribute to a strategic plan.	
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	The purpose of this unit is to provide the learner with the knowledge to understand the tools and techniques used to support the design of business processes to enable the learner to develop and evaluate business processes.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand techniques and tools that support the design of business processes	1.1	Analyse the principles of business change and business process re-engineering
	1.2	Evaluate the concept and application of workflow patterns and usability testing
	1.3	Evaluate a range of modelling tools
	1.4	Analyse the factors to be taken into account when evaluating the effectiveness of business processes
2. Be able to develop business processes	2.1	Evaluate the scope for business process improvement and constraints
	2.2	Generate ideas that meet defined business needs
	2.3	Test a proposed process through a modelling exercise
	2.4	Evaluate the feasibility and viability of a proposed process against agreed criteria

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

Manage strategic change		
Unit Reference	H/506/2056	
Level	5	
Credit Value	7	
Guided Learning (GL)	25	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to plan, manage and evaluate strategic change.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Understand the management and evaluation of change	1.1	Evaluate the characteristics and application of a range of change management models for different organisational structures
	1.2	Analyse stakeholder mapping techniques used for managing and evaluating change
	1.3	Analyse techniques to evaluate change
	1.4	Evaluate the relationship between change management, business continuity and crisis management
2. Be able to plan for strategic change	2.1	Assess the reasons for, scope and inherent risks of a required change
	2.2	Evaluate the influences of the internal and external environment on a change
	2.3	Analyse the ethical dimensions of a change
	2.4	Identify viable alternative strategies for achieving a desired change
	2.5	Justify with evidence the selected strategy to be taken to manage a change

	2.6	Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources
	2.7	Develop a stakeholder engagement plan that addresses their needs and concerns
	2.8	Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives
3. Be able to manage strategic change	3.1	Allocate resources and responsibilities in accordance with the plan
	3.2	Take action to ensure the change plan is implemented in accordance with organisational values and procedures
	3.3	Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy
	3.4	Take into account the on-going commitment of stakeholders to a change and its implications
	3.5	Manage friction between stakeholders' needs and interdependencies in accordance with the change plan
4. Be able to evaluate strategic change	4.1	Establish valid evaluation criteria that are capable of measuring the effects of change
	4.2	Select and use evaluation tools and techniques that are appropriate to the nature of change
	4.3	Evaluate aspects of change that were successful and ascertain why other aspects were not successful
	4.4	Justify recommendations made with valid evidence

	4.5	Identify the implications for knowledge management systems and processes

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 understand the principles supporting leadership and management to help engage and inspire stakeholders and colleagues and 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

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

Optional Group B Unit Details

Establish business risk management processes		
Unit Reference	J/506/2048	
Level	5	
Credit Value	5	
Guided Learning (GL)	29	
Unit Summary	The purpose of this unit is to enable the learner to understand business risk management models and techniques and the processes.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand business risk management models and techniques	1.1	Analyse standards relating to the management of business risk
	1.2	Analyse the factors influencing different types of risk
	1.3	Evaluate the relationship between risk management, business continuity and crisis management
	1.4	Evaluate a range of scenario planning and crisis management models
	1.5	Analyse methods of calculating risk probability
	1.6	Analyse the effectiveness of a range of risk monitoring techniques
	1.7	Analyse the significance of risk governance structures and ownership
2. Be able to develop business risk management processes	2.1	Review periodically the effectiveness of risk management strategy, policy and criteria

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

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

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

Develop and manage collaborative relationships with other organisations		
Unit Reference	T/506/2059	
Level	5	
Credit Value	5	
Guided Learning (GL)	28	
Unit Summary	The purpose of this unit is to enable the learner to develop and sustain collaborative relationships with other organisations.	
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	The purpose of this unit is to enable the learner to optimise effective use of technology.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Understand the principles underpinning the optimisation of technology	1.1	Explain how to keep up to date with technological developments
	1.2	Analyse the requirements of organisational procurement processes
	1.3	Evaluate the implications of technology for business continuity and crisis management plans
	1.4	Evaluate the legal implications of changes to the use of technology
	1.5	Analyse the requirements of a technology strategy
2. Be able to scope the use of technology	2.1	Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality
	2.2	Evaluate the current use of technology against agreed criteria
	2.3	Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems

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

Manage product and/or service development		
Unit Reference	Y/506/2068	
Level	5	
Credit Value	5	
Guided Learning (GL)	23	
Unit Summary	This unit provides the learner with the knowledge to manage the development and marketing of products and services.	
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
2. Be able to establish the need for new or improved products and/or services	2.1	Establish criteria by which the need for new or improved products and/or services will be evaluated
	2.2	Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services
	2.3	Identify competitor activity that may have an impact on the market for new or improved products and/or services

	2.4	Assess the likely impact of customers' culture and behaviour on potential sales
3. Be able to manage the development of new or improved products and/or services	3.1	Take action to ensure that proposals are consistent with organisational strategy, objectives and values
	3.2	Assess the costs of developing new or improved products and/or services
	3.3	Assess the viability of products and/or services by carrying out viability tests
	3.4	Evaluate the degree of success of new or improved products and/or services

Manage strategic marketing activities		
Unit Reference	L/506/2293	
Level	5	
Credit Value	7	
Guided Learning (GL)	28	
Unit Summary	This unit provides the learner with the knowledge to develop an understanding of your markets and customers, develop and implement marketing plans and be able to manage the marketing of products and services.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Understand the strategic management of marketing activities	1.1	Analyse concepts underpinning strategic marketing in business practice
	1.2	Assess the scope of strategic marketing activities and how they affect a business
	1.3	Evaluate the relationship between the marketing and other business functions
	1.4	Analyse the planning principles involved in developing a marketing strategy
	1.5	Analyse a range of tools to evaluate a strategic marketing plan
	1.6	Explain the advantages and limitations of a range of marketing strategies
2. Be able to evaluate a market	2.1	Evaluate existing and potential markets against agreed strategic criteria
	2.2	Identify features of actual and potential offerings through an evaluation of competitors' products and/or services

3. Be able to develop a marketing communications strategy and plan	3.1	Evaluate a range of marketing communications frameworks
	3.2	Define marketing messages that are consistent with strategic objectives, organisational culture and values
	3.3	Specify communications media that are likely to reach the identified target customers
	3.4	Integrate marketing communications within operational processes
4. Be able to manage strategic marketing activities	4.1	Set pricing strategies that are consistent with organisational strategy, objectives and values and which optimise the potential for sales
	4.2	Manage the implementation of marketing strategies, plans and activities in accordance with organisational policies, values and priorities
	4.3	Monitor the performance of products and/or services and subcontractors against agreed success criteria
	4.4	Adapt marketing strategies, plans and activities in the light of feedback and/or changing circumstances

Develop and maintain professional networks		
Unit Reference	J/506/1949	
Level	4	
Credit Value	3	
Guided Learning (GL)	15	
Unit Summary	This unit provides the learner with the knowledge to develop and maintain professional networks.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.7)**	
The learner will	**The learner can**	
1. Understand the principles of effective networking	1.1	Describe the interpersonal skills needed for effective networking
	1.2	Explain the basis on which to choose networks to be developed
	1.3	Evaluate the role of shared agendas and conflict management in relationship-building
	1.4	Evaluate the role of the internet in business networking
	1.5	Assess the importance of following up leads and actions
	1.6	Analyse ethical issues relating to networking activities
2. Be able to identify professional networks for development	2.1	Identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations
	2.2	Shortlist networks for development against defined criteria

	2.3	Assess the benefits and limitations of joining and maintaining selected network(s)
3. Be able to maintain professional networks	3.1	Identify the potential for mutual benefit with network members
	3.2	Promote their own skills, knowledge and competence to network members
	3.3	Provide information, services or support to network members where the potential for mutual benefit has been identified
	3.4	Establish the boundaries of confidentiality
	3.5	Agree guidelines for the exchange of information and resources
	3.6	Take action to ensure that participation in networks reflects current and defined future aspirations and needs
	3.7	Make introductions to people with common or complementary interest to and within networks

Develop and implement an operational plan		
Unit Reference	Y/506/1955	
Level	4	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the knowledge to develop operational plans.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the principles of operational planning	1.1	Evaluate the use of risk analysis techniques in operational planning
	1.2	Explain the components of an operational plan
	1.3	Analyse the relationship between strategic and operational plans
	1.4	Evaluate the use of planning tools and techniques in the operational planning process
	1.5	Explain how to carry out a cost-benefit analysis
2. Be able to develop an operational plan	2.1	Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
	2.2	Identify evaluation mechanisms appropriate to the plan
	2.3	Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures

	2.4	Develop proportionate and targeted plans to manage identified risks
	2.5	Take action to ensure that plans complement and maximise synergy with other business areas
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements
3. Be able to implement an operational plan	3.1	Implement plans within agreed budgets and timescales
	3.2	Communicate the requirements of the plans to those who will be affected
	3.3	Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks
4. Be able to evaluate the effectiveness of an operational plan	4.1	Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources
	4.2	Report on the effectiveness of operational plans in the appropriate format

Encourage learning and development		
Unit Reference	M/506/1962	
Level	4	
Credit Value	3	
Guided Learning (GL)	16	
Unit Summary	This unit provides the learner with the knowledge to identify individuals' learning needs and styles and support them with their learning and development.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand the principles of learning and development	1.1	Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs
	1.2	Analyse the advantages and limitations of different learning and development methods
	1.3	Explain how to identify individuals' learning and development needs
	1.4	Evaluate the role of self-reflection in learning and development
2. Be able to support individuals' learning and development	2.1	Promote the benefits of learning to people in own area of responsibility
	2.2	Support individuals in identifying their current and likely future learning and development needs from a range of information sources
	2.3	Agree with individuals the learning activities to be undertaken, ensuring they

		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

Discipline and grievance management		
Unit Reference	A/506/1981	
Level	4	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge to initiate and follow grievance procedures.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand the principles supporting the management of discipline and grievance cases	1.1	Explain the difference between a discipline case and a grievance case and the implications for their management
	1.2	Explain sources of advice and expertise on discipline and grievance
	1.3	Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases
	1.4	Explain organisational procedures for the management of discipline and grievance cases
	1.5	Explain the communication techniques to be used in the management of discipline and grievance cases
	1.6	Explain the types of behaviours that are likely to result in disciplinary proceedings
	1.7	Explain the types of actions that are likely to lead to a grievance
	1.8	Explain how to carry out investigations into discipline and grievance cases

	1.9	Analyse the effect of well managed and poorly managed discipline and grievance cases
	1.10	Explain how the outcomes of discipline and grievance cases can be managed
2. Be able to manage a disciplinary case	2.1	Inform an individual that they are subject to disciplinary proceedings within agreed timescales
	2.2	Explain to an individual the reasons why they are subject to disciplinary proceedings
	2.3	Provide evidence that supports the case for disciplinary proceedings
	2.4	Develop a case to support an individual who is subject to disciplinary proceedings
	2.5	Keep detailed and accurate records of agreements, actions and events for disciplinary cases
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case
3. Be able to manage a grievance	3.1	Identify the nature of a grievance
	3.2	Investigate the seriousness and potential implications of a grievance
	3.3	Adhere to organisational procedures when managing a grievance
	3.4	Evaluate the effectiveness of how a grievance has been managed
	3.5	Agree measures to prevent future reoccurrences of grievances

Develop working relationships with stakeholders		
Unit Reference	F/506/1982	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to develop and sustain productive working relationships with stakeholders.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand working relationships with stakeholders	1.1	Analyse stakeholder mapping techniques
	1.2	Explain how influencing skills and techniques can be used to enhance the relationship with stakeholders
	1.3	Explain how expectation management and conflict resolution techniques are applied to stakeholder management
	1.4	Analyse the advantages and limitations of different types of stakeholder consultation
	1.5	Evaluate the risks and potential consequences of inadequate stakeholder consultation
2. Be able to determine the scope for collaboration with stakeholders	2.1	Identify the stakeholders with whom relationships should be developed
	2.2	Explain the roles, responsibilities, interests and concerns of stakeholders
	2.3	Evaluate business areas that would benefit from collaboration with stakeholders

	2.4	Evaluate the scope for and limitations of collaborating with different types of stakeholders
3. Be able to develop productive working relationships with stakeholders	3.1 3.2 3.3	Create a climate of mutual trust and respect by behaving openly and honestly Take account of the advice provided by stakeholders Minimise the potential for friction and conflict amongst stakeholders
4. Be able to evaluate relationships with stakeholders	4.1 4.2 4.3	Monitor relationships and developments with stakeholders Address changes that may have an effect on stakeholder relationships Recommend improvements based on analyses of the effectiveness of stakeholder relationships

Manage a tendering process		
Unit Reference	L/506/1984	
Level	4	
Credit Value	4	
Guided Learning (GL)	21	
Unit Summary	This unit provides the learner with the knowledge to select and manage suppliers through a tendering process. They will also learn to negotiate contracts.	
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	1.1	Explain the roles and inputs of those who need to be involved in the tender process
	1.2	Identify essential and desirable business needs and their implications which may be included within the tender
	1.3	Address all aspects of the specification including post-contractual requirements
	1.4	Allocate priorities within the tender specification in accordance with business needs
	1.5	Establish criteria and ranking systems to evaluate tenders in accordance with organisational procurement policies
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 organisational standards
	3.5	Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers
	3.6	Communicate outcomes of the tendering exercise to stakeholders
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts

Manage physical resources		
Unit Reference	K/506/1989	
Level	4	
Credit Value	4	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge to obtain and manage physical resources.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Be able to identify the need for physical resources	1.1	Identify resource requirements from analyses of organisational needs
	1.2	Evaluate alternative options for obtaining physical resources
	1.3	Evaluate the impact on the organisation of introducing physical resources
	1.4	Identify the optimum option that meets operational requirements for physical resources
2. Be able to obtain physical resources	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
	2.2	Obtain authorisation and financial commitment for the required expenditure
	2.3	Negotiate best value from contracts in accordance with organisational standards and procedures
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources

	2.5	Check that the physical resources received match those ordered
3. Be able to manage the use of physical resources	3.1	Take action to ensure physical resources are used in accordance with manufacturers' instructions
	3.2	Evaluate the efficiency of physical resources against agreed criteria
	3.3	Recommend improvements to the use of physical resources and associated working practices
	3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment

Manage the impact of work activities on the environment		
Unit Reference	J/506/2907	
Level	4	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge to manage the environmental and social impacts of your work.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.6)**	
The learner will	**The learner can**	
1. Understand how to support environmentally friendly working practices	1.1	Explain how to carry out an environmental impact analysis
	1.2	Compare sources of specialist advice on environmentally friendly working practices
	1.3	Analyse the business and environmental benefits of effective energy management policies
	1.4	Explain the health and safety requirements for the use and disposal of resources and waste
2. Be able to organise work so as to minimise the impact on the environment	2.1	Analyse potentially adverse effects on the environment caused by work activities
	2.2	Evaluate the effectiveness of methods of improving environmental sustainability in an organisation
	2.3	Implement plans and procedures to adapt work practices to make them more environmentally friendly
	2.4	Develop a system for colleagues to recommend improvements to make work practices more environmentally friendly

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

Prepare for and support quality audits		
Unit Reference	K/506/1992	
Level	4	
Credit Value	3	
Guided Learning (GL)	17	
Unit Summary	This unit provides the learner with the knowledge to prepare for and participate in quality audits.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
	1.2	Analyse the purpose and requirements of a range of quality standards
	1.3	Analyse the advantages and limitations of a range of quality techniques
	1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2. Be able to prepare for quality audits	2.1	Establish the quality requirements applicable to the work being audited
	2.2	Confirm that documentation is complete
	2.3	Confirm that any previously agreed actions have been implemented
	2.4	Make available information requested in advance by auditors
3. Be able to support quality audits	3.1	Provide access to information on request within scope of the audit

	3.2	Agree actions and timescales with auditors that will remedy non-conformance or non-compliance
	3.3	Identify instances where business processes, quality standards and/or procedures could be improved
	3.4	Develop a quality improvement plan that addresses the issues raised

Conduct quality audits		
Unit Reference	T/506/1994	
Level	4	
Credit Value	3	
Guided Learning (GL)	21	
Unit Summary	This unit provides the learner with the knowledge to prepare and carry out quality audits.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
	1.2	Analyse the purpose and requirements of a range of quality standards
	1.3	Analyse the advantages and limitations of a range of quality techniques
	1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2. Be able to prepare to carry out quality audits	2.1	Establish the quality requirements applicable to the work being audited
	2.2	Develop a plan for a quality audit
	2.3	Prepare the documentation needed to undertake a quality audit
	2.4	Specify data requirements to those who will support the audit
3. Be able to conduct quality audits	3.1	Confirm that any previously agreed actions have been implemented

	3.2	Analyse information against agreed quality criteria
	3.3	Identify instances where business processes, quality standards and/or procedures could be improved
	3.4	Agree actions and timescales that will remedy non-conformance or non-compliance

Manage a budget		
Unit Reference	A/506/1995	
Level	4	
Credit Value	4	
Guided Learning (GL)	26	
Unit Summary	This unit provides the learner with the knowledge to identify and justify requirements for financial resources and to manage budgets.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand how to identify financial requirements	1.1	Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
	1.2	Analyse the components of a business case to meet organisational requirements
	1.3	Analyse the factors to be taken into account to secure the support of stakeholders
	1.4	Describe the business planning and budget-setting cycle
2. Understand how to set budgets	2.1	Explain the purposes of budget-setting
	2.2	Analyse the information needed to enable realistic budgets to be set
	2.3	Explain how to address contingencies
	2.4	Explain organisational policies and procedures on budget-setting
3. Be able to manage a budget	3.1	Use the budget to control performance and expenditure

	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 provides the learner with the knowledge to understand the management of a project. You will learn to plan, manage and evaluate the effectiveness of a project.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the management of a project	1.1	Explain how to carry out a cost-benefit analysis for a project
	1.2	Evaluate the use of risk analysis techniques
	1.3	Evaluate project planning and management tools and techniques
	1.4	Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources
	1.5	Analyse the requirements of project governance arrangements
2. Be able to plan a project	2.1	Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work
	2.2	Agree the objectives and scope of proposed projects with stakeholders
	2.3	Assess the interdependencies and potential risks within a project

	2.4	Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan
	2.5	Develop proportionate and targeted plans to manage identified risks and contingencies
	2.6	Apply project lifecycle approaches to the progress of a project
3. Be able to manage a project	3.1	Allocate resources in accordance with the project plan
	3.2	Brief project team members on their roles and responsibilities
	3.3	Implement plans within agreed budgets and timescales
	3.4	Communicate the requirements of the plans to those who will be affected
	3.5	Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
	3.6	Keep stakeholders up to date with developments and problems
	3.7	Complete close-out actions in accordance with project plans
	3.8	Adhere to organisational policies and procedures, legal and ethical requirements when managing a project
4. Be able to manage a project	4.1	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
	4.2	Evaluate the effectiveness of capturing and managing project-related knowledge

	4.3	Report on the effectiveness of plans

Manage business risk		
Unit Reference	L/506/2004	
Level	4	
Credit Value	6	
Guided Learning (GL)	27	
Unit Summary	This unit provides the learner with the knowledge to understand the management of business risk.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand the management of business risk	1.1	Explain what is meant by business risk
	1.2	Analyse business risk identification theories and models
	1.3	Explain measures and techniques to mitigate business risk
	1.4	Explain their own level of authority in managing risk
2. Be able to address business risk	2.1	Monitor work in line with organisational risk procedures
	2.2	Identify potential risks using agreed risk criteria
	2.3	Assess identified risks, their potential consequences and the probability of them happening
	2.4	Communicate to stakeholders the likelihood of the risk occurring and its potential consequences
	2.5	Explain organisational business risk management policies

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

Manage knowledge in an organisation		
Unit Reference	A/506/2032	
Level	4	
Credit Value	5	
Guided Learning (GL)	34	
Unit Summary	This unit provides the learner with the knowledge to identify and manage information, knowledge and communication systems within an organisation.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.5)**	
The learner will	**The learner can**	
1. Understand the principles of knowledge management	1.1	Explain the concept, scope and importance of knowledge management
	1.2	Explain the concept of intellectual property
	1.3	Identify the business drivers that lead to effective knowledge management
	1.4	Explain the risks associated with knowledge management and their potential implications
	1.5	Explain the importance of engaging others and communicating knowledge management issues and activities
	1.6	Explain best practice principles and techniques for effective knowledge management
	1.7	Describe strategies to manage tacit and explicit knowledge
2. Be able to identify knowledge to be managed within an organisation	2.1	Identify the criteria against which knowledge will be managed

	2.2	Engage colleagues in identifying the knowledge to be managed
3. Be able to manage knowledge within an organisation	3.1	Implement actions in accordance with the knowledge management plan
	3.2	Adhere to security processes for the collection, storage and retrieval of knowledge
	3.3	Evaluate the extent to which current knowledge management systems and processes are fit for purpose
	3.4	Recommend improvements to processes and systems to manage knowledge
	3.5	Assess the likely impact and implications of the loss of knowledge

Recruitment, selection and induction practice		
Unit Reference	R/506/2909	
Level	4	
Credit Value	6	
Guided Learning (GL)	33	
Unit Summary	This unit provides the learner with the knowledge to recruit, select and retain people and induct individuals into their roles and the organisation.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.7)**	
The learner will	**The learner can**	
1. Understand the principles and theories underpinning recruitment, selection and induction practice	1.1	Explain workforce planning techniques
	1.2	Describe the information needed to identify recruitment requirements
	1.3	Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
	1.4	Analyse the factors involved in establishing recruitment and selection criteria
	1.5	Evaluate the suitability of different recruitment and selection methods for different roles
	1.6	Analyse patterns of employment that affect the recruitment of staff
	1.7	Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
	1.8	Explain the induction process

	1.9	Explain the relationship between human resource processes and the induction processes
2. Be able to recruit people into an organisation	2.1	Determine current staffing needs
	2.2	Identify current skills needs from identified staffing needs
	2.3	Identify future workforce needs
	2.4	Develop a resourcing plan that addresses identified needs within budgetary limitations
	2.5	Evaluate the cost-effectiveness of different methods of recruitment for an identified role
	2.6	Explain how recruitment policies and practices meet legal and ethical requirements
	2.7	Select the most appropriate method of recruitment for identified roles
3. Be able to select appropriate people for the role	3.1	Plan assessment processes that are valid and reliable
	3.2	Provide those involved in the selection process with sufficient information to enable them to make informed decisions
	3.3	Justify assessment decisions with evidence
	3.4	Inform applicants of the outcome of the process in line with organisational procedures
	3.5	Evaluate the effectiveness of the selection process
	3.6	Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments

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

Manage redundancy and redeployment		
Unit Reference	M/506/2044	
Level	4	
Credit Value	6	
Guided Learning (GL)	39	
Unit Summary	This unit provides the learner with the knowledge to be able to manage the redeployment of people and manage redundancies.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.5)**	
The learner will	**The learner can**	
1. Understand the management of redundancy	1.1	Explain the legal requirements that relate to the management of redundancy
	1.2	Explain the conditions required for a redundancy and their implications
	1.3	Explain possible ways of avoiding redundancies
	1.4	Explain the factors involved in identifying the pool for redundancy selection
	1.5	Explain the factors involved in developing an appeals process
	1.6	Explain the process for planning and managing a redundancy
	1.7	Evaluate the implications of voluntary and compulsory redundancy on individuals
	1.8	Evaluate the implications of voluntary and compulsory redundancy for organisations
	1.9	Evaluate the type of information required by staff who are retained

	1.10	Evaluate the type of information required by staff who are made redundant
	1.11	Assess the role of outplacement in redundancy
2. Understand the principles of redeployment	2.1	Explain the concept of redeployment
	2.2	Explain the legal requirements that relate to the management of redeployment
	2.3	Explain the process for planning and managing a redeployment
	2.4	Evaluate the type of information required by staff who are retained
	2.5	Evaluate the type of information required by staff who are redeployed
	2.6	Evaluate the benefits and limitations to an organisation of redeployment
	2.7	Assess the role of project management techniques in the management of redeployment
3. Be able to manage a redundancy	3.1	Evaluate the available options for avoiding a redundancy and their implications
	3.2	Develop a redundancy plan and timetable that addresses redundancy objectives
	3.3	Take action to ensure that redundancy payments are calculated accurately
	3.4	Use an appropriate method for communicating the outcome of a redundancy decision
	3.5	Make agreed support services available to those who have been made redundant
4. Be able to manage the redeployment of staff	4.1	Explain to redeployees the reasons, purpose and benefits of redeployment

	4.2	Develop a redeployment plan that addresses agreed objectives
	4.3	Use an appropriate method for communicating about redeployment
	4.4	Make agreed support services available to those being redeployed
	4.5	Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff

Lead the development of a knowledge management strategy		
Unit Reference	D/506/2959	
Level	7	
Credit Value	7	
Guided Learning (GL)	33	
Unit Summary	This unit focuses on developing the skills needed to design and lead a knowledge management (KM) strategy, ensure knowledge is effectively captured, shared, and used and to align KM practices with organisational goals	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.2)**	
The learner will	**The learner can**	
1. Understand the principles underpinning knowledge management	1.1	Analyse the value of knowledge management
	1.2	Evaluate the advantages and disadvantages of a range of models of knowledge management
	1.3	Assess the role of staff in the development of a knowledge management strategy
	1.4	Assess the nature of knowledge management as a strategic asset
	1.5	Characterise different knowledge management approaches and schools of thought
	1.6	Analyse different frameworks and dimensions of knowledge management and the use and implications of push and pull strategies
	1.7	Analyse the use of technology to manage knowledge

2. Be able to develop a knowledge management strategy	2.1	Identify the scope for the creation, development, sharing and transfer of knowledge
	2.2	Take action to ensure the strategy identifies business-critical knowledge, facilitates the creation, maintenance and sharing of knowledge and addresses hindrances and risks
	2.3	Take action to ensure the strategy provides a framework for addressing business-critical needs and addresses all aspects of an organisation's environment
	2.4	Specify standards, processes and protocols that support knowledge creation, sharing and protection
3. Be able to manage knowledge	3.1	Implement systems and procedures that protect intellectual property from unauthorised use
	3.2	Evaluate the capability and capacity of existing information, knowledge and communications systems to meet current and predicted needs
	3.3	Select technologies and suppliers that are capable of meeting current and likely future information, knowledge and communications needs within required security and resource constraints
4. Be able to promote knowledge management	4.1	Encourage managers to act as knowledge management role models
	4.2	Use communications media that are appropriate to the nature of the organization

Lead the development of a quality strategy		
Unit Reference	J/506/2101	
Level	7	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit focuses on developing the skills required to manage knowledge effectively within an organisation, ensuring that information is captured, shared, and used to improve performance and decision-making.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.3)**	
The learner will	**The learner can**	
1. Understand the principles underpinning the development of a quality strategy	1.1	Define the scope of quality
	1.2	Distinguish between quality management, quality assurance, quality control and quality improvement
	1.3	Evaluate a range of approaches to quality management and the principles on which they are built
	1.4	Analyse the development of quality management principles
	1.5	Evaluate the requirements of a range of quality standards
2. Be able to develop a quality strategy	2.1	Identify the scope of a quality strategy
	2.2	Devise a strategy that is capable of assuring and controlling the quality of work to agreed standards
	2.3	Specify standards, processes and protocols that support the maintenance of quality standards

	2.4	Evaluate the use of technology to manage quality for different purposes
3. Be able to manage quality	3.1	Implement systems and procedures that are capable of monitoring quality standards
	3.2	Evaluate the capability and capacity of systems to meet current and predicted quality needs
	3.3	Select technologies and suppliers that are capable of meeting current and likely future quality needs within constraints

Lead the development of a continuous improvement strategy		
Unit Reference	F/506/2114	
Level	7	
Credit Value	5	
Guided Learning (GL)	28	
Unit Summary	This unit is about planning, implementing, monitoring, and reviewing operational plans to help achieve organisational objectives effectively and efficiently.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand the principles underpinning the development of a continuous improvement strategy	1.1	Define the scope of continuous improvement and its relationship with other systems
	1.2	Distinguish between continuous and continual improvement
	1.3	Evaluate a range of approaches to continuous improvement and the principles on which they are built
	1.4	Evaluate the implications of staff involvement in continuous improvement
	1.5	Analyse the development of continuous improvement
2. Be able to develop a continuous improvement strategy	2.1	Identify the scope of a continuous improvement strategy
	2.2	Devise a strategy that is capable of evaluating business performance and identifying areas that could be improved
	2.3	Establish valid measures for evaluating business performance

	2.4	Establish systems for collecting and assessing information on business performance
	2.5	Foster a culture where people are encouraged to make suggestions for improvement
3. Be able to manage continuous improvement	3.1	Implement systems and procedures that are capable of measuring business performance
	3.2	Benchmark performance against historical data, other comparable organisations
	3.3	Take action to ensure that knowledge and understanding is fed into the knowledge management system
	3.4	Take action to ensure that improvements made align with business objectives and values

Optional Group C Unit Details

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 provides the learner with the knowledge to be able to manage all aspects of health and safety in your own area of responsibility.	
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
2. Understand how to assess, monitor and minimise health and safety risks in own area of responsibility	2.1	Describe the types of hazards and risks that may arise in relation to health and safety
	2.2	Explain how to use systems for identifying hazards and assessing risks
	2.3	Explain how to monitor, evaluate and report on health and safety within own area of responsibility

	2.4	Describe the types of actions which should be undertaken to control or eliminate health and safety hazards
3. Be able to review health and safety policy in own area of responsibility	3.1	Review written health and safety policy against requirements for own area of responsibility
	3.2	Communicate any recommendations for changes to health and safety policy to relevant individuals
4. Be able to communicate health and safety policy in own area of responsibility	4.1	Communicate written health and safety policy to all people in own area of responsibility and other relevant parties
	4.2	Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy
5. Be able to monitor health and safety in own area of responsibility	5.1	Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility
	5.2	Assess working environment within own area of responsibility against organisation's health and safety policy
	5.3	Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility
	5.4	Take appropriate action to eliminate or control identified hazards and identified risks
	5.5	Evaluate health and safety requirements in project or operational plans within own area of responsibility

Contribute to the design and development of an information system		
Unit Reference	A/506/1950	
Level	4	
Credit Value	5	
Guided Learning (GL)	23	
Unit Summary	This unit provides the learner with the knowledge to understand information system design requirements to be able to contribute to the specification and recommend options for the development of an information system.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand information system design requirements	1.1	Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation
	1.2	Assess the ways in which information can be used by an organisation
	1.3	Evaluate the implications of data protection requirements for the design of an information system
2. Be able to contribute to the specification of an information system	2.1	Identify the users and stakeholders of an information system
	2.2	Identify the information that will be managed within a system
	2.3	Analyse the impact of budgetary constraints on the design of an information system
	2.4	Specify the functionality of a system that is capable of delivering agreed requirements

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

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

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

Manage events		
Unit Reference	M/506/1959	
Level	4	
Credit Value	6	
Guided Learning (GL)	49	
Unit Summary	This unit provides the learner with the knowledge to understand the management of an event. They will be able to manage the planning of an event and manage an event.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand the management of an event	1.1	Explain how organisational objectives will be met by an event
	1.2	Explain the flexibilities and constraints of an event's budget
	1.3	Evaluate the use of project management techniques in event management
	1.4	Analyse how models of contingency and crisis management can be applied to event management
	1.5	Analyse the use of customer relationship management (CRM) systems to attract attendees
	1.6	Evaluate the application of the principles of logistics to event management
	1.7	Describe the insurance requirements of an event
2. Be able to manage the planning of an event	2.1	Identify the purpose of an event and the key messages to be communicated
	2.2	Identify target attendees for an event

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

Manage customer service operations		
Unit Reference	M/506/2898	
Level	4	
Credit Value	7	
Guided Learning (GL)	23	
Unit Summary	This unit provides the learner with the knowledge to understand the management of customer service operations. They will be able to plan and manage customer service operations and be able to prepare staff for the delivery 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
4. Be able to prepare staff for the delivery of customer service	4.1	Confirm that staff understand the vision, objectives, roles, plans, standards and procedures to deliver customer service

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

Review the quality of customer service		
Unit Reference	F/506/2176	
Level	4	
Credit Value	4	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with the knowledge to understand how to review the quality of customer service. They will be able to plan the measurement and evaluate the quality of customer service.	
Learning Outcomes (1 to 3)	**Assessment Criteria (1.1 to 3.4)**	
The learner will	**The learner can**	
1. Understand how to review the quality of customer service	1.1	Explain the value of measuring the quality of customer service
	1.2	Analyse the criteria for and factors involved in setting customer service standards
	1.3	Explain how to construct representative samples
	1.4	Analyse methods of validating information and information sources
	1.5	Explain how to set and use customer service performance metrics
	1.6	Explain the use of customer feedback in the measurement of customer service
	1.7	Analyse the advantages and disadvantages of a range of data analysis methods
2. Be able to plan the measurement of customer service	2.1	Identify the features of customer service against which customer satisfaction can be measured

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

Developing sales proposals		
Unit Reference	A/502/8656	
Level	4	
Credit Value	5	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the knowledge to be able to write, develop and evaluate sales proposals.	
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	1.1	Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths
	1.2	Describe how to put together a persuasive argument based on quantitative and qualitative evidence
	1.3	Explain the importance of addressing the brief in tender documentation
	1.4	Explain the importance of using the "house style" in proposals
	1.5	Explain the legal and ethical issues relating to sales proposals
	1.6	Explain the client's procedures for submitting sales proposals
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	This unit provides the learner with the knowledge to be able prioritise information for sales planning and be able to carry out an internal and external business audit.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.3)**	
The learner will	**The learner can**	
1. Understand sources and types of information that support sales	1.1	Describe the information about customers' behaviour that is relevant to sales
	1.2	Explain the nature of competitors' sales activities
	1.3	Explain the relevance of information from the external business environment to sales
	1.4	Describe sources of business information relevant to sales
2. Understand internal information that supports sales	2.1	Describe the customer base of the organisation
	2.2	Explain organisational information storage procedures
	2.3	Explain 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 3.3	Organise sales information to support effective sales planning 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 4.2 4.3	Monitor trends and developments that impact on business and sales activities against agreed criteria Identify market developments and their implications for organisational sales plans Ensure that sales information is communicated to those who need it in accordance with organisational procedures

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 biiab.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.