Unit 301  Communicate in a business environment

UAN: Y/506/1910
Level: 3
Credit value: 4
GLH: 24

Relationship to NOS:
This unit is linked to the Business & Administration (2013) National Occupational Standards:
- CFABAA613 Understand how to communicate in a business environment
- CFABAA614 Prepare to communicate in a business environment
- CFABAA615 Communicate in a business environment.

Assessment requirements specified by a sector or regulatory body:
All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Aim:
This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to communicate in business both in writing and verbally.

Learning outcome
The learner will:
1. Understand business communication models, systems and processes.

Assessment criteria
The learner can:
1.1 analyse the communication needs of internal and external stakeholders
1.2 analyse the different communication models that support administration
1.3 evaluate the effectiveness of different communication systems
1.4 explain the factors that affect the choice of communication media
1.5 explain the importance of using correct:
   a. grammar
   b. sentence structure
   c. punctuation
### 1.6 explain the **factors** to be taken into account in planning and structuring different communication media

### 1.7 explain ways of overcoming **barriers** to communication

### 1.8 explain the use of communications theories and body language

### 1.9 explain **proof-reading techniques** for business communications.

#### Assessment Guidance

**Stakeholders:**

**Internal**
- managers
- colleagues
- shareholders

**External**
- suppliers
- customers
- lenders

**Communication models:**
- one-to-one
- cascade
- round table meeting
- group meeting
- webinar (across continents)

**Grammar:**
- nouns - name of person/place eg London, John
- pronouns - instead of noun eg instead of saying ‘John’ refer to ‘him’ or ‘he’
- verbs - doing things eg ‘run’
- adverbs - is a verb executed eg ‘he ran quickly’
- adjectives - description of nouns eg reality television

**Punctuation:**
- full stops (.)
- commas (,)
- apostrophes (’)

**Spelling:**
Examples below demonstrate how a similar word has a different meaning:
- accept; except
- advise; advice
- personnel; personal
- as well as words which are often spelt incorrectly: accommodation – accomodation
### Factors:
The 5 W's
- who
- what
- when
- to whom
- which model

### Barriers:
- poor listening skills
- lack of communication skills
- language problems
- technology breakdown
- prejudice and misconception
- conflicting messages
- lack of discussion
- environmental constraints

### Proof-reading techniques include:
- read your document backwards
- read from hard copy

### Evidence may be supplied by:
- report
- professional discussion
- questioning

### Learning outcome
The learner will:
2. Be able to communicate in writing in business.

### Assessment criteria
The learner can:
2.1 identify the purpose and audience of the information to be communicated
2.2 select communication media that are appropriate to the audience and information to be communicated
2.3 present information in the:
   a. format
   b. layout
   c. style

that is appropriate to the information to be communicated

2.4 follow agreed business practices when communicating in writing
2.5 adapt the style and content of a communication, appropriate to specific audiences
2.6 present written communications that are:
   a. clear
   b. expressed in correct grammar
   c. reflect what is intended
2.7 meet agreed deadlines in communicating with others.
### Assessment Guidance

**Media:**
- letters
- e-mail
- fax
- report

**House-style:**
Format, layout and style used within the organisation.

**Evidence may be supplied by:**
- product
- witness testimony
- observation

### Learning outcome

The learner will:
3. Be able to communicate verbally in business.

### Assessment criteria

The learner can:
3.1 identify the:
   a. nature
   b. purpose
   c. audience
   d. use

of the information to be communicated

3.2 use language that is correct and appropriate for the audience's needs

3.3 use appropriate body language and tone of voice to reinforce messages

3.4 identify the meaning and implications of information that is communicated **verbally**

3.5 **confirm** that a recipient has understood correctly what has been communicated

3.6 respond in a way that is appropriate to the situation and in accordance with organisational policies and standards.
### Assessment Guidance

**Verbally** through:
- face-to-face
- video conferencing
- telephone/answer phone

**Confirm** through:
- paraphrasing
- probing
- clarifying
- verifying
- summarising

**Evidence may be supplied by:**
- observation
- witness testimony
- professional discussion.
Unit 301 Communicate in a business environment

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.
# Unit 302

**Contribute to the improvement of business performance**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>D/506/1911</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>6</td>
</tr>
<tr>
<td>GLH:</td>
<td>33</td>
</tr>
</tbody>
</table>

**Relationship to NOS:**

This unit is linked to the Business & Administration (2013) National Occupational Standards:

- CFABAH122 Assist in improving organisational performance.

**Assessment requirements specified by a sector or regulatory body:**

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

**Aim:**

This unit aims to develop the knowledge and skills required to contribute to the improvement of business performance. Upon completion of this unit, learners will have developed an understanding of the key principles associated with resolving business problems and an understanding of improvement techniques and processes. Learners will be able to apply this knowledge when solving problems in business and when contributing to the improvement of business activities.

**Learning outcome**

The learner will:

1. Understand the principles of resolving business problems.

**Assessment criteria**

The learner can:

1.1 explain the use of different problem-solving techniques

1.2 explain the organisational and legal constraints relating to problem-solving

1.3 describe the role of stakeholders in problem-solving

1.4 describe the steps in the business decision-making process

1.5 analyse the implications of adopting recommendations and implementing decisions to solve business problems.
Assessment Guidance

Techniques:
- PEST analysis
- risk analysis
- failure modes and effects analysis
- cause and effect analysis

Decision-making process:
Decision Matrix Analysis (also known as – Grid Analysis).

Evidence may be supplied by:
- report
- professional discussion
- questioning

Learning outcome
The learner will:
2. Understand improvement techniques and processes.

Assessment criteria
The learner can:
2.1 describe the purpose and benefits of continuous improvement
2.2 analyse the:
   a. features
   b. use
   c. constraints

of different continuous improvement techniques and models

2.3 explain how to carry out a cost-benefit analysis
2.4 explain the importance of feedback from customers and other stakeholders in continuous improvement.

Assessment Guidance
Models:
- Crosby’s 14 steps
- Kaizen model

Cost-benefit analysis:
Adding up the benefits of a course of action, comparing these with costs associated.

Stakeholders:
Anyone who has an interest in the process/product.

Evidence may be supplied by:
- report
- professional discussion
## Learning outcome

The learner will:

3. Be able to solve problems in business.

## Assessment criteria

The learner can:

3.1 identify the:
   - a. nature
   - b. likely cause
   - c. implications

of a problem

3.2 evaluate the scope and scale of a problem

3.3 analyse the possible courses of action that can be taken in response to a problem

3.4 use evidence to justify the approach to problem-solving

3.5 develop a plan and success criteria that are appropriate to the nature and scale of a problem

3.6 obtain approval to implement a solution to a problem

3.7 take action to resolve or mitigate a problem

3.8 evaluate the degree of success and scale of the implications of a solved problem.

## Assessment Guidance

**Evidence may be supplied by:**
- report
- professional discussion
- questioning

## Learning outcome

The learner will:

4. Be able to contribute to the improvement of activities.

## Assessment criteria

The learner can:

4.1 identify the:
   - a. nature
   - b. scope
   - c. scale

of possible contributions to continuous improvement activities

4.2 measure changes achieved against existing **baseline data**

4.3 calculate performance measures relating to:
   - a. cost
   - b. quality
   - c. delivery

4.4 justify the case for adopting improvements identified with evidence

4.5 develop standard operating procedures and resource plans that are capable of implementing agreed changes.
<table>
<thead>
<tr>
<th>Assessment Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline data:</strong></td>
</tr>
<tr>
<td>Initial collection of data which serves as a basis for comparison with the subsequently acquired data.</td>
</tr>
<tr>
<td><strong>Evidence may be supplied by:</strong></td>
</tr>
<tr>
<td>• product</td>
</tr>
<tr>
<td>• report</td>
</tr>
<tr>
<td>• professional discussion</td>
</tr>
<tr>
<td>• questioning.</td>
</tr>
</tbody>
</table>
Unit 302  Contribute to the improvement of business performance

Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.
**Unit 303**  
Negotiate in a business environment

<table>
<thead>
<tr>
<th>UAN:</th>
<th>H/506/1912</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>18</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to the Business &amp; Administration (2013) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFABAG124 Negotiate in a business environment.</td>
</tr>
</tbody>
</table>

**Assessment requirements specified by a sector or regulatory body:**  
All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

**Aim:**  
This unit aims to develop the knowledge and skills required to negotiate in a business environment and introduces learners to the principles underpinning negotiation. Upon completion of this unit, learners will be able to prepare for business negotiations and carry out business negotiations.

### Learning outcome

The learner will:
1. Understand the principles underpinning negotiation.

### Assessment criteria

The learner can:
1.1 describe the requirements of a negotiation **strategy**
1.2 explain the use of different negotiation **techniques**
1.3 explain how research on the other party can be used in negotiations
1.4 explain how cultural differences might affect negotiations.

### Assessment Guidance

**Strategy:**
- plan
- tactic
- approach
**Techniques:**
- ‘The Persuasion Tools Model’
- Win-Win
- ‘Lewicki & Hiam’

**Evidence may be supplied by:**
- report
- professional discussion
- questioning

**Learning outcome**
The learner will:
2. Be able to prepare for business negotiations.

**Assessment criteria**
The learner can:
2.1 identify the:
   a. purpose
   b. scope
   c. objectives
   of the negotiation
2.2 explain the scope of their own authority for negotiating
2.3 prepare a negotiating strategy
2.4 prepare **fall-back stances** and compromises that align with the negotiating strategy and priorities
2.5 assess the likely objectives and negotiation stances of the other party
2.6 research the strengths and weaknesses of the other party.

**Assessment Guidance**

**Fall-back stances:**
Eg A last ditch compromise.

**Evidence may be supplied by:**
- report
- product
- professional discussion
- questioning
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>3. Be able to carry out business negotiations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1 carry out negotiations within responsibility limits in a way that optimises opportunities</td>
</tr>
<tr>
<td>3.2 adapt the conduct of the negotiation in accordance with changing circumstances</td>
</tr>
<tr>
<td>3.3 maintain accurate records of:</td>
</tr>
<tr>
<td>a. negotiations</td>
</tr>
<tr>
<td>b. outcomes</td>
</tr>
<tr>
<td>c. agreements made</td>
</tr>
<tr>
<td>3.4 adhere to:</td>
</tr>
<tr>
<td>a. organisational policies and procedures</td>
</tr>
<tr>
<td>b. legal and ethical requirements</td>
</tr>
</tbody>
</table>

Assessment Guidance:

Evidence may be supplied by:

- report
- product
- professional discussion
- questioning
- witness testimony.
Unit 303  Negotiate in a business environment

Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.
Unit 304  Develop a presentation

UAN: K/506/1913
Level: 3
Credit value: 3
GLH: 11

Relationship to NOS: This unit is linked to the Business & Administration (2013) National Occupational Standards:
- CFABAA617 Develop a presentation.

Assessment requirements specified by a sector or regulatory body: All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Aim: This unit aims to develop the knowledge and skills required to develop a presentation. Upon completion of this unit, learners will understand best practice in developing presentations and will be able to develop a structured presentation.

Learning outcome
The learner will:
1. Understand how to develop a presentation.

Assessment criteria
The learner can:
1.1 explain best practice in developing presentations
1.2 explain who needs to be consulted on the development of a presentation
1.3 explain the factors to be taken into account in developing a presentation
1.4 analyse the advantages and limitations of different communication media.

Assessment Guidance
Best practice:
- appropriate size font
- use of colour as appropriate
- use of charts appropriately
- choosing the right method for the occasion (eg handout to present to a meeting rather than a 35 slide presentation which says the same)
Factors:
- specific aims and objectives
- research topic
- include key points
- use colour appropriately
- product relevant handouts
- Five ‘P’s – Planning and Preparation Prevent Poor Performance

Communication media:
- meetings
- e-mail
- conference calls
- reports
- presentations
- webinar

Evidence may be supplied by:
- report
- professional discussion
- questioning

Learning outcome
The learner will:
2. Be able to develop a presentation.

Assessment criteria
The learner can:
2.1 identify the:
   a. purpose
   b. content
   c. style
   d. timing
   e. audience

for a presentation

2.2 select a **communication media** that is appropriate to the:
   a. nature of a presentation
   b. message
   c. audience

2.3 tailor a presentation to fit the timescale and audience's needs

2.4 prepare a presentation that is:
   a. logically structured
   b. summarises the content
   c. addresses the brief

2.5 take action to ensure that a presentation adheres to organisational guidelines and policies

2.6 develop **materials** that support the content of a presentation.
### Assessment Guidance

<table>
<thead>
<tr>
<th>Communication media:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• slide presentation</td>
</tr>
<tr>
<td>• flip chart with handouts</td>
</tr>
<tr>
<td>• handouts only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• handouts</td>
</tr>
<tr>
<td>• activities</td>
</tr>
<tr>
<td>• data specific eg financial standing in the market</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence may be supplied by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• product</td>
</tr>
<tr>
<td>• report</td>
</tr>
<tr>
<td>• professional discussion</td>
</tr>
<tr>
<td>• questioning.</td>
</tr>
</tbody>
</table>
Unit 304       Develop a presentation
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.
## Unit 305  Deliver a presentation

<table>
<thead>
<tr>
<th>UAN:</th>
<th>M/506/1914</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>GLH:</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Relationship to NOS:</strong></td>
<td>This unit is linked to the Business &amp; Administration (2013) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFABAA623 Deliver a presentation.</td>
</tr>
<tr>
<td><strong>Assessment requirements specified by a sector or regulatory body:</strong></td>
<td>All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.</td>
</tr>
<tr>
<td><strong>Aim:</strong></td>
<td>This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.</td>
</tr>
</tbody>
</table>

### Learning outcome

The learner will:

1. Understand the principles underpinning the delivery of presentations.

### Assessment criteria

The learner can:

1.1 analyse the advantages and limitations of different methods of, and media for, making presentations

1.2 explain how the type and size of the audience affects the delivery of a presentation

1.3 explain the factors to be taken into account in developing contingency plans when delivering presentations

1.4 explain voice projection and timing techniques when delivering presentations

1.5 explain the factors to be taken into account in responding to questions from an audience

1.6 explain different methods for evaluating the effectiveness of a presentation.
Assessment Guidance

Methods of, and media for, making presentations:
- oral
- slides
- handouts
- cue cards
- whiteboard
- flipchart
- webinar

Audience:
- medium – between 10 and 25
- large – more than 25

Contingency:
- something that may happen
- something set aside for unforeseen emergency

Techniques:
The ‘Goldilocks principle’ – delivery of the presentation to suit the audience, and if the material and timing is right the topic will be understood.

Factors:
- that test your expertise
- that demonstrates the questioner’s expertise
- that aims to correct an assertion you have made
- that seeks justification
- that comes too early
- you cannot answer

Methods:
- question and answer
- feedback questionnaire
- follow up e-mail

Evidence may be supplied by:
- report
- professional discussion
- questioning
**Learning outcome**
The learner will:
2. Be able to prepare to deliver a presentation.

**Assessment criteria**
The learner can:
2.1 confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation
2.2 develop contingency plans for potential equipment and resource failure
2.3 take action to ensure that the presentation fits the time slot available.

**Assessment Guidance**
**Evidence may be supplied by:**
- observation
- product
- witness testimony
- professional discussion
- questioning

---

**Learning outcome**
The learner will:
3. Be able to deliver a presentation.

**Assessment criteria**
The learner can:
3.1 speak clearly and confidently, using language that is appropriate for the topic and the audience
3.2 vary their voice:
   a. tone
   b. pace
   c. volume

appropriately when delivering a presentation
3.3 use body language in a way that reinforces messages
3.4 use equipment and resources effectively when delivering a presentation
3.5 deliver a presentation within the agreed timeframe
3.6 respond to questions in a way that meets the audience's needs
3.7 evaluate the effectiveness of a presentation.

**Assessment Guidance**
**Evidence may be supplied by:**
- observation
- product
- witness testimony
- professional discussion
- questioning.
Unit 305    Deliver a presentation
Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing i.e. observation report, product etc.
**Unit 306**  
Create bespoke business documents

<table>
<thead>
<tr>
<th><strong>UAN:</strong></th>
<th>T/506/1915</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>GLH:</strong></td>
<td>23</td>
</tr>
</tbody>
</table>
| **Relationship to NOS:** | This unit is linked to the Business & Administration (2013) National Occupational Standards:  
  - CFABAA212 Design and produce documents in a business environment. |
| **Assessment requirements specified by a sector or regulatory body:** | All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy. |
| **Aim:** | This unit aims to develop the knowledge and skills required to create bespoke business documents. Upon completion of this unit, learners will understand how to create bespoke business documents and will be able to apply this knowledge when designing and creating bespoke business documents. |

**Learning outcome**  
The learner will:  
1. Understand how to create bespoke business documents.

**Assessment criteria**  
The learner can:  
1.1 explain the use of bespoke **business documents**  
1.2 describe the **factors** to be taken into account in selecting the appropriate method of presenting a business document  
1.3 describe the use of **technology** to create bespoke business documents  
1.4 explain the purpose and requirements of **corporate identity** in bespoke business documents  
1.5 **analyse** different design **techniques** used to create attractive bespoke business documents  
1.6 explain the factors to be taken into account in evaluating the impact of bespoke business documents.
Assessment Guidance

Business documents:
- brochures
- catalogue
- poster
- advertising documentation
- training manuals (eg health & safety)
- new letterheads with complimentary slips and business cards

Factors:
- size of audience to impress
- content, legal, advertising, global

Technology:
- desk-top publishing software
- software subject specific (eg Contract Management)
- digital Media
- corporate identity
- company image
- uniqueness
- distinctiveness

Analyse:
Break the information into constituent parts; examine the relationship between the parts; question the information.

Techniques:
Kano Model Analysis (Dr Noriaki Kano) – a useful technique for deciding which features you want to include in a product or service. You might want to research other techniques.

Evidence may be supplied by:
- report
- professional discussion
- questioning
### Learning outcome
The learner will:

2. Be able to design bespoke business documents.

### Assessment criteria
The learner can:

2.1 confirm the:
   a. purpose
   b. nature
   c. content
   d. style
   e. quality standards
   f. audience
   g. deadline

of the document

2.2 identify the **optimum method** of presenting the document

2.3 create design options that meet the specification

2.4 take into account feedback from **stakeholders**.

### Assessment Guidance
**Optimum method:**

*eg*

- best possible
- most advantageous

**Stakeholders**

- those with a direct interest – clients, customers
- end user recipients

**Evidence may be supplied by:**

- product
- observation
- professional discussion
- witness testimony
- questioning

### Learning outcome
The learner will:

3. Be able to create bespoke business documents.

### Assessment criteria
The learner can:

3.1 include content that:
   a. meets the brief
   b. is accurate
   c. grammatically correct

3.2 use design techniques to create documents that meet the specification

3.3 integrate non-text items into the agreed layout

3.4 present documents within the agreed timescale.
Assessment Guidance

Evidence may be supplied by:

- product
- observation
- professional discussion
- witness testimony
- questioning.
Unit 306  Create bespoke business documents

Supporting information

**Guidance**

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.
Unit 308  Monitor information systems

UAN: F/506/1917
Level: 3
Credit value: 8
GLH: 43

Relationship to NOS:
This unit is linked to the Business & Administration (2013) National Occupational Standards:
- CFABAD131 Monitor information systems.

Assessment requirements specified by a sector or regulatory body:
All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Aim:
This unit aims to develop the knowledge and skills required to monitor information systems. Upon completion of this unit, learners will have an understanding of how information systems are used and will be able to monitor information systems.

### Learning outcome
The learner will:
1. Understand how information systems are used.

### Assessment criteria
The learner can:

1.1 explain how the intended use of **reports** affects the choice of format and language
1.2 explain how the audience of reports affects the choice of format and language
1.3 explain the features of different **problem-solving techniques** related to information systems
1.4 evaluate the suitability of possible problem-solving actions related to information systems
1.5 explain techniques to **validate** the reliability of information
1.6 analyse the suitability of different **evaluation** techniques related to information systems
1.7 assess the potential consequences of breaches of confidentiality
1.8 evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information.
Assessment Guidance

Reports:
- informational
- analytical
- research

Problem-solving techniques:
- upgrades
- training
- re-training

Validate by:
- double entry
- proof-reading
- data type
- range and constraint
- code and cross-reference
- structured
- check digit
- format check
- length check
- lookup table
- presence check
- range check

Evaluation:
- observation of users
- surveys
- interviews

Evidence may be supplied by:
- report
- professional discussion
- questioning
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. Be able to monitor information systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 develop a plan to monitor information systems that specifies:</td>
</tr>
<tr>
<td>a. objectives</td>
</tr>
<tr>
<td>b. scope</td>
</tr>
<tr>
<td>c. timescale</td>
</tr>
<tr>
<td>d. resource implications</td>
</tr>
<tr>
<td>e. the techniques to be used</td>
</tr>
<tr>
<td>f. reporting requirements</td>
</tr>
<tr>
<td>2.2 carry out monitoring activities in accordance with the plan</td>
</tr>
<tr>
<td>2.3 provide training and support to system users that is appropriate to their needs</td>
</tr>
<tr>
<td>2.4 identify the cause of problems with an information system</td>
</tr>
<tr>
<td>2.5 suggest solutions to problems with an information system</td>
</tr>
<tr>
<td>2.6 recommend adaptations to the system in response to identified problems or developments</td>
</tr>
<tr>
<td>2.7 adhere to:</td>
</tr>
<tr>
<td>a. organisational policies and procedures</td>
</tr>
<tr>
<td>b. legal and ethical requirements</td>
</tr>
</tbody>
</table>

when monitoring information systems.

<table>
<thead>
<tr>
<th><strong>Assessment Guidance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence may be supplied by:</strong></td>
</tr>
<tr>
<td>• product</td>
</tr>
<tr>
<td>• witness testimony</td>
</tr>
<tr>
<td>• professional discussion</td>
</tr>
<tr>
<td>• questioning.</td>
</tr>
</tbody>
</table>
Unit 308  

Monitor information systems

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.
Unit 309  Evaluate the provision of business travel or accommodation

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/506/1918</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>30</td>
</tr>
</tbody>
</table>

Relationship to NOS:
This unit is linked to the Business & Administration (2013) National Occupational Standards:
- CFABAA322 Organise business travel or accommodation.

Assessment requirements specified by a sector or regulatory body:
All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Aim:
This unit aims to develop the knowledge and skills required to evaluate the provision of business travel or accommodation. Upon completion of this unit, learners will have developed an understanding of the provision of business travel or accommodation arrangements. Learners will utilise this knowledge when evaluating the quality of organisational business travel or accommodation arrangements and making recommendations for improvements.

Learning outcome
The learner will:
1. Understand the provision of business travel or accommodation arrangements.

Assessment criteria
The learner can:
1.1 explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation
1.2 explain different travel or accommodation-related needs and services
1.3 explain different arrangements that could be made for the provision of business travel or accommodation
1.4 explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation.
Assessment Guidance

Factors:
- cost
- suitability
- discounts
- delivery and after-sales service charges
- reliability and reputation

Needs:
- transport; car, train, plane
- hotel; 3*, 4* or 5*
- foreign currency
- visa
- budgetary restraints

Evidence may be supplied by:
- report
- professional discussion
- questioning

Learning outcome

The learner will:
2. Be able to evaluate the quality of organisational business travel or accommodation arrangements.

Assessment criteria

The learner can:
2.1 assess the performance of providers of travel or accommodation against agreed criteria
2.2 identify instances of exceptional and inadequate performance
2.3 evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation and their implications
2.4 identify alternative potential providers and ways of providing travel or accommodation.
### Assessment Guidance

#### Agreed criteria:
- cost
- quality and safety
- service
- delivery
- social responsibility
- convenience
- risk
- responsiveness

#### Evidence may be supplied by:
- product
- report
- professional discussion
- questioning

### Learning outcome

The learner will:
3. Be able to recommend improvements to organisational business travel or accommodation arrangements.

### Assessment criteria

The learner can:
3.1 produce costed plans that set out different options:
   a. their benefits
   b. limitations
   c. implications

3.2 shortlist alternative potential providers of business travel or accommodation against agreed criteria

3.3 adhere to:
   a. organisational policies and procedures
   b. legal and ethical requirements

when recommending improvements to arrangements for business travel or accommodation.

### Assessment Guidance

#### Options:
- benefits – special deals, use of corporate credit card etc.
- limitations – only specific chain of hotels possible
- implications – could miss out on better deals

#### Evidence may be supplied by:
- report
- product
- professional discussion
- questioning.
Unit 309  Evaluate the provision of business travel or accommodation

Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing i.e. observation report, product etc.
Unit 321  Manage an office facility

UAN: K/506/1944  
Level: 3  
Credit value: 4  
GLH: 21  
Relationship to NOS: Business & Administration (2013) National Occupational Standards:  
• CFABAA118 Manage an office facility  

Assessment requirements specified by a sector or regulatory body: Skills CFA Assessment Strategy Competence units (S/NVQ)  

Aim: This unit aims to develop the knowledge and skills required to manage an office facility. Upon completion of this unit, learners will have developed an understanding of the management of an office facility and will be able to apply this when managing and maintaining an office facility.  

Learning outcome  
The learner will:  
1. Understand the management of an office facility.  

Assessment criteria  
The learner can:  
1.1 explain the requirements of establishing and implementing office management procedures  
1.2 explain how to manage the effectiveness of work and systems  
1.3 explain how to manage any constraints attached to office facilities and related budgets  
1.4 explain the factors to be taken into account in the design of office systems, procedures and guidance documents  
1.5 explain how to create an environment that is conducive to productive work.  

Assessment Guidance  
Establishing:  
• developing the idea stage  
• the research and development stage  
• the executive/implement stage
Manage:
- team meetings
- Key Performance Indicators (KPIs)
- setting performance standards

Constraints:
- contractual obligations with existing supplier
- delivery charges that might apply
- limited suppliers to choose from locally

Factors:
- cost
- review need
- discuss with end users
- design system/procedure and guidance documents
- implement
- delivery any training (systems)
- evaluate

Evidence may be supplied by:
- report
- professional discussion
- questioning

Learning outcome
The learner will:
2. Be able to manage and maintain an office facility.

Assessment criteria
The learner can:
2.1 maintain equipment and **consumables** to agreed levels
2.2 establish systems to evaluate the effectiveness of office systems and procedures
2.3 review the effectiveness of office systems and procedures to meet users’ needs, adapting them to meet changing demands
2.4 manage the maintenance of office equipment to meet users’ needs and expectations
2.5 manage effective relationships with suppliers
2.6 take action to ensure that administrative services are provided to agreed standards.
<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consumables:</strong></td>
</tr>
<tr>
<td>eg</td>
</tr>
<tr>
<td>• stationery (paper/envelopes/post-its/complimentary slips)</td>
</tr>
<tr>
<td>• printer/photocopier cartridges</td>
</tr>
<tr>
<td>• pens/pencils</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence may be provided by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• observation</td>
</tr>
<tr>
<td>• product</td>
</tr>
<tr>
<td>• witness testimony</td>
</tr>
<tr>
<td>• professional discussion</td>
</tr>
<tr>
<td>• report.</td>
</tr>
</tbody>
</table>
Unit 321  
Manage an office facility
Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing i.e. observation report, product etc.
Unit 322 Analyse and present business data

UAN: M/506/1945
Level: 3
Credit value: 6
GLH: 24
Relationship to NOS: Business & Administration (2013) National Occupational Standards:
- CFABAD322 Analyse and report data
Assessment requirements specified by a sector or regulatory body: Skills CFA Assessment Strategy Competence units (S/NVQ)

Aim: This unit aims to develop the knowledge and skills required to analyse and present business data. Upon completion of this unit, learners will have developed an understanding of the analysis and presentation of business data. Learners will be able to analyse both quantitative and qualitative business data and will also be able to present this analysis appropriately.

Learning outcome
The learner will:
1. Understand the analysis and presentation of business data.

Assessment criteria
The learner can:
1.1 explain the uses and limitations of primary and secondary data
1.2 explain the uses and limitations of quantitative and qualitative data
1.3 evaluate the issues relating to the validity and reliability of data and its analysis
1.4 explain the use of IT tools to carry out research
1.5 assess the risks attached to making judgments based on limited or unrepresentative samples
1.6 assess the risks attached to generalising research findings
1.7 explain different formats and techniques for the presentation of the analysis.
### Assessment Guidance/ Evidence Requirements

| Primary: | Main, most important. |
| Secondary: | Less important. |
| Quantitative: | • deals with numbers • measureable |
| Qualitative: | • deals with descriptions • data can be observed but not measured |
| Validity: | Is data sound? |
| Reliability: | Is data consistent, trustworthy and dependable? |

#### Formats and techniques

- tables
- pie chart
- bar chart
- report (text) with appropriate use of the above

### Learning outcome

The learner will:

2. Be able to analyse quantitative and qualitative business data.

### Assessment criteria

The learner can:

2.1 agree the **parameters** of the analysis
2.2 clarify any **ethical** requirements of the analysis
2.3 organise the data in a way that will facilitate its analysis
2.4 select **valid** and **reliable** data analysis methods and techniques that are appropriate to the data and analysis objectives
2.5 apply **analytical techniques** that are appropriate to the purpose of the research and the nature of the data
2.6 confirm the accuracy of data analysis and make necessary adjustments
2.7 draw conclusions that are valid and supported by evidence.
### Assessment Guidance

<table>
<thead>
<tr>
<th>Parameters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>limitations</td>
</tr>
<tr>
<td></td>
<td>restrictions</td>
</tr>
</tbody>
</table>

**Ethical:**
- moral
- right
- fair

**Valid:**
- sound
- suitable
- applicable

**Reliable**
- dependable
- trustworthy

**Analytical techniques**
- Key Driver Analysis
- Correspondence Analysis
- Decision Tree Algorithms
- Factor Analysis

Just a few techniques although you may come across others, but the analysis should be:
- logical
- systematic
- methodical
- reasoned

**Evidence may be provided by:**
- report
- product
- witness testimony
- professional discussion
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>3. Be able to present the analysis of business data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td>3.1 present data in the agreed reporting format and house style</td>
</tr>
<tr>
<td></td>
<td>3.2 acknowledge the limitations of the analysis</td>
</tr>
<tr>
<td></td>
<td>3.3 reference data sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Guidance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence may be provided by:</td>
<td></td>
</tr>
<tr>
<td>• product</td>
<td></td>
</tr>
<tr>
<td>• report</td>
<td></td>
</tr>
<tr>
<td>• professional discussion</td>
<td></td>
</tr>
<tr>
<td>• questioning.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 322  Analyse and present business data

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing i.e. observation report, product etc.
Unit 333  Manage team performance

<table>
<thead>
<tr>
<th>UAN:</th>
<th>A/506/1821</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>21</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LBA7 Promote equality of opportunity, diversity and inclusion</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)</td>
</tr>
</tbody>
</table>

**Aim:**
This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

**Learning outcome**
The learner will:
1. Understand the management of team performance.

**Assessment criteria**
The learner can:
1.1 explain the use of benchmarks in managing performance
1.2 explain a range of quality management techniques to manage team performance
1.3 describe constraints on the ability to amend priorities and plans.

**Assessment Guidance**
1.1 **Benchmarking** is the process of taking performance metrics from the team and comparing the results with those of other teams or with industry best practice. ‘Gaps’ or problems with performance can be identified and performance improvements achieved through investigating causes and identifying the best solutions. Targets for performance improvement can be set and plans implemented to achieve those targets.
In this criterion the learner is required to explain the use of benchmarking in managing performance. The explanation should include examples of performance measures that can used as part of this process.
1.2 There are three basic principles that form the basis of a total quality management system:

- focus on the customer
- understanding the process
- all employees committed to quality and excellence.

Techniques designed to manage quality are based on those three principles.

**Focus on the customer**

- customers’ (internal and external) needs and expectations are identified.
- performance standards are set that reflect those needs and expectations

**Understand the process**

- the process of producing the product or service the customer requires is understood and there is a commitment to continuously improve that process

**All employees are committed to excellence and quality**

- employees are involved and committed to a culture of quality
- communication and team work is effective
- skills are developed.

The organisation’s quality management system will set this out in detail and may also be externally accredited.

There are a large number of techniques that can be used to manage quality. A few examples include:

- performance measures and standards
- benchmarking
- process analysis and re-engineering
- continuous improvement
- employee involvement
- Variation Risk Management
- Six Sigma approaches
- etc

In this criterion the learner is required explain a range of quality management techniques and how they could be used in team performance management

1.3 The team leader’s ability to manage and improve team performance will be limited by his or her own authority and ability to influence others. There may be restrictions in terms of organisational policy, there may be financial constraints and team members themselves may be reluctant to participate and to accept change.

In this criterion the learner is required to describe constraints that could limit his or her ability to amend priorities and plan.
### Learning outcome

The learner will:

2. Be able to allocate and assure the quality of work.

### Assessment criteria

The learner can:

2.1 identify the strengths, competences and expertise of team members
2.2 allocate work on the basis of the strengths, competences and expertise of team members
2.3 identify areas for improvement in team members’ performance outputs and standards
2.4 amend priorities and plans to take account of changing circumstances
2.5 recommend changes to systems and processes to improve the quality of work.

### Assessment Guidance

2.1 The following factors all affect team performance:

- clarity of team objectives
- how work is allocated
- team dynamics – cohesion, working relationships, conflict handling
- ability and willingness of team to self-manage
- quality of leadership
- level of skills
- systems and resources available

The team leader’s understanding of these factors forms a vital part of managing to assure quality.

The team leader must be able to identify the competences and skills required of the job and identify the strengths, competences and expertise of team members in terms of those requirements. He or she should also be aware of team members’ experience, interest and motivation.

Such judgments should be objective, fair and based on specific evidence. They may be incorporated into a team skills matrix or the individual’s appraisal.

In this criterion the learner is required to provide evidence of identifying the strengths, competences and expertise of team members in relation to their team roles

2.2 Work allocation should be fair and equal and may take into consideration number of factors:

- experience and ability
- motivation and interest
- availability

It is also important to consider what skills need to be developed and to allow opportunities for this. Balancing interesting and boring jobs is important for motivation.
When allocating work the team leader needs to clear instructions, and specific performance requirements including timescales.

In this criterion the learner is required to provide evidence that work has been correctly and appropriately allocated on the basis of the strengths, competences and expertise of team members.

### 2.3 Monitoring performance of the team against performance measures and standards

Monitoring performance of the team against performance measures and standards should highlight any areas where team members’ performance does not meet output and standards. In this criterion the learner is required to provide evidence of identifying areas for improvement in team members’ performance outputs and standards.

### 2.4 On the basis of areas for improvement identified in 2.3

On the basis of areas for improvement identified in 2.3. The team leader may need to take corrective action including amending priorities and plans. Alternative approaches may be required to the system or process being used through changing:

- task method
- work allocation
- timescales
- access and use of equipment or supplies
- training

In this criterion the learner needs to provide evidence of how plans and priorities have been amended to take into account changing circumstances.

### 2.5 As a result of identifying the need for improvement

As a result of identifying the need for improvement. The team leader should involve the team in applying a simple improvement technique to:

- identify the nature of the problem
- gather information into the causes and solutions to the problem
- decide on the most suitable course of action
- plan and implement the solution
- decide how to monitor the outcome to ensure that the problem has been solve

If outside the team leader’s authority to change, these recommendations should be made to the appropriate senior manager.

In this criterion the learners needs to provide evidence of making recommendations for changes in systems and processes as identified in 2.3 and 2.4 to improve the quality of work.
### Learning outcome

The learner will:

3. Be able to manage communications within a team.

### Assessment criteria

The learner can:

| 3.1 | explain to team members the lines of communication and authority levels |
| 3.2 | communicate individual and team objectives, responsibilities and priorities |
| 3.3 | use communication methods that are appropriate to the topics, audience and timescales |
| 3.4 | provide support to team members when they need it |
| 3.5 | agree with team members a process for providing feedback on work progress and any issues arising |
| 3.6 | review the effectiveness of team communications and make improvements |

### Assessment Guidance

#### 3.1 Communication plays a key role in effective team performance management in:

- gaining commitment through the communication of the organisation’s vision and strategy
- gaining commitment through communication of the teams objectives, targets and performance requirements
- enable empowerment and involvement in performance improvement
- enable more effective team working through greater cohesiveness and exchange of ideas amongst team members
- enable coaching and mentoring to improve team skills
- improve motivation
- provide a stronger sense to leadership

Organisations will have defined lines of communication with roles, responsibilities and authority levels. This is usually represented in diagrammatic form.

In this criterion the learner is required to explain the team’s lines of communication and authority levels

#### 3.2 Effective communication of individual and team objectives, responsibilities and priorities should show the use of effective communication techniques by communicating requirements:

- at the right time
- clearly and specifically
- in language that can be understood by the receiver.

Feedback should be sought to ensure that the communication has been understood.

Communication may be in writing and/or through team or individual briefing, depending on situation and complexity, and objectives should be SMART.
In this criterion the learner is required to provide evidence of having correctly and appropriately communicated individual and team objectives, responsibilities and priorities.

### 3.3

There are a number of written and verbal/spoken techniques that can be used.

Non-verbal, visual material may also help to clarify the message.

The technique to be used will depend on locations, complexity of information, normal company practice and the need for feedback.

In this criterion the learner is required to provide evidence of how the communication methods they have used in 3.2 are appropriate to the topic, audience and timescales.

### 3.4

As part of the managing team performance, the team leader is required to provide support to team members in achieving objectives and performance standards. This could take the form supporting team members to develop skills or to adapt to changes. This is often achieved through coaching or mentoring.

Improving the dynamics of the team and listening to team needs are also important.

In this criterion the learner is required to provide evidence of providing correct and appropriate support to at least two team members.

### 3.5

The team leader needs to provide feedback to team members on work progress and other issues. Feedback from team members to the team leader is also required. This process could include the use of written performance data and/or spoken feedback on a one to one, or one full team basis. Feedback given should be objective and based on factual information.

Feedback on performance on a regular basis is appreciated by all team members—especially positive feedback—so they know where they stand.

In this criterion the learner is required to provide evidence that he or she has agreed with team members a correct and appropriate process for providing feedback on work progress and any issues arising.

### 3.6

In order to improve performance, the team leader should review the effectiveness of team communications. Opinions of team members and line manager could be useful in doing this.

The review should be structured around the criteria for good team communications including:

- team members receive all organisational information in line with organisational policy
- individual and team objectives, responsibilities and work plans are communicated clearly to the team and at the correct time
- communication principles are followed in the presentation of information and appropriate communication techniques are used.
- feedback on work progress is sought and given following good practice guidelines
- communication is used to support team members by answering queries, addressing issues of team dynamics and providing coaching and mentoring support as required.

In this criterion the learner is required to provide evidence of completing a review of the effectiveness of team communications and making improvements.
Unit 334  Manage individuals’ performance

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/506/1921</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>20</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LDB4 Manage people’s performance at work</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LDC2 Support individuals’ learning and development</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LDC3 Mentor individuals</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LDC5 Help individuals address problems affecting their performance</td>
</tr>
</tbody>
</table>

Assessment requirements specified by a sector or regulatory body: This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)

Aim: This unit aims to develop the knowledge and skills required to manage individuals’ performance. Upon completion of this unit, learners will have developed an understanding of the management of underperformance in the workplace and will be able to manage individuals’ performance in the workplace.

Learning outcome

The learner will:
1. Understand the management of underperformance in the workplace.

Assessment criteria

The learner can:
1.1 explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
1.2 explain how to identify causes of underperformance
1.3 explain the purpose of making individuals aware of their underperformance clearly but sensitively
1.4 explain how to address issues that hamper individuals’ performance
1.5 explain how to agree a course of action to address underperformance.
Assessment Guidance

1.1
Performance management is a holistic process of bringing together many activities that collectively contribute to the effective management of individuals. The process covers the broader issues of the organisation and long term goals.

Performance appraisal is part of performance management; it is operational, uses data and information and relates to individuals. In the case of underperformance, can involve specific policies on discipline and grievance. It is usually within the role of the line manager to deal with issues relating to the individual.

Underperformance means that agreed targets and objectives, and behaviour and attitudes are below or against the standards required by the organisation. Examples could include poor timekeeping, lack of respect of others or failure to carry out instructions which could have serious implications.

There are many policies within the organisation, these are regularly updated in line with current legislation and good practice. Employees are provided with access to key policies usually through the use of the shared drive and this information is commonly used as part of staff induction.

Disciplinary and grievance policies and procedures are frameworks providing clear information for dealing with difficulties which may arise as part of the working relationship from either the employer's or employee's perspective. The policies let employees know what is expected and provide courses of action (steps) to follow with key contacts. It is very important to follow the stages carefully and to keep good records, these might include minutes of meetings, emails, attendance notes, notes of telephone calls, letters etc.

In this criterion the learner is required to provide evidence that he or she has:

- Explained using an example for each of the disciplinary and grievance policies of when each policy would be used and the type of evidence that would be needed before, during and after the process.
- Identified the key steps for each of the policies and described a work related outcome for the individual and the organisation of using each policy together with supporting information of each stage.

1.2
Formal and informal feedback provides the line manager with information from systems, processes individuals and teams which can be used to show gaps between what you have planned or could have achieved and actual achievement. These ‘gaps’ which are below what is expected can be called indicators of underperformance.

- In order to identify causes of underperformance, feedback from the individual in the form of words, behaviour or attitude may give an early indication of performance gaps.
- Feedback from others, including the team, other departments and customers may also be of a formal or informal nature.
- An increased number of customer complaints, for example, are a significant indicator.
Informal meetings provide an ongoing method of feeding back and ascertaining impact assessment, where individuals can discuss how their attitude and standard of work affects outcomes and standards.

Formal appraisal/performance review meetings where data and information is brought by both parties to review progress.

In this criterion the learner is required to provide evidence that he or she has:
- explained the methods used to identify underperformance using reliable sources of information.

1.3
Clear lines of communication are very important when working with others and early indicators based on evidence, enable parties to agree and make changes accordingly. As good use of interpersonal skills is essential when working with others, it is very important to be sensitive to the needs of others as messages can be interpreted differently from the sender to the receiver and levels of co-operation and motivation can be affected.

In this criterion the learner is required to provide evidence that he or she has:
- explained why a clear and sensitive approach is important when dealing with underperformance.

1.4
Wherever possible one-to-one meetings should be undertaken in a quiet and confidential setting without interruptions from mobile phones or visitors. Feedback should be two way and both speaking and listening are important for both parties. Events, observed behaviours and actions are described rather than judged.

In this criterion the learner is required to provide evidence that he or she has:
- explained to an individual that there are underperformance issues to address.
- described how the approach was made, if agreement was reached and the outcomes for both parties.

1.5
Individuals are encouraged to come to their own conclusions about what has been going wrong (ownership), with a clear understanding of how to move forwards and take corrective action. Changes to other areas of work which are outside the scope of the individual may also need to take place in the future and there is also a need to agree individual responsibilities and set new targets. It is advisable for both parties to have a written record of the new outcomes with agreed timescales and opportunities for review.

In this criterion the learner is required to provide evidence that he or she has:
- explained how a new course of action was agreed and providing examples of documentation which both parties can access and refer to.
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. Be able to manage individuals’ performance in the workplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 agree with team members specific, measurable, achievable, realistic and time-bound (smart) objectives that align to organisational objectives</td>
</tr>
<tr>
<td>2.2 delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs</td>
</tr>
<tr>
<td>2.3 apply motivation techniques to maintain morale</td>
</tr>
<tr>
<td>2.4 provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards</td>
</tr>
<tr>
<td>2.5 monitor individuals’ progress towards objectives in accordance with agreed plans</td>
</tr>
<tr>
<td>2.6 recognise individuals’ achievement of targets and quality standards</td>
</tr>
<tr>
<td>2.7 adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals’ performance in the workplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong></td>
</tr>
<tr>
<td>Objectives are targets to be implemented or completed, or standards of performance to be achieved and maintained. These objectives or courses of action need to be going in the same direction in the as the organisation has decided to go. Objectives provide focus and clear direction, and should be SMART:</td>
</tr>
<tr>
<td>- Specific: Clear, unambiguous, straightforward, understandable</td>
</tr>
<tr>
<td>- Measurable: Related to quantified or qualitative performance measures</td>
</tr>
<tr>
<td>- Achievable: With known resources</td>
</tr>
<tr>
<td>- Realistic: Linked to business needs</td>
</tr>
<tr>
<td>- Time-bound: Building-in completion date and review dates</td>
</tr>
</tbody>
</table>

In this criterion the learner is required to provide evidence that he or she has:
- identified the relevant priorities for action to address issues of underperformance.
- agreed two SMART objectives with their line manager that support the improvement required.

| **2.2** |
| ‘Delegation’ means that you are able to trust someone with appropriate levels of expertise, competence, skill, knowledge and development needs to undertake specific tasks or duties on your behalf. However, individuals still require support and resources to be able to complete set tasks. |

In this criterion the learner is required to provide evidence that he or she has:
- delegated responsibility to two individuals for a specific task each, having clearly explained outcomes required. |
identified the key factors for each individual that were used to ensure that both parties were suitable for the tasks undertaken.

2.3

‘Motivation’ is a word used to describe an inner drive to behave or act in a certain manner. There are many theories and most describe a goal or reason to do something that will produce a desired result. Individuals have their own ‘intrinsic’ or inner motivation and ‘extrinsic’ motivation comes from others. Line managers often encourage and inspire others to maintain or improve morale.

‘Morale’ describes the mood and feelings of goodwill which inspire others to maintain or increase their outputs and contribute to harmonious working relationships. Getting to know people is vital and involvement and ownership of responsibility for achieving targets, quality standards and good customer feedback is critical. Techniques include daily conversations with individuals, organising team events, sharing collective performance data, celebrating achievement and rewarding effort.

In this criterion the learner is required to identify how he or she has:
- applied motivation techniques, explained, how, when and where they were used.
- described what happened as a result of using the techniques and the effects on individuals, the team and customers.

2.4

‘Mentoring’ is a relationship between an experienced person and less experienced person for the purpose of helping the one with less experience. This help can be in various forms and good examples are in the provision of information and resources to help the person complete their tasks. The help is provided in a non-threatening way, in a manner that the recipient will appreciate and value and will empower them to move forward with confidence towards what they want to achieve.

In this criterion the learner is required to identify how he or she has:
- provided resources (as a mentor) and information and resources to an individual (as a mentee).
- described how one target/goal has been met, explaining why meeting the target/goal was important and the implications of not meeting the target/goal.

2.5

‘Monitoring’ is the process of checking progress on an ongoing basis in order that there can be an early indication of when the product, process or service is not meeting or not likely to meet pre-agreed standards of quality and performance. This system of regular checks can save on wasted, time, effort, resources and employee energy and motivation levels.

In order to check for negative outcomes plans should be agreed in advance of actions being undertaken.

In this criterion the learner is required to describe how he or she has:
- monitored two individuals describing what expected and what was actually happening.
• described the actions that were undertaken where discrepancies were found and the impact on the individuals concerned.

2.6
When individuals meet or exceed the expected standards/targets 'recognition' provides a way of thanking or rewarding all parties. Rewards can be financially linked in the form of bonuses or performance related pay, but more commonly other forms of 'recognition' may include, time off in lieu, thanking and publicising individual and team efforts in data displayed in work areas or in company newsletters. Feedback and compliments from customers and the recording of achievements in information used for individual performance monitoring and review.

In this criterion the learner is required to describe how he or she has:
• demonstrated recognition, for at least two members of staff, by explaining what actions were taken and provided information about the specific targets/quality standards involved.

2.7
'Adhered' means followed closely, in this case the rules and guidance provided by policies and procedures as produced by the organisation and circulated to members of staff. As individuals we also have to make judgments, not only about legal implications i.e. obeying the law, but also using our values to make ethical judgments when managing individual levels of performance. When there is a positive working relationship, levels of trust can build and shared values are conveyed.

In this criterion the learner is required to describe how he or she has:
• followed an established policy or procedure with an individual in order to manage their underperformance.
• explained what happened at each of the key stages and described one outcome of the process for the both line manager and the individual concerned.
Unit 336  Chair and lead meetings

<table>
<thead>
<tr>
<th>UAN:</th>
<th>Y/506/1924</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>10</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)</td>
</tr>
</tbody>
</table>

**Assessment requirements specified by a sector or regulatory body:**
This unit aims to develop the knowledge and skills required to chair and lead meetings. Upon completion of this unit, learners will be able to prepare to lead meetings, chair and lead meetings and deal with post-meeting matters.

**Aim:**

**Learning outcome**
The learner will:
1. Be able to prepare and lead meetings.

**Assessment criteria**
The learner can:
1.1 identify the type, purpose, objectives, and background to a meeting
1.2 identify those individuals expected, and those required to attend a meeting
1.3 prepare for any formal procedures that apply to a meeting
1.4 describe ways of minimising likely problems in a meeting
1.5 take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale.

**Assessment Guidance**

1.1
A meeting is a gathering of two or more people that has been convened for a common goal or purpose. Meetings may occur face-to-face or virtually, using communication technology such as a telephone conference call, a conference call with the use of Skype or a videoconference*. Meetings may be formal or informal, as ‘one off’ events, as part of a series eg short project, or as a regular planned event.
The purpose or aim of the meeting should be communicated to everyone in advance, with clear objectives, i.e. outcomes expected and further detail about the subject or focus of the meeting so that everyone present feels that they are included in the process.
*Remember to take time zones into account if applicable.
In this criterion the learner is required to provide evidence that he or she has:

- Identified a meeting and explained the type, purpose and objectives.
Briefly described the context i.e. N.H.S. staff, private sector small engineering company, for the meeting and why the meeting is taking place.

1.2
In most companies it is usual in formal meeting arrangements to include the line manager in the circulation list and/or representatives from other departments, partly for an information overview and partly in case they wish to attend, alongside those who are required to attend as part of their job role.
In this criterion the learner is required to provide evidence that he or she has:

- identified those people who are required to attend and their designated job roles.
Listed any other members of staff that would be on circulation list for meeting invites explaining why they would also be included.

1.3
In advance of a formal meeting, there are number of formal arrangements or ‘protocols’ to be observed, for example:

- ensuring that you have the authority (or delegated) to convene a meeting and have been given responsibility to chair the meeting and follow up on action points or establish new ones at the meeting.
- ensuring that you have a good understanding of why the meeting is taking place and the role of the chair, minute taker* (or note taker) and the purpose of an agenda.
- appreciating that an agenda follows a set of rules, starting with welcoming attendees, apologies for absence and the approval of the minutes from the last meeting after any matters arising have been addressed. In some organisations there may be a specific proforma that is used for all meetings and if this is the case it should be used.
- numbered agenda items with named responsibility indicated should also be included (with suggested time allowance for each).
- the date of the next meeting should be listed as a final item (avoiding Any Other Business, A.O.B. as any items should be forwarded to the chair in advance of the meeting to be listed as agenda item.

*In formal situations the secretary for the meeting would take responsibility for the distribution of the agenda and accompanying papers and take notes at the meeting.
In this criterion the learner is required to provide evidence that he or she has:

- Prepared for a formal meeting by describing the purpose of the meeting, the role of the chair, the reasons for having agenda items and a minute taker.
1.4
Good preparation in advance of the meeting helps to reduce the possibility of problems. Arrangements are made by the chair or organiser of the meeting including:

- where possible, the checking of electronic diaries for participant availability
- confirming a date, start time, estimated end time and venue with participants (for off-site arrangements, a map, contact information and parking or travel arrangements are also required)
- booking a venue with due regard to any special requirements that participants may have e.g. special access or dietary arrangements when refreshments are involved.
- checking on confirmed attendance or reasons for apologies.

In this criterion the learner is required to provide evidence that he or she has:

- provided suitable arrangements in advance of the meeting, which have taken any participant special requirements, where required, into consideration.
- suggested any further actions that could also be taken to ensure a smooth running meeting e.g. spare copies of the agenda or anticipating interruptions from noise, devices or other employees.

1.5
Circulating* an agenda meeting in advance of the meeting giving others time to prepare is good practice.

Updated information about action points will be required at the meeting and individuals will need to know when they will be asked to speak and what information they will need to bring to address those action points. Other accompanying relevant information e.g. an article, report or spreadsheet to be discussed in the meeting should also be circulated in advance.

*This may be using electronic means.

In this criterion the learner is required to provide evidence that he or she has:

- prepared and circulated an agenda within agreed timescales with any accompanying documentation, for a meeting involving at least three people, in addition to the chair.
Learning outcome
The learner will:
2. Be able to chair and lead meetings.

Assessment criteria
The learner can:
2.1 follow business conventions in the conduct of a meeting
2.2 facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
2.3 manage the agenda within the timescale of the meeting
2.4 summarise the agreed actions, allocated responsibilities, timescales and any future arrangements.

Assessment Guidance
2.1
The conduct of meeting will vary from organisation to organisation, however, in general:

- start on time and welcome everyone to the meeting
- explain any practical arrangements such as comfort breaks or arrangements
- introduce anyone to the group who is new or does not know everyone
- state the purpose of the meeting, the expected end time and desired outcome(s)
- confirm who is taking notes and begin by listing apologies for absence
- look at the minutes/notes from the last meeting checking for accuracy and respond to any matters arising (in some organisations this stage is omitted, however, checking for the completing of action points is essential)
- proceed through the agenda items, noting any action points
- ensure that individuals have a chance to contribute without interruption
- agree the date of the next meeting (if required)
- end on time and thank everyone for attending.

In this criterion the learner is required to provide evidence that he or she has:

- conducted a meeting in line with business conventions by briefly describing what happened at each stage of the meeting
- obtained feedback from a meeting participant that the business conventions had been followed.

2.2
In order to adopt an inclusive approach to meetings, there are many considerations and a few examples are listed below:

- introduce everyone
- limit time for contributions
- invite others to speak so that everyone can contribute, particularly on contentious issues, invite other viewpoints
- encourage equal contributions by asking questions and responding
- put alternative viewpoints to stimulate discussion
- paraphrase and gain consensus along the way trying to resolve any contentious issues
- recap to ensure common understanding of what has been covered and what needs to be done next

In this criterion the learner is required to provide evidence that he or she has:
- described why it is important to include everyone in the meeting, suggesting two examples of how to encourage attendees to contribute.
- encouraged equal contribution of individual members, in a group of people, at a recent meeting.

2.3
It can be helpful to add an indication of time available on the agenda items listed with the most important items to be discussed at the start of the meeting.
- it could also be assumed that any reports circulated beforehand do not need to be read out and should be very briefly summarised.
- start and end on time and expect apologies for unavoidable lateness from latecomers.
- gain consensus that everyone arrives at the beginning of each meeting
- avoid distractions of non-agenda items ask people to be brief and focus on the key messages.
- note actions that require further discussion
- start on time and end on time (meetings timed to end at lunchtime or at the end of the day are less likely to run over time.

In this criterion the learner is required to provide evidence that he or she has:
- managed a meeting with a defined start and end time, ensuring that all agenda items have been covered including planned action points and named responsibilities.

2.4
It is helpful to summarise the key outcomes from discussion topics in order that each member understands what has been agreed, who is responsible and the resources/timescales. More specifically what process will need to be instigated or individual tasks undertaken, together with a clear appreciation of the actual evidence required that the work has been commenced or completed (depending on the nature of the task). Named responsibilities are important in order to gain ownership of outcomes.

In this criterion the learner is required to provide evidence that he or she has:
- explained briefly, why it is important to summarise agreed actions.
- accurately summarised the agreed actions, allocated responsibilities, timescales and any future responsibilities at the end of a meeting.
Learning outcome

The learner will:
3. Be able to deal with post-meeting matters.

Assessment criteria

The learner can:
3.1 take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
3.2 take action to ensure that post-meeting actions are completed
3.3 evaluate the effectiveness of a meeting and identify points for future improvement.

Assessment Guidance

3.1
It is seen as good practice to produce and circulate meeting notes/or minutes as soon as possible after the meeting to enable the attendees to have as much time as possible to undertake the agreed actions. These should be brief, accurate and proof read to ensure accuracy. Formats can vary, should be inclusive in nature e.g. large print facilities use and the avoidance of jargon and wherever possible the ‘house style’ of the organisation should be used. Abbreviations should not be used unless the words are written in full first or a glossary of terms is included. Avoid using texting or slang language.

In this criterion the learner is required to provide evidence that he or she has:

- produced and circulated minutes/notes of the meeting within three working days of the meeting taking place.
- suggested two alternative formats for minutes/notes of the meeting, providing examples in each case and describing in case an example of how these how these could be used.

3.2
Gaining informal feedback from individuals after the meeting is useful in order to improve levels of meeting efficiency and effectiveness. Specific monitoring arrangements can be put in place and these could include using:

- informal face- to face or telephone conversations
- e-mail checks
- interactive spreadsheets
- ‘traffic-light’ status indicators as a coding system for good or bad performance – usually known as ‘R.A.G rating’. For example the letters R, A and G are used: Red would mean inadequate, Amber would mean reasonable and Green would mean ideal*

*This system is often used in manufacturing or production where the lights can be seen from different parts of the factory or as a colour coding system in tables and spreadsheets in an office environment. The initials RAG are also added to the background colour to enable those with colour blindness to read the system.

In this criterion the learner is required to provide evidence that he or she has:

- explained the actions that have been taken to ensure that post-meeting actions are completed,
- provided one example of an allocated action point, showing the monitoring actions that have been taken and the outcome(s) achieved.

### 3.3

Effectiveness can be seen as an outcome of the quality of the conduct and content of the meeting and the actions that have happened as a result of the meeting.

Informal feedback can be taken verbally or more formally at the end of each meeting by individually completing a short questionnaire providing opportunities for future improvement.

In this criterion the learner is required to provide evidence that he or she has:
- evaluated a meeting using informal or formal feedback and collated the information.
- suggested at least two realistic improvements that could be made in future meetings.
Unit 338  
Encourage innovation

UAN: J/506/2292
Level: 3
Credit value: 4
GLH: 14
Relationship to NOS: Management & Leadership (2012) National Occupational Standards:
- CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement

Assessment requirements specified by a sector or regulatory body:
This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)

Aim: This unit aims to develop the knowledge and skills required to encourage innovation. Upon completion of this unit, learners will be able to identify opportunities for innovation and generate and test ideas for innovation and improvement. Learners will also be able to implement innovative ideas and improvements.

Learning outcome
The learner will:
1. Be able to identify opportunities for innovation.

Assessment criteria
The learner can:
1.1 analyse the advantages and disadvantages of techniques used to generate ideas
1.2 explain how innovation benefits an organisation
1.3 explain the constraints on their own ability to make changes
1.4 agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement
1.5 engage team members in finding opportunities to innovate and suggest improvements
1.6 monitor performance, products and/or services and developments in areas that may benefit from innovation
1.7 analyse valid information to identify opportunities for innovation and improvement.
Assessment guidance

1.1
The main techniques for generating ideas are:
- staff suggestions either individually or as part of ‘away days’ for the team
- cause and effect diagram (sometimes called Ishikawa or fishbone) as a technique for opening up thinking in problem solving process
- kaizen (incremental innovation) where any member of staff can suggest improvements,
- brainstorming (or thought showering) used in conjunction with a cause and effect tool. Every member of the group can put forward their own ideas in a non-judgmental way.
- force field analysis - by assessing the forces that prevent making the change, plans can be developed to overcome them
- Pareto analysis can be used to analyse the ideas from the brainstorming session - it is used to find that 80% of the effect is attributed to 20% of the cause (hence the nickname of the 80/20 rule)
- process flowcharting - recording pictorially what actually happens in a process as an aid for discussion to see if a proposed change is viable. Advantages and disadvantages of each technique will depend upon the nature (eg public or private) type (eg production, service) and size (eg small business, large international, public funded) of business. Consider number of employees, resources available, scale of innovation required and sector.

In this criterion the learner is required to provide evidence that he or she has:
- selected two different techniques for generating ideas and analysed the advantages and disadvantages of each.
- applied one of the techniques to a work based situation, generating realistic ideas which could be implemented.

1.2
Innovation could be described as the invention or use of new ideas, methods or equipment etc.
The organisation benefits from this fresh thinking by clarifying roles, bringing teams together and enriching the culture. This has an effect on markets and customers, bringing economic growth.

In this criterion the learner is required to provide evidence that he or she has:
- explained how innovation benefits an organisation.
- selected a specific example of innovation within the organisation and explained the method for generating the idea and the main benefits obtained.

1.3
Innovation differs from invention in that innovation refers to the use of a better idea or method. However, the ability to bring about changes is dependent on many factors such as:
• level of responsibility and authority
• resources available (including human)
• level of understanding of the impact of change on another area, process or product
• level of complexity of the change
• timescales, sometimes it takes time for an idea to ‘grow’ and have impact
• receptiveness of the organisation to new thinking ie is there an innovation culture?

In this criterion the learner is required to provide evidence that he or she has:
• explained the considerations that would have to be made in the current role in order to make changes.

1.4
A ‘stakeholder’ can be defined as anyone with a specific interest in the product or service; this usually includes the staff in your own area and other departments, suppliers, customers, sales and marketing teams. The ‘terms of reference’ in this case, are the pre-agreed order of priorities that are to be used when evaluating whether a potential innovation and improvement is to take place. For example, will a new target market be reached or will levels of health and safety incidents be reduced, will the product generate higher returns or reduce the number of customer complaints?

In this criterion the learner is required to provide evidence that he or she has:
• agreed terms of reference with stakeholders for a potential innovation or change.
• selected one recent example of an innovation and improvement which has been successful and described who the stakeholders were and the terms of reference used, giving reasons for each.

1.5
Innovations are more likely to come from teams and probably arise from a set of circumstances that bring multiple experiences and information gathering into one place to help solve a problem. Creating a ‘safe’ environment where ideas can be expressed and evaluated in a non-judgmental way is vital to the process, together with a culture which can follow through new ideas by making resources available, responding to customer needs and external factors which can change the nature of the business.

In this criterion the learner is required to provide evidence that he or she has:
• explained the importance of engaging team members in the process of finding opportunities to innovate and making suggestions for improvements.
• engaged two team members in an activity which seeks to find an opportunity for improvement, suggesting ideas for innovation.

1.6
Monitoring performance, products and services depends on collecting, collating and interpreting the results of data and information in order to be able to agree on the levels required. Following on, once levels have been agreed, subsequent data collected can then be judged to be above, on or below the required
standard (sometimes called the benchmark) and adjustments can be made to speed up outputs or improve levels of service and/or quality of products.

In this criterion the learner is required to provide evidence that he or she has:

- collected data and information on at least three occasions from a product or service and established an acceptable standard of performance. This could be for example, in attendance monitoring, three days unauthorised absence per calendar year. In engineering, one rejected part per 1,000
- in the selected example given two reasons why the organisation and two reasons why the customer would benefit from a stated innovation.

1.7
When information is collected and used for performance monitoring, there needs to be confidence in the fact that it is taken from trusted sources, is reliable in terms of method of collection, is recently obtained and is relevant to the product or service. The term ‘valid’ is taken to mean factual or based on truth, this might also mean legally and ethically sound.

In this criterion the learner is required to provide evidence that he or she has:

- interpreted the results of collecting valid information which is relevant to the operational level within the sector of work.
- suggested two opportunities for innovation and improvement giving at least one reason for each suggestion.

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. Be able to generate and test ideas for innovation and improvement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 generate ideas for innovation or improvement that meet the agreed criteria</td>
</tr>
<tr>
<td>2.2 test selected ideas that meet viability criteria</td>
</tr>
<tr>
<td>2.3 evaluate the fitness for purpose and value of the selected ideas</td>
</tr>
<tr>
<td>2.4 assess potential innovations and improvements against the agreed evaluation criteria.</td>
</tr>
</tbody>
</table>
Assessment guidance

2.1
Depending on the size, type and culture of the organisation, ideas can be generated informally, such as in a team meeting with open discussion, a brainstorming exercise, usually as part of time out of the working day or more formally using more structured ‘tools and techniques’. Examples include Kaizen and Force Field Analysis.
In this criterion the learner is required to provide evidence that he or she has:
- identified the criteria (ie the brief) used for the selection of potential ideas for innovation or improvement.
- generated two separate ideas demonstrating innovation or improvement on products, processes or service delivery.

2.2
Testing for ‘viability’ means looking at the existing business or proposed ideas to determine whether there is a ‘fit’ with the organisation in terms of the nature and type of the business. How would the innovation or improvement affect the customer, perhaps by adding value to the service or product?
In this criterion the learner is required to provide evidence that he or she has:
- tested two selected ideas with others and gathered brief information that would support the claim that the ideas were viable options.

2.3
Evaluating fitness for purpose could be considered as the next stage of the testing for fitness of purpose and value. ‘Value’ may mean more than just financial value and could be interpreted as other non-financial benefits. It is possible to determine how realistic the ideas are in practical terms by asking the question - Would this really work, given the ethical, financial and other resource implications as an innovation or improvement?
In this criterion the learner is required to provide evidence that he or she has:
- evaluated the fitness for purpose and value of selected ideas by giving reasons for choice which include benefits to the organisation and the customer.

2.4
A frequently used method of testing to see if an idea is capable of working under favourable conditions i.e. financial, time limitations and other resource implications is the ‘Decision Matrix’. Essential and desirable criteria are identified and each proposal or options is evaluated against these criteria.
In this criterion the learner is required to provide evidence that he or she has:
- listed the ideas (options) to be tested explaining the resource implications (including cost)
- used a decision making tool correctly in order to select an option and explained the reasons for selecting the best option.
Learning outcome

The learner will:
3. Be able to implement innovative ideas and improvements.

Assessment criteria

The learner can:
3.1 explain the risks of implementing innovative ideas and improvements
3.2 justify conclusions of efficiency and value with evidence
3.3 prepare costings and schedules of work that will enable efficient implementation
3.4 design processes that support efficient implementation.

Assessment guidance

3.1
Risks can be defined as chances of success, as well as risks of failure, however, risks are usually focused on any potential adverse effects. Bringing in new ideas, systems and products can sometimes have unplanned consequences, again, not all negative, however, because there will always be some risk involved; the aim is to avoid or minimize the risk wherever possible.

In this criterion the learner is required to provide evidence that he or she has:
- identified the main risks involved with the implementation of innovative ideas and improvements
- described the main actions taken to minimize or eliminate the risks to all parties.

3.2
‘Efficiency’ refers to the good use or management of resources i.e. money, time, materials, effort, usually with a view to using less of each. ‘Value’ refers to the reduction in the waste of time, effort and materials for the same or improved quality – from the customer point of view.

In this criterion the learner is required to provide evidence that he or she has:
- selected resources (human and physical) where conclusions of efficiency and value can be applied.

3.3
Once ideas for innovation and improvement have been selected and justified, they require implementation and this usually involves others. Each member will need to know the order of work, timescales involved, the human and physical resources available and cost allocations.

In this criterion the learner is required to provide evidence that he or she has:
- correctly and appropriately applied costs and schedules of work, including *SMART criteria for one aspect of implementation.

*SMART – is an acronym for Specific, Measurable, Achievable, Realistic and Timely.
3.4
Knowing who is responsible for each stage for managing the process and outcomes is required in the implementation stage. By producing a flowchart or process mapping chart that identifies each stage of implementation there is a means which can be used as a discussion aide and a monitoring aide. These aspects very important for successful outcomes to be achieved.

In this criterion the learner is required to provide evidence that he or she has:

- designed a visual representation (or approximately three minute audio recording) of the processes involved in the implementation.
Unit 339  
Manage conflict within a team

<table>
<thead>
<tr>
<th>UAN:</th>
<th>K/506/1927</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>25</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LDB8 Manage conflict in teams</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LDD5 Manage conflict in the broader work environment</td>
</tr>
</tbody>
</table>

Assessment requirements specified by a sector or regulatory body:
This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)

Aim:
This unit aims to develop the knowledge and skills required to manage conflict within a team and introduces learners to the key principles of conflict management. Upon completion of this unit, learners will be able to reduce the potential for conflict within a team and will also be able to deal with conflict within a team.

Learning outcome
The learner will:
1. Understand the principles of conflict management.

Assessment criteria
The learner can:
1.1 evaluate the suitability of different methods of conflict management in different situations
1.2 describe the personal skills needed to deal with conflict between other people
1.3 analyse the potential consequences of unresolved conflict within a team
1.4 explain the role of external arbitration and conciliation in conflict resolution.
Assessment guidance

1.1
People with different needs and different goals will come into conflict. Effective conflict resolution can make the difference between positive and negative outcomes. Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim being to enhance learning and group outcomes, in particular by enhancing performance.

Different styles of conflict resolution are useful in different situations. The Thomas-Kilmann Conflict Mode Instrument (TKI) helps you to identify which style you tend towards when conflict arises:

- **Competitive**: used in positions of power or rank and although useful in emergency situations can leave people feeling upset or resentful when used in less urgent situations.
- **Collaborative**: used to meet the needs of all people involved; acknowledging that everyone’s views are of equal importance and the situation is too important for trade-offs.
- **Compromising**: used when trying to find a solution that partially suits everyone, this can be useful when the cost of the conflict is higher than the cost of losing ground.
- **Accommodating**: used when there is a willingness to meet the needs of others at the expense of the person’s own needs. This method can be useful when ‘keeping the peace’ is more valuable than winning.
- **Avoiding**: used when difficult decisions can be delegated, when the controversy is trivial or when someone else is in a better position to solve the problem. E.g. escalating the problem upwards. Using this style can also be seen as a weakness when evading issues is avoided upsetting people.

In this criterion the learner is required to provide evidence that he or she has:
Selected different methods of conflict management and identified the advantages and disadvantages of each.

1.2
Most people have a preferred conflict resolution style but use different styles depending on the situation. Key personal skills include:

- Learning how to respect individual differences
- Being able to ‘see’ both sides of a situation by asking questions
- Using active listening skills
- Being calm under pressure
- Being assertive without being aggressive

Ability to use interpersonal skills of restating, paraphrasing and summarising to help to clarify a situation for all parties

In this criterion the learner is required to provide evidence that he or she has:
- Described interpersonal skills needed to deal with conflict between two people.
- Selected a specific work-based situation where conflict between two people has occurred, briefly set the scene and indicated why two skills that were used as part of conflict management that were helpful.
1.3 When conflicts are unresolved they can impact on individuals and teams, some results of unresolved conflict in the workplace include:
- stress and frustration
- employee turnover
- increased client complaints
- absenteeism
- grievances
- low morale and/or motivation
- bullying
An overall loss of productivity could stem from any of the above, which in turn will affect other parts of the organisation and job security.

In this criterion the learner is required to provide evidence that he or she has: selected one example of unresolved conflict in the team and fully explained the potential consequences to the team.

1.4 When conflicts cannot be settled within the organisation another more impartial route may be selected for the resolution of disputes outside of courts. ‘External arbitration’ means using a neutral ‘third party’ to hear a dispute between parties. The hearing is informal, the parties mutually select the arbitrator who sets the terms and conditions and settles the dispute. The outcomes of arbitration are final and binding to both parties.

‘Conciliation’s usually used where a complaint about employments rights is going to be made or has been made to an employment tribunal. Some organisations eg Acas offers a free, independent and confidential conciliation service.

In this criterion the learner is required to provide evidence that he or she has:
Explained the role of both arbitration and conciliation and suggested two separate examples of when each service would be utilised and the potential outcomes of each.

**Learning outcome**

The learner will:
2. Be able to reduce the potential for conflict within a team.

**Assessment criteria**

The learner can:
2.1 communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
2.2 explain to team members the constraints under which other colleagues work
2.3 review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures
2.4 take action to minimise the potential for conflict within the limits of their own authority
2.5 explain how team members' personalities and cultural backgrounds may give rise to conflict.
### Learning outcome

The learner will:
3. Be able to deal with conflict within a team.

### Assessment criteria

The learner can:
3.1 assess the seriousness of conflict and its potential impact
3.2 treat everyone involved with impartiality and sensitivity
3.3 decide a course of action that offers optimum benefits
3.4 explain the importance of engaging team members’ support for the agreed actions
3.5 communicate the actions to be taken to those who may be affected by it
3.6 adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team.
### Unit 340  Procure products and/or services

<table>
<thead>
<tr>
<th>UAN:</th>
<th>M/506/1928</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>35</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>- CFAM&amp;LED1 Decide whether to produce or buy in products and/or services</td>
</tr>
<tr>
<td></td>
<td>- CFAM&amp;LED2 Procure products and/or services</td>
</tr>
<tr>
<td></td>
<td>- CFAM&amp;LED3 Select suppliers through a tendering process</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit aims to develop the knowledge and skills required to procure products and/or services. Upon completion of this unit, learners will be able to identify procurement requirements, select suppliers and buy products and/or services.</td>
</tr>
</tbody>
</table>

### Learning outcome

The learner will:

1. Be able to identify procurement requirements.

### Assessment criteria

The learner can:

1.1 explain current and likely future procurement requirements
1.2 decide whether the purchase of products and/or services offers the organisation best value
1.3 evaluate ethical and sustainability considerations relating to procurement
1.4 justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits.
### Assessment Guidance

**Evidence may be supplied by:**
- report
- professional discussion
- questioning

### Learning outcome

The learner will:

2. Be able to select suppliers.

### Assessment criteria

The learner can:

2.1 explain the factors to be taken into account in selecting suppliers
2.2 explain organisational procurement policies, procedures and standards
2.3 explain the effect of supplier choice on the supply chain
2.4 use appropriate media to publicise procurement requirements
2.5 confirm the capability and track record of suppliers and their products and/or services
2.6 select suppliers that meet the procurement specification.

### Assessment Guidance

**Evidence may be supplied by:**
- report
- professional discussion
- questioning
- product
- witness testimony

### Learning outcome

The learner will:

3. Be able to buy products and/or services.

### Assessment criteria

The learner can:

3.1 explain the action to be taken in the event of problems arising
3.2 agree contract terms that are mutually acceptable within their own scope of authority
3.3 record agreements made, stating the specification, contract terms and any post-contract requirements
3.4 adhere to organisational policies and procedures, legal and ethical requirements.

### Assessment Guidance

**Evidence may be supplied by:**
- report
- professional discussion
- questioning
- product
- witness testimony
Unit 342  Implement and maintain business continuity plans and processes

UAN: K/506/1930
Level: 3
Credit value: 4
GLH: 25

Relationship to NOS: Management & Leadership (2012) National Occupational Standards:
- CFAM&LBB2 Develop, maintain and evaluate business continuity plans and arrangements

Assessment requirements specified by a sector or regulatory body: This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)

Aim: This unit aims to develop the knowledge and skills required to implement and maintain business continuity plans and processes. Upon completion of this unit, learners will be able to plan and execute the implementation of business continuity plans and processes. Learners will also be able to maintain the fitness for purpose of on-going business continuity plans and process.

Learning outcome
The learner will:
1. Be able to plan for the implementation of business continuity plans and processes.

Assessment criteria
The learner can:
1.1 describe the components of a business continuity plan
1.2 explain the uses of a business continuity plan
1.3 explain the features of different business continuity planning models
1.4 explain the potential consequences of inadequate business continuity plans and processes
1.5 confirm the required aim, scope and objectives of business continuity plans
1.6 engage stakeholders in developing business continuity plans and processes
1.7 identify business-critical products and/or services and the activities and resources that support them.
### Assessment Guidance

**Evidence may be supplied by:**
- report
- professional discussion
- questioning

### Learning outcome

**The learner will:**
2. Be able to implement business continuity plans and processes.

### Assessment criteria

**The learner can:**
2.1 develop a framework for business continuity management
2.2 recommend resources that are proportionate to the potential impact of business disruption
2.3 communicate the importance and requirements of business continuity plans and processes to stakeholders
2.4 meet their own objectives within the plan.

### Assessment Guidance

**Evidence may be supplied by:**
- report
- professional discussion
- questioning
- product
- witness testimony

### Learning outcome

**The learner will:**
3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes.

### Assessment criteria

**The learner can:**
3.1 provide training for staff who may be affected
3.2 validate and test the strength of business continuity plans and processes
3.3 update plans and processes in the light of feedback from business continuity exercises and other sources of information.

### Assessment Guidance

**Evidence may be supplied by:**
- report
- professional discussion
- questioning
- observation
- product
- witness testimony.
### Unit 343  
**Collaborate with other departments**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>M/506/1931</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>GLH:</strong></td>
<td>14</td>
</tr>
<tr>
<td><strong>Relationship to NOS:</strong></td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LBB2 Develop, maintain and evaluate business continuity plans and arrangements</td>
</tr>
</tbody>
</table>

**Assessment requirements specified by a sector or regulatory body:**
This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)

**Aim:**
This unit aims to develop the knowledge and skills required to collaborate with other departments. Upon completion of this unit, learners will understand how to collaborate with other departments and be able to identify opportunities for collaboration and consequently collaborate with other departments.

**Learning outcome**
The learner will:
1. Understand how to collaborate with other departments.

**Assessment criteria**
The learner can:
1.1 explain the need for collaborating with other departments
1.2 explain the nature of the interaction between their own team and other departments
1.3 explain the features of effective collaboration
1.4 explain the potential implications of ineffective collaboration with other departments
1.5 explain the factors relating to knowledge management that should be considered when collaborating with other departments.

**Assessment Guidance**
Evidence may be supplied by:
- report
- professional discussion
- questioning
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>2. Be able to identify opportunities for collaboration with other departments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>2.1 analyse the advantages and disadvantages of collaborating with other departments</td>
<td></td>
</tr>
<tr>
<td>2.2 identify with which departments collaborative relationships should be built</td>
<td></td>
</tr>
<tr>
<td>2.3 identify the scope for and limitations of possible collaboration.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Guidance</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence may be supplied by:</td>
<td></td>
</tr>
<tr>
<td>- report</td>
<td></td>
</tr>
<tr>
<td>- professional discussion</td>
<td></td>
</tr>
<tr>
<td>- questioning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>3. Be able to collaborate with other departments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>3.1 agree service level agreements (SLAS), objectives and priorities of collaborative arrangements</td>
<td></td>
</tr>
<tr>
<td>3.2 work with other departments in a way that contributes to the achievement of organisational objectives.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Guidance</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence may be supplied by:</td>
<td></td>
</tr>
<tr>
<td>- professional discussion</td>
<td></td>
</tr>
<tr>
<td>- questioning</td>
<td></td>
</tr>
<tr>
<td>- witness testimony</td>
<td></td>
</tr>
<tr>
<td>- product.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 345  Manage personal and professional development

**UAN:** T/506/2952  
**Level:** 3  
**Credit value:** 3  
**GLH:** 12  
**Relationship to NOS:** Management & Leadership (2012) National Occupational Standards:  
- CFAM&LFA5 Manage projects

**Assessment requirements specified by a sector or regulatory body:** This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)

**Aim:** This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

### Learning outcome

The learner will:

1. Be able to identify personal and professional development requirements.

### Assessment criteria

The learner can:

1.1 compare sources of information on professional development trends and their validity
1.2 identify trends and developments that influence the need for professional development
1.3 evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation.
### Assessment guidance

#### 1.1
Sources of information on professional development trends in their own profession/industry.
Such sources could include publications and other information from:

- professional bodies
- professional networks
- trade associations
- organisation’s employee development department
- training organisations
- internet

Any comparison would look at strengths/weaknesses, advantages/disadvantages of each source.
In this criterion the learner is required to compare sources of information on professional development trends, and their validity, using at least two sources of information.

#### 1.2
Information on trends and developments in their own profession, industry or organisation that could influence the need for professional development. These could include changes in:

- systems or technology
- market changes
- competition
- legislation

In this criterion the learner is required to identify at least two trends and/or developments that could influence the need for professional development. These should be described.

#### 1.3
Information gathered in ACs 1.1 and 1.2 can be used to identify current and future knowledge, skills and experience needs relating to their role, team and organisation. Information sources on current and future needs could also include performance appraisals, job description, business plans, and team objectives.
An evaluation would look at current knowledge, skills and experience levels and the extent to which they satisfy current and potential future needs. This will form the basis for the skills gap analysis in AC2.3

In this criterion the learner is required to provide evidence of evaluating their own current and future personal and professional development needs relating to their role, the team and organisation.
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. Be able to fulfil a personal and professional development plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 evaluate the benefits of personal and professional development</td>
</tr>
<tr>
<td>2.2 explain the basis on which types of development actions are selected</td>
</tr>
<tr>
<td>2.3 identify current and future likely skills, knowledge and experience needs using skills gap analysis</td>
</tr>
<tr>
<td>2.4 agree a personal and professional development plan that is consistent with business needs and personal objectives</td>
</tr>
<tr>
<td>2.5 execute the plan within the agreed budget and timescale</td>
</tr>
<tr>
<td>2.6 take advantage of development opportunities made available by professional networks or professional bodies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Information gathered in the previous ACs can be used to identify the benefits of the personal and professional development required. An evaluation should include both the benefits and potential costs – financial, personal etc.</td>
</tr>
<tr>
<td>In this criterion the learner is required to provide evidence of evaluating the benefits of personal and professional development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2 Identify the different types of development methods available to address the needs identified in section 1.3 including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• training courses – including different providers and different learning methods and technologies</td>
</tr>
<tr>
<td>• coaching</td>
</tr>
<tr>
<td>• mentoring</td>
</tr>
<tr>
<td>Use those learning needs, learning and development opportunities and preferred learner styles to select the most appropriate training and development actions for the needs identified.</td>
</tr>
<tr>
<td>In this criterion the learner is required to select the type of development action(s) required and explain the basis on which the selection was made.</td>
</tr>
</tbody>
</table>

| 2.3 Use information gathered on future and current skills, knowledge and experience to prepare a skills gap analysis. This will form the basis of a development plan (AC 2.4). |
| In this criterion the learner is required to provide a skills gap analysis that will form the basis of their development plan. |
### 2.4
Agree with relevant parties such as line manager, training and development department and budget holder, a personal development plan which contains SMART objectives (see AC3.1), resources, timescales, and review mechanisms.

In this criterion the learner is required to prepare and agree a correct and appropriate development plan and present this as evidence.

### 2.5
Executing the personal development requires personal commitment to completing the personal development plan within agreed budget and timescales.

In this criterion the learner is required to execute the development plan within the agreed budget and timescales.

### 2.6
Professional networks and other sources of support for development needs can be identified and used to support the development plan.

In this criterion the learner is required to provide evidence of how they have used professional networks and other sources of support when completing their development plan.

### Learning outcome
The learner will:
3. Be able to maintain the relevance of a personal and professional development plan.

### Assessment criteria
The learner can:
3.1 explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
3.2 obtain feedback on performance from a range of valid sources
3.3 review progress toward personal and professional objectives
3.4 amend the personal and professional development plan in the light of feedback received from others.

### Assessment guidance

#### 3.1
Development objectives set should follow the SMART model
- **Specific:** Clear, unambiguous, straightforward, understandable
- **Measurable:** Related to quantified or qualitative performance measures
- **Achievable:** With known resources
- **Realistic:** Linked to business needs
- **Time-bound:** Building-in completion date and review dates

In this criterion the learner is required to explain how objectives set in 2.4 satisfy the SMART model.
<table>
<thead>
<tr>
<th><strong>3.2</strong> Feedback from others is important to assess performance improvements achieved as a result of personal and professional development. This feedback could come from a number of sources including line manager, customers and team members. This feedback can be formal, as in a performance review, or informal, as in observations or comments made. Organisational performance indicators, customer/ employee surveys etc., could also be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this criterion the learner is required to provide evidence of feedback from at least two valid sources to demonstrate whether or not the training development plan that is being implemented is effective in improving performance.</td>
</tr>
<tr>
<td><strong>Review mechanisms in the development plan prepared and implemented in ACs 2.4 and 2.5 can be used to review progress towards personal and professional objectives.</strong> In this criterion the learner is required to provide evidence that progress against the development plan has been reviewed and the outcome of that review.</td>
</tr>
<tr>
<td><strong>The personal professional development plan being implemented will need to be amended in light of feedback received or learner’s own observations from the review.</strong> In this criterion the learner is required to provide evidence that they have amended their development plan in light of feedback received from others (See ACs 3.2. and 3.3).</td>
</tr>
</tbody>
</table>
Unit 401 Manage the work of an administrative function

<table>
<thead>
<tr>
<th>UAN:</th>
<th>T/506/1946</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>27</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Business &amp; Administration (2013) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFABAA118 Manage an office facility.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>Skills CFA Assessment Strategy Competence Units (S/NVQ)</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit aims to develop the knowledge and skills required to manage the work of an administrative function. Upon completion of this unit, learners will have developed an understanding of the management of an administrative function. Learners will be able to organise the work of an administrative function and will be able to manage administrative workflows.</td>
</tr>
</tbody>
</table>

Learning outcome
The learner will:
1. Understand the management of an administrative function.

Assessment criteria
The learner can:
1.1 evaluate the way in which the purpose and values of an organisation affect the design and delivery of administrative services
1.2 analyse the role of IT systems in the delivery of administrative services
1.3 explain how budgetary constraints affect administrative functions
1.4 analyse techniques to manage team members
1.5 evaluate the role of stakeholder feedback in the design and delivery of administrative services
1.6 explain techniques used to monitor and evaluate administrative work
1.7 explain techniques to manage bottlenecks and downtime in a way that meets volume targets and quality standards.
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. Be able to organise the work</td>
</tr>
<tr>
<td>of an administrative function.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Assessment criteria</td>
</tr>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 agree Specific, Measurable,</td>
</tr>
<tr>
<td>Achievable, Realistic and Time-</td>
</tr>
<tr>
<td>bound (SMART) objectives with</td>
</tr>
<tr>
<td>their team</td>
</tr>
<tr>
<td>2.2 specify how business targets</td>
</tr>
<tr>
<td>and objectives will be achieved</td>
</tr>
<tr>
<td>2.3 develop systems and standard</td>
</tr>
<tr>
<td>operating procedures for</td>
</tr>
<tr>
<td>administrative processes that</td>
</tr>
<tr>
<td>meet organisational and legal</td>
</tr>
<tr>
<td>requirements</td>
</tr>
<tr>
<td>2.4 set key performance indicators (KPIs) that are capable of measuring the progress and efficiency of the work of an administrative function</td>
</tr>
<tr>
<td>2.5 obtain resources likely to</td>
</tr>
<tr>
<td>enable targets and objectives to</td>
</tr>
<tr>
<td>be met within the agreed timescale</td>
</tr>
<tr>
<td>2.6 allocate workloads in a way</td>
</tr>
<tr>
<td>that is likely to meet targets,</td>
</tr>
<tr>
<td>deadlines and budgetary</td>
</tr>
<tr>
<td>constraints.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>3. Be able to manage administrative workflows.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Assessment criteria</td>
</tr>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1 manage workflow in a way that</td>
</tr>
<tr>
<td>is likely to meet volume targets</td>
</tr>
<tr>
<td>and quality standards</td>
</tr>
<tr>
<td>3.2 minimise downtime and</td>
</tr>
<tr>
<td>productivity waste</td>
</tr>
<tr>
<td>3.3 provide support that</td>
</tr>
<tr>
<td>facilitates the development of</td>
</tr>
<tr>
<td>team members and the achievement</td>
</tr>
<tr>
<td>of targets and objectives</td>
</tr>
<tr>
<td>3.4 produce timely management</td>
</tr>
<tr>
<td>reports that address workflow</td>
</tr>
<tr>
<td>information requests</td>
</tr>
<tr>
<td>3.5 use feedback to prevent and</td>
</tr>
<tr>
<td>resolve problems</td>
</tr>
<tr>
<td>3.6 evaluate the efficiency and</td>
</tr>
<tr>
<td>effectiveness of administrative</td>
</tr>
<tr>
<td>services</td>
</tr>
<tr>
<td>3.7 implement improvements to</td>
</tr>
<tr>
<td>administrative services based on</td>
</tr>
<tr>
<td>the results of evaluation</td>
</tr>
<tr>
<td>3.8 adhere to organisational</td>
</tr>
<tr>
<td>policies and procedures, legal</td>
</tr>
<tr>
<td>and ethical requirements in</td>
</tr>
<tr>
<td>managing administrative workflows.</td>
</tr>
</tbody>
</table>

City & Guilds Certificates and Diplomas in Business Administration (5528)
Unit 403  Contribute to the design and development of an information system

UAN: A/506/1950
Level: 4
Credit value: 5
GLH: 23

Relationship to NOS: Business & Administration (2013) National Occupational Standards:
- CFABAD111 Support the design and development of information Systems.

Assessment requirements specified by a sector or regulatory body: All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Aim: This unit aims to develop the knowledge and skills required to contribute to the design and develop an information system. Upon completion of this unit learners will have an understanding of information system design requirements and will be able to contribute to the specification of an information system, as well as recommending options for information system development.

Learning outcome
The learner will:
1. Understand information system design requirements.

Assessment criteria
The learner can:
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.
### Assessment guidance/evidence requirements

For this learning outcome, the candidate will need to research the assessment criteria and present a report showing their analysis, the way information is used by organisations and their evaluation of the implications of data protection requirements.

**Evidence may be supplied by:**
- report
- professional discussion
- questioning.

### Learning outcome

The learner will:

2. Be able to contribute to the specification of an information system.

### Assessment criteria

The learner can:

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.

### Assessment guidance/evidence requirements

**Stakeholders**

A stakeholder is anyone who has an interest in the use of the information system or a user of such system.

**Evidence may be supplied by:**
- report
- professional discussion
- questioning
- witness testimony.
### Learning outcome
The learner will:

3. Be able to recommend options for the development of an information system.

### Assessment criteria
The learner can:

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.

### Assessment guidance/evidence requirements
Evidence may be supplied by:

- report
- professional discussion
- questioning.
Unit 403  Contribute to the design and development of an information system

Supporting information

Guidance
For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony. A report at this level would be in excess of 2000 words.
### Unit 404  Manage information systems

<table>
<thead>
<tr>
<th>UAN:</th>
<th>F/506/1951</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>6</td>
</tr>
<tr>
<td>GLH:</td>
<td>30</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Business & Administration (2013) National Occupational Standards:  
**CFABAD122 Manage and evaluate information systems.** |
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy Competence Units (S/NVQ). |

### Aim:
This unit aims to develop the knowledge and skills required to manage information systems. Upon completion of this unit, learners will develop an understanding of the management of information systems. Learners will be able to apply this knowledge when setting up information system processes and managing information systems.

### Learning outcome
The learner will:
1. Understand the management of information systems.

### Assessment criteria
The learner can:
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.

### Assessment guidance/evidence requirements

**Information system:**
Usually electronic, containing various information on a specific subject, e.g., a database containing information on all new clients/customers.

**Stakeholders:**
This refers to anyone who has an interest in the system, e.g., end users, clients, customers.
**Evidence may be supplied by:**
- report
- professional discussion
- questioning.

**Learning outcome**
The learner will:
2. Be able to set up information system processes.

**Assessment criteria**
The learner can:
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.

**Assessment guidance/evidence requirements**

**Evidence may be supplied by:**
- product (operating procedures)
- report
- professional discussion
- witness testimony
- questioning.

**Learning outcome**
The learner will:
3. Be able to manage an information system.

**Assessment criteria**
The learner can:
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.

**Assessment guidance/evidence requirements**

**Evidence may be supplied by:**
- witness testimony
- product
- report
- professional discussion
- questioning.
Unit 404 Manage information systems
Supporting information

Guidance
For this unit the candidate’s report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.
Unit 405  Support environmental sustainability in a business environment

<table>
<thead>
<tr>
<th>UAN:</th>
<th>R/506/1954</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>38</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>Skills CFA Assessment Strategy Competence Units (S/NVQ)</td>
</tr>
</tbody>
</table>

Aim: This unit aims to develop the knowledge and skills required to support environmental sustainability in a business environment and introduces learners to the principles supporting environmental sustainability in a business environment. Upon completion of this unit, learners will be able to implement best practice in environmental sustainability in a business environment.

Learning outcome
The learner will:
1. Understand the principles supporting environmental sustainability in a business environment.

Assessment criteria
The learner can:
1.1 describe current legislation in relation to environmental sustainability in a business environment
1.2 explain government incentives that support environmental sustainability in a business environment
1.3 analyse the relationship between environmental sustainability and corporate social responsibility
1.4 explain the health and safety considerations for environmental sustainability and waste management
1.5 explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures.
Assessment Guidance

For this learning outcome robust research will need to be completed against the assessment criteria. The report should demonstrate understanding of current legislation and incentives. Use your own organisation to complete your research or research an organisation of your choice.

Evidence may be supplied by:
- report
- professional discussion
- questioning.

Learning outcome

The learner will:
2. Be able to implement best practice in environmental sustainability in a business environment.

Assessment criteria

The learner can:
2.1 identify the environmental standards that are relevant to an organisation
2.2 evaluate the impact of an organisation’s business on its environment
2.3 promote a culture of efficient consumption of energy in line with an organisation’s energy management policies
2.4 establish procedures to minimise waste and maximise the recycling of materials
2.5 establish procedures to meet hazardous waste regulations
2.6 adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment.

Assessment Guidance

Evidence may be supplied by:
- report
- product (procedures)
- witness testimony
- questioning.
Unit 405  Support environmental sustainability in a business environment

Supporting information

**Guidance**
For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.
## Unit 406  Resolve administrative problems

**UAN:** D/506/1956  
**Level:** 4  
**Credit value:** 6  
**GLH:** 56  
**Relationship to NOS:** Business & Administration (2013) National Occupational Standards:  
- CFABAG126 Plan how to solve business problems  
- CFABAG127 Solve business problems.

**Assessment requirements specified by a sector or regulatory body:** Skills CFA Assessment Strategy Competence Units (S/NVQ)

**Aim:** This unit aims to develop the knowledge and skills required to resolve administrative problems and introduces learners to the principles underpinning the resolution of administrative problems. Upon completion of this unit, learners will be able to identify and resolve administrative problems.

**Learning outcome**

The learner will:  
1. Understand the principles underpinning the resolution of administrative problems.

**Assessment criteria**

The learner can:  
1.1 evaluate the effectiveness of different types of information on an administrative function  
1.2 explain the basis for selecting tools, techniques and strategies to analyse administrative functions  
1.3 explain the constraints attached to the use of resources needed to resolve administrative problems  
1.4 explain how to apply risk assessment and management techniques to identify and resolve administrative problems  
1.5 analyse the effectiveness of different techniques used to resolve administrative problems.
### Assessment guidance/evidence requirements

To evaluate and analyse in this Learning Outcome the candidate will need to complete research into the functions, tools, techniques and strategies available to them. Some techniques include:

- Cause and Effect Analysis
- Root Cause Analysis
- Impact Analysis
- GANTT Chart
- 6 Stage Model.

The candidate may wish to research these and others to completely understand the resolution of problems.

### Evidence may be supplied by:

- report
- professional discussion
- questioning.

### Learning outcome

The learner will:

2. Be able to identify administrative problems.

### Assessment criteria

The learner can:

2.1 collect information relevant to the administrative problem
2.2 use analytical techniques that are appropriate to the administrative problem
2.3 clarify whether an administrative problem is recurrent, intermittent or a sole instance
2.4 identify patterns of issues and problems
2.5 identify the likely cause of an administrative problem.

### Range

To complete this learning outcome the candidate will need to recognise the size of the problem:

- simple – complex
- hard – soft
- urgent – non-urgent.

### Evidence may be supplied by:

- report
- product
- professional discussion
- questioning.
Learning outcome
The learner will:
3. Be able to resolve administrative problems.

Assessment criteria
The learner can:
3.1 select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
3.2 develop a plan that addresses the administrative problem whilst minimising disruption to business
3.3 identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
3.4 implement a problem-solving plan within the agreed timescale and constraints
3.5 take action to ensure that systems and processes are capable of preventing future reoccurrences
3.6 evaluate the effectiveness of problem solving activities
3.7 adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems.

Assessment guidance/evidence requirements
Strategies not already mentioned above could include:
- Cost Benefit Analysis
- Failure Mode and Effects Analysis (FMEA)
- Means-End Analysis

Planning
- 8D Problem-Solving Process
- Plan-Do-Check-Act (PDCA)

Evidence may be supplied by:
- product
- report
- professional discussion
- witness testimony
- questioning.
Unit 406 Resolve administrative problems

Supporting information

Guidance
For this unit the candidate’s report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.
Unit 407  Prepare specifications for contracts

<table>
<thead>
<tr>
<th>UAN:</th>
<th>H/506/1957</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>23</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Business &amp; Administration (2013) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFABAF132 Prepare specifications for contracts.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>Skills CFA Assessment Strategy Competence Units (S/NVQ)</td>
</tr>
</tbody>
</table>

**Aim:** This unit aims to develop the knowledge and skills required to prepare specifications for contracts and introduces learners to the principles supporting the preparation of specifications for contracts. Upon completion of this unit, learners will be able to prepare specifications for contracts.

**Learning outcome**

The learner will:

1. Understand the principles supporting the preparation of specifications for contracts.

**Assessment criteria**

The learner can:

1.1 explain the scope of **contract specifications**
1.2 explain the roles and interests of those who should be involved in a tender process
1.3 analyse the legal implications of a range of types of contracts and agreements
1.4 explain the requirements of confidentiality and data protection
1.5 evaluate the risks associated with procurement and tendering processes
1.6 explain the basis for the design of a tender evaluation process.

**Assessment guidance/evidence requirements**

Four elements of **contract specifications** include:

- offer
- acceptance
- consideration
- the intention to create legal relations.
Types of contract include:
- contract of service (contract of employment)
- contract for services (commercial ie cleaning services).

Procurement processes include:
- who to use as a supplier
- what kind of contract terms will be required
- what constraints/restrictions on purchasing power.

Evidence may be supplied by:
- research report
- professional discussion
- questioning.

Learning outcome
The learner will:
2. Be able to prepare specifications for contracts.

Assessment criteria
The learner can:
2.1 confirm the requirements for the contract specification
2.2 draft contract specifications that meet the requirements including post-contractual requirements
2.3 specify the parameters of the contract in line with the requirements
2.4 provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification
2.5 define objective selection criteria to evaluate tender proposals
2.6 establish a selection process that meets organisational requirements
2.7 adhere to organisational policies and procedures, legal and ethical requirements when preparing specifications for contracts.

Assessment guidance/evidence requirements
Evidence may be supplied by:
- product
- witness testimony
- professional discussion
- report
- questioning.
Unit 407  Prepare specifications for contracts

Supporting information

Guidance
For this unit the candidate’s report can outline how they worked through the unit, which may also include additional evidence from, e.g., witness testimony, as well as product. A report at this level would be in excess of 2000 words.
Unit 408  Manage events

UAN: M/506/1959
Level: 4
Credit value: 6
GLH: 49
Relationship to NOS: Business & Administration (2013) National Occupational Standards:
- CFABAA312 Organise and coordinate event

Assessment requirements specified by a sector or regulatory body: Skills CFA Assessment Strategy Competence Units (S/NVQ)

Aim: This unit aims to develop the knowledge and skills required to manage events. Upon completion of this unit, learners will develop an understanding of the management of an event, and will be able to manage events at all stages, including the planning stage, the execution stage and the follow-up stage.

Learning outcome
The learner will:
1. Understand the management of an event.

Assessment criteria
The learner can:
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.

Assessment guidance/evidence requirements
Techniques include:
- The Iron Triangle of Project Management
- The Planning Cycle
- SWOT Analysis
- Risk Analysis
- Gantt Charts
- Critical Path Analysis.

**Models:**
- risk/impact probability chart
- issue management log.

**Evidence may be supplied by:**
- report
- professional discussion
- questioning.

### Learning outcome
The learner will:
2. Be able to manage the planning of an event.

### Assessment criteria
The learner can:
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.

### Assessment guidance/evidence requirements
**Events for this unit may include but are not limited to:**
- conference
- wedding
- launch of a new product/service
- sporting event.

**Evidence may be supplied by:**
- product
- witness testimony
- report
- professional discussion
- questioning.
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>3. Be able to manage an event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td>3. Be able to manage an event.</td>
</tr>
<tr>
<td></td>
<td>3.1 manage the allocation of resources in accordance with the event management plan</td>
</tr>
<tr>
<td></td>
<td>3.2 respond to changing circumstances in accordance with contingency plans</td>
</tr>
<tr>
<td></td>
<td>3.3 deliver agreed outputs within the timescale</td>
</tr>
<tr>
<td></td>
<td>3.4 manage interdependancies, risks and problems in accordance with the event management plan</td>
</tr>
<tr>
<td></td>
<td>3.5 comply with the venue, insurance and technical requirements</td>
</tr>
<tr>
<td></td>
<td>3.6 apply the principles and good practice of customer care when managing an event</td>
</tr>
<tr>
<td></td>
<td>3.7 adhere to organisational policies and procedures, legal and ethical requirements when managing an event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment guidance/evidence requirements</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence may be supplied by:</strong></td>
<td></td>
</tr>
<tr>
<td>- product</td>
<td></td>
</tr>
<tr>
<td>- witness testimony</td>
<td></td>
</tr>
<tr>
<td>- report</td>
<td></td>
</tr>
<tr>
<td>- questioning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>4. Be able to follow up an event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td>4. Be able to follow up an event.</td>
</tr>
<tr>
<td></td>
<td>4.1 ensure that all post-event leads or actions are followed up</td>
</tr>
<tr>
<td></td>
<td>4.2 optimise opportunities to take actions that are likely to further business objectives</td>
</tr>
<tr>
<td></td>
<td>4.3 evaluate the effectiveness of an event against agreed criteria.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment guidance/evidence requirements</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence may be supplied by:</strong></td>
<td></td>
</tr>
<tr>
<td>- product</td>
<td></td>
</tr>
<tr>
<td>- witness testimony</td>
<td></td>
</tr>
<tr>
<td>- report</td>
<td></td>
</tr>
<tr>
<td>- questioning</td>
<td></td>
</tr>
</tbody>
</table>
Unit 408  Manage events
Supporting information

Guidance

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.
### Learning outcome

The learner will:
1. Understand how to champion customer service.

### Assessment criteria

The learner can:
1.1 evaluate the importance of viewing operations from the customer’s viewpoint
1.2 analyse the role of service partners in providing customer service
1.3 evaluate the effectiveness of information collection systems and reports
1.4 describe organisational decision-making processes and limits of their own authority
1.5 assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements
1.6 describe activities that give added value to the service chain.

### Assessment guidance

**Service partners**

When two or more organisations or departments combine to provide effective customer service. Partners can be eg departments, suppliers.

**Information collection systems**

Eg surveys, focus groups, informal customer feedback, observation, financial records.
### Monitoring techniques
Eg KPIs, sales figures, returns, complaints, observations.

### Service chain
The sequence of services delivered by an organisation for each individual in order that a common goal is achieved.

### Evidence may be supplied by:
- questioning
- professional discussion
- reflective account
- monitoring techniques
- report on championing customer service
- organisational policies and procedures
- legislative and regulatory requirements
- organisational documentation

### Learning outcome
The learner will:
2. Be able to identify the scope for improvements to customer service.

### Assessment criteria
The learner can:
2.1 monitor customer service delivery to identify issues that are important to customer service
2.2 analyse the implications of improvements to customer service
2.3 identify customer service issues relating to new products and/or services
2.4 identify the strategic and managerial implications of changes to customer service and the service offer.

### Assessment guidance
**Evidence may be supplied by:**
- observation
- witness testimony
- questioning
- professional discussion
- reflective account
- customer feedback
- report on championing customer service
- organisational policies and procedures
- legislative and regulatory requirements
- organisational documentation
Learning outcome
The learner will:
3. Be able to champion customer service.

Assessment criteria
The learner can:
3.1 promote the role of customer service within an organisation’s operational plans
3.2 inform individual staff members about their role in championing customer service
3.3 promote the benefits of effective customer service
3.4 provide validated customer service advice and information to colleagues
3.5 support others to identify areas for improvement to customer service
3.6 monitor the effectiveness of advice and information given
3.7 take actions to ensure that customer service delivery meets agreed standards.

Assessment guidance
Validated
Confirmed as accurate, authentic.

Evidence may be supplied by:
- observation
- witness testimony
- questioning
- professional discussion
- reflective account
- organisation’s operational plans*
- customer feedback
- report on championing customer service
- organisational policies and procedures*
- legislative and regulatory requirements
- organisational documentation*

Note:
Here the candidate may prefer to produce a report that outlines how they worked their way through the unit. This report will require to be backed by additional evidence that provides confirmation that they competently championed customer service.

*Internal/organisational documentation need not be held in the candidate’s portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.
Unit 410  Develop and maintain professional networks

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/506/1949</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>15</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Management & Leadership (2012) National Occupational Standards:  
|               | • CFAM&LAA3 Develop and maintain your professional networks. |
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy Competence Units (S/NVQ) |

Aim: This unit aims to develop the knowledge and skills required to develop and maintain professional networks and introduces learners to key principles underpinning effective networking. Upon completion of this unit, learners will be able to identify, develop, and maintain professional networks.

Learning outcome

The learner will:
1. Understand the principles of effective networking.

Assessment criteria

The learner can:
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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>2. Be able to identify professional networks for development.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>2.1 identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations</td>
<td></td>
</tr>
<tr>
<td>2.2 shortlist networks for development against defined criteria</td>
<td></td>
</tr>
<tr>
<td>2.3 assess the benefits and limitations of joining and maintaining selected network(s).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>3. Be able to maintain professional networks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>3.1 identify the potential for mutual benefit with network members</td>
<td></td>
</tr>
<tr>
<td>3.2 promote their own skills, knowledge and competence to network members</td>
<td></td>
</tr>
<tr>
<td>3.3 provide information, services or support to network members where the potential for mutual benefit has been identified</td>
<td></td>
</tr>
<tr>
<td>3.4 establish the boundaries of confidentiality</td>
<td></td>
</tr>
<tr>
<td>3.5 agree guidelines for the exchange of information and resources</td>
<td></td>
</tr>
<tr>
<td>3.6 take action to ensure that participation in networks reflects current and defined future aspirations and needs</td>
<td></td>
</tr>
<tr>
<td>3.7 make introductions to people with common or complementary interest to and within networks.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 411  Develop and implement an operational plan

<table>
<thead>
<tr>
<th>UAN:</th>
<th>Y/506/1955</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>24</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LBA9 Develop operational plans</td>
</tr>
</tbody>
</table>

**Assessment requirements specified by a sector or regulatory body:**
This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)

**Aim:**
This unit aims to develop the knowledge and skills required to develop and implement an operational plan and introduces learners to the key principles underpinning operational planning. Upon completion of this unit, learners will be able to develop, implement, and evaluate an operational plan.

**Learning outcome**
The learner will:
1. Understand the principles of operational planning.

**Assessment criteria**
The learner can:
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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Be able to develop an operational plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>identify Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives and Key Performance Indicators (KPIs)</td>
</tr>
<tr>
<td>2.2</td>
<td>identify evaluation mechanisms appropriate to the plan</td>
</tr>
<tr>
<td>2.3</td>
<td>take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures</td>
</tr>
<tr>
<td>2.4</td>
<td>develop proportionate and targeted plans to manage identified risks</td>
</tr>
<tr>
<td>2.5</td>
<td>take action to ensure that plans complement and maximise synergy with other business areas</td>
</tr>
<tr>
<td>2.6</td>
<td>adhere to organisational policies and procedures, legal and ethical requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Be able to implement an operational plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>implement plans within agreed budgets and timescales</td>
</tr>
<tr>
<td>3.2</td>
<td>communicate the requirements of the plans to those who will be affected</td>
</tr>
<tr>
<td>3.3</td>
<td>revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Be able to evaluate the effectiveness of an operational plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources</td>
</tr>
<tr>
<td>4.2</td>
<td>report on the effectiveness of operational plans in the appropriate format.</td>
</tr>
</tbody>
</table>
## Unit 412 Encourage learning and development

<table>
<thead>
<tr>
<th>UAN:</th>
<th>M/506/1962</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>16</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>- CFAM&amp;LDC1 Identify individuals’ learning needs and styles</td>
</tr>
<tr>
<td></td>
<td>- CFAM&amp;LDC2 Support individuals’ learning and development.</td>
</tr>
</tbody>
</table>

### Assessment requirements specified by a sector or regulatory body:
Skills CFA Assessment Strategy Competence Units (S/NVQ)

### Aim:
This unit aims to develop the knowledge and skills required to encourage learning and development and introduces learners to the key principles underpinning learning and development. Upon completion of this unit, learners will be able to support and evaluate individual’s learning and development.

### Learning outcome
The learner will:
1. Understand the principles of learning and development.

### Assessment criteria
The learner can:
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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Be able to support individuals’ learning and development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>promote the benefits of learning to people in own area of responsibility</td>
</tr>
<tr>
<td>2.2</td>
<td>support individuals in identifying their current and likely future learning and development needs from a range of information sources</td>
</tr>
<tr>
<td>2.3</td>
<td>agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs</td>
</tr>
<tr>
<td>2.4</td>
<td>summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan</td>
</tr>
<tr>
<td>2.5</td>
<td>create an environment that encourages and promotes learning and development</td>
</tr>
<tr>
<td>2.6</td>
<td>provide opportunities for individuals to apply their developing competence in the workplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Be able to evaluate individuals’ learning and development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>analyse information from a range of sources on individuals’ performance and development</td>
</tr>
<tr>
<td>3.2</td>
<td>evaluate the effectiveness of different learning and development methods</td>
</tr>
<tr>
<td>3.3</td>
<td>agree revisions to personal development plans in the light of feedback.</td>
</tr>
</tbody>
</table>
Unit 413  Initiate and implement operational change

<table>
<thead>
<tr>
<th>UAN:</th>
<th>T/506/1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>19</td>
</tr>
</tbody>
</table>

Relationship to NOS: Management & Leadership (2012) National Occupational Standards:
- CFAM & LCA2 Plan change
- CFAM & LCA3 Engage people in change
- CFAM & LCA4 Implement change
- CFAM & LCA5 Evaluate change.

Assessment requirements specified by a sector or regulatory body: Skills CFA Assessment Strategy Competence Units (S/NVQ)

Aim: This unit aims to develop the knowledge and skills required to initiate and implement operational change. Upon completion of this unit, learners will have developed an understanding of the implementation of operational change and will be able to prepare for, manage, and evaluate operational change.

Learning outcome
The learner will:
1. Understand the implementation of operational change.

Assessment criteria
The learner can:
1.1 explain sources of information indicating the need for change
1.2 analyse the advantages and limitations of different project and change management techniques
1.3 analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management.
### Learning outcome
The learner will:
2. Be able to plan for operational change.

### Assessment criteria
The learner can:
- 2.1 develop an operational plan that includes Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives and resources
- 2.2 take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives
- 2.3 provide colleagues with the support needed to implement operational change.

### Learning outcome
The learner will:
3. Be able to manage operational change.

### Assessment criteria
The learner can:
- 3.1 implement the change plan within the agreed timescale using available resources
- 3.2 assess the significance of deviations from the change plan
- 3.3 address interdependency issues and tensions that affect the achievement of change objectives
- 3.4 assess the value and risks of unintended outcomes from operational change
- 3.5 inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken.

### Learning outcome
The learner will:
4. Be able to evaluate the effectiveness of operational change.

### Assessment criteria
The learner can:
- 4.1 evaluate the effectiveness of operational change
- 4.2 identify areas for improvement, justifying conclusions and recommendations with evidence
- 4.3 communicate to stakeholders the lessons learned from the change.
Unit 414  Develop working relationships with stakeholders

UAN: F/506/1982
Level: 4
Credit value: 4
GLH: 20
Relationship to NOS: Management & Leadership (2012) National Occupational Standards:
- CFAM&LDD2 Develop and sustain productive working relationships with stakeholders

Assessment requirements specified by a sector or regulatory body: Skills CFA Assessment Strategy Competence Units (S/NVQ)

Aim: This unit aims to develop the knowledge and skills required to develop working relationships with stakeholders. Upon completion of this unit, learners will have developed an understanding of working relationships with stakeholders and will be able to determine the scope for collaboration with stakeholders. Learners will also be able to develop productive working relationships with stakeholders and consequently evaluate stakeholder relationships.

Learning outcome
The learner will:
1. Understand working relationships with stakeholders.

Assessment criteria
The learner can:
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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Be able to determine the scope for collaboration with stakeholders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1 identify the stakeholders with whom relationships should be developed</td>
</tr>
<tr>
<td></td>
<td>2.2 explain the roles, responsibilities, interests and concerns of stakeholders</td>
</tr>
<tr>
<td></td>
<td>2.3 evaluate business areas that would benefit from collaboration with stakeholders</td>
</tr>
<tr>
<td></td>
<td>2.4 evaluate the scope for and limitations of collaborating with different types of stakeholder.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Be able to develop productive working relationships with stakeholders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.1 create a climate of mutual trust and respect by behaving openly and honestly</td>
</tr>
<tr>
<td></td>
<td>3.2 take account of the advice provided by stakeholders</td>
</tr>
<tr>
<td></td>
<td>3.3 minimise the potential for friction and conflict amongst stakeholder.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. Be able to evaluate relationships with stakeholders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.1 monitor relationships and developments with stakeholders</td>
</tr>
<tr>
<td></td>
<td>4.2 address changes that may have an effect on stakeholder relationships</td>
</tr>
<tr>
<td></td>
<td>4.3 recommend improvements based on analyses of the effectiveness of stakeholder relationships.</td>
</tr>
</tbody>
</table>
Unit 414  Develop working relationships with stakeholders

<table>
<thead>
<tr>
<th>UAN:</th>
<th>F/506/1982</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>20</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LDD2 Develop and sustain productive working relationships with stakeholders</td>
</tr>
<tr>
<td>Assessment</td>
<td>Skills CFA Assessment Strategy Competence units (S/NVQ)</td>
</tr>
<tr>
<td>requirements specified by a sector or regulatory body:</td>
<td></td>
</tr>
</tbody>
</table>

**Aim:**

This unit aims to develop the knowledge and skills required to develop working relationships with stakeholders. Upon completion of this unit, learners will have developed an understanding of working relationships with stakeholders and will be able to determine the scope for collaboration with stakeholders. Learners will also be able to develop productive working relationships with stakeholders and consequently evaluate stakeholder relationships.

**Learning outcome**

The learner will:

5. understand working relationships with stakeholders

**Assessment criteria**

The learner can:

5.1 analyse stakeholder mapping techniques
5.2 explain how influencing skills and techniques can be used to enhance the relationship with stakeholders
5.3 explain how expectation management and conflict resolution techniques are applied to stakeholder management
5.4 analyse the advantages and limitations of different types of stakeholder consultation
5.5 evaluate the risks and potential consequences of inadequate stakeholder consultation.
<table>
<thead>
<tr>
<th>6.</th>
<th>be able to determine the scope for collaboration with stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment criteria</strong></td>
<td>The learner can:</td>
</tr>
<tr>
<td>6.1</td>
<td>identify the stakeholders with whom relationships should be developed</td>
</tr>
<tr>
<td>6.2</td>
<td>explain the roles, responsibilities, interests and concerns of stakeholders</td>
</tr>
<tr>
<td>6.3</td>
<td>evaluate business areas that would benefit from collaboration with stakeholders</td>
</tr>
<tr>
<td>6.4</td>
<td>evaluate the scope for and limitations of collaborating with different types of stakeholder.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>be able to develop productive working relationships with stakeholders</td>
</tr>
<tr>
<td><strong>Assessment criteria</strong></td>
<td>The learner can:</td>
</tr>
<tr>
<td>7.1</td>
<td>create a climate of mutual trust and respect by behaving openly and honestly</td>
</tr>
<tr>
<td>7.2</td>
<td>take account of the advice provided by stakeholders</td>
</tr>
<tr>
<td>7.3</td>
<td>minimise the potential for friction and conflict amongst stakeholder.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>be able to evaluate relationships with stakeholders</td>
</tr>
<tr>
<td><strong>Assessment criteria</strong></td>
<td>The learner can:</td>
</tr>
<tr>
<td>8.1</td>
<td>monitor relationships and developments with stakeholders</td>
</tr>
<tr>
<td>8.2</td>
<td>address changes that may have an effect on stakeholder relationships</td>
</tr>
<tr>
<td>8.3</td>
<td>recommend improvements based on analyses of the effectiveness of stakeholder relationships.</td>
</tr>
</tbody>
</table>
## Unit 415  Manage physical resources

<table>
<thead>
<tr>
<th>UAN:</th>
<th>K/506/1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>26</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Management & Leadership (2012) National Occupational Standards:  
- CFAM & LEB2 Obtain physical resources  
- CFAM & LEB3 Manage physical resources. |
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy Competence Units (S/NVQ) |
| Aim:         | This unit aims to develop the knowledge and skills required to manage physical resources. Upon completion of this unit, learners will be able to identify the need for physical resources, obtain physical resources, and manage the use of physical resources. |

### Learning outcome

The learner will:
1. Be able to identify the need for physical resources.

### Assessment criteria

The learner can:
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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Be able to obtain physical resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1 develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits.</td>
</tr>
<tr>
<td></td>
<td>2.2 obtain authorisation and financial commitment for the required expenditure.</td>
</tr>
<tr>
<td></td>
<td>2.3 negotiate best value from contracts in accordance with organisational standards and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.4 adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources.</td>
</tr>
<tr>
<td></td>
<td>2.5 check that the physical resources received match those ordered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Be able to manage the use of physical resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.1 take action to ensure physical resources are used in accordance with manufacturers’ instructions.</td>
</tr>
<tr>
<td></td>
<td>3.2 evaluate the efficiency of physical resources against agreed criteria.</td>
</tr>
<tr>
<td></td>
<td>3.3 recommend improvements to the use of physical resources and associated working practices.</td>
</tr>
<tr>
<td></td>
<td>3.4 analyse the benefits of effective equipment in the conservation of energy and the environment.</td>
</tr>
</tbody>
</table>
## Unit 416  Prepare for and support quality audits

<table>
<thead>
<tr>
<th><strong>UAN:</strong></th>
<th>K/506/1992</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>GLH:</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

**Relationship to NOS:** Management & Leadership (2012) National Occupational Standards:
- CFAM&LFE3 Prepare for and participate in quality audits.

**Assessment requirements specified by a sector or regulatory body:** Skills CFA Assessment Strategy Competence Units (S/NVQ)

**Aim:** This unit aims to develop the knowledge and skills required to prepare for and support quality audits and introduces learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and support quality audits.

### Learning outcome

The learner will:
1. Understand the principles underpinning the management of quality.

### Assessment criteria

The learner can:
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.
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>2. Be able to prepare for quality audits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>2.1 establish the quality requirements applicable to the work being audited</td>
<td></td>
</tr>
<tr>
<td>2.2 confirm that documentation is complete</td>
<td></td>
</tr>
<tr>
<td>2.3 confirm that any previously agreed actions have been implemented</td>
<td></td>
</tr>
<tr>
<td>2.4 make available information requested in advance by auditors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>3. Be able to support quality audits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>3.1 provide access to information on request within scope of the audit</td>
<td></td>
</tr>
<tr>
<td>3.2 agree actions and timescales with auditors that will remedy non-conformance or non-compliance</td>
<td></td>
</tr>
<tr>
<td>3.3 identify instances where business processes, quality standards and/or procedures could be improved</td>
<td></td>
</tr>
<tr>
<td>3.4 develop a quality improvement plan that addresses the issues.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 417  Conduct quality audits

<table>
<thead>
<tr>
<th>UAN:</th>
<th>T/506/1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>21</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Management & Leadership (2012) National Occupational Standards:  
                  | CFAM&LFE4 Carry out quality audits. |
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy  
                   | Competence Units (S/NVQ) |

Aim:
This unit aims to develop the knowledge and skills required to conduct quality audits and introduces learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and conduct quality audits.

Learning outcome
The learner will:
1. Understand the principles underpinning the management of quality.

Assessment criteria
The learner can:
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.
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>2. Be able to prepare to carry out quality audits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>2.1 establish the quality requirements applicable to the work being audited</td>
<td></td>
</tr>
<tr>
<td>2.2 develop a plan for a quality audit</td>
<td></td>
</tr>
<tr>
<td>2.3 prepare the documentation needed to undertake a quality audit</td>
<td></td>
</tr>
<tr>
<td>2.4 specify data requirements to those who will support the audit.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>3. Be able to conduct quality audits.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>3.1 confirm that any previously agreed actions have been implemented</td>
<td></td>
</tr>
<tr>
<td>3.2 analyse information against agreed quality criteria</td>
<td></td>
</tr>
<tr>
<td>3.3 identify instances where business processes, quality standards and/or procedures could be improved</td>
<td></td>
</tr>
<tr>
<td>3.4 agree actions and timescales that will remedy non-conformance or non-compliance.</td>
<td></td>
</tr>
</tbody>
</table>
Unit 418  Manage a budget

<table>
<thead>
<tr>
<th>UAN:</th>
<th>A/506/1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>26</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LEA1 Identify and justify requirements for financial resources</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LEA4 Manage budgets.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>Skills CFA Assessment Strategy Competence Units (S/NVQ)</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit aims to develop the knowledge and skills required to manage a budget. Upon completion of this unit, learners will have developed an understanding of how to identify financial requirements and be able to set and manage budgets and evaluate the use of a budget.</td>
</tr>
</tbody>
</table>

**Learning outcome**

The learner will:

1. Understand how to identify financial requirements.

**Assessment criteria**

The learner can:

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.
### Learning outcome

The learner will:

2. Understand how to set budgets.

### Assessment criteria

The learner can:

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.

### Learning outcome

The learner will:

3. Be able to manage a budget.

### Assessment criteria

The learner can:

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.

### Learning outcome

The learner will:

4. Be able to evaluate the use of a budget.

### Assessment criteria

The learner can:

4.1 identify successes and areas for improvement in budget management
4.2 make recommendations to improve future budget setting and management.
Unit 419  Manage a project

<table>
<thead>
<tr>
<th>UAN:</th>
<th>R/506/1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>7</td>
</tr>
<tr>
<td>GLH:</td>
<td>38</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Management & Leadership (2012) National Occupational Standards:  
|            | • CFAM&LFA5 Manage projects. |
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy Competence Units (S/NVQ) |

Aim:
This unit aims to develop the knowledge and skills required to manage a project. Upon completion of this unit, learners will have developed an understanding of the management of a project and will be able to plan, manage and evaluate a project.

Learning outcome
The learner will:
1. Understand the management of a project.

Assessment criteria
The learner can:
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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Be able to plan a project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 analyse how a project fits with an organisation’s overall vision, objectives, plans and programmes of work</td>
<td></td>
</tr>
<tr>
<td>2.2 agree the objectives and scope of proposed projects with stakeholders</td>
<td></td>
</tr>
<tr>
<td>2.3 assess the interdependencies and potential risks within a project</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>2.5 develop proportionate and targeted plans to manage identified risks and contingencies</td>
<td></td>
</tr>
<tr>
<td>2.6 apply project lifecycle approaches to the progress of a project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Be able to manage a project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 allocate resources in accordance with the project plan</td>
<td></td>
</tr>
<tr>
<td>3.2 brief project team members on their roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>3.3 implement plans within agreed budgets and timescales</td>
<td></td>
</tr>
<tr>
<td>3.4 communicate the requirements of the plans to those who will be affected</td>
<td></td>
</tr>
<tr>
<td>3.5 revise plans in the light of changing circumstances in accordance with project objectives and identified risks</td>
<td></td>
</tr>
<tr>
<td>3.6 keep stakeholders up to date with developments and problems</td>
<td></td>
</tr>
<tr>
<td>3.7 complete close-out actions in accordance with project plans</td>
<td></td>
</tr>
<tr>
<td>3.8 adhere to organisational policies and procedures, legal and ethical requirements when managing a project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Be able to evaluate the effectiveness of a project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources</td>
<td></td>
</tr>
<tr>
<td>4.2 evaluate the effectiveness of capturing and managing project-related knowledge</td>
<td></td>
</tr>
<tr>
<td>4.3 report on the effectiveness of plans.</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 420  Manage business risk

### UAN: L/506/2004

| Level: | 4 |
| Credit value: | 6 |
| GLH: | 27 |

### Relationship to NOS: Management & Leadership (2012) National Occupational Standards:
- CFAM&LBB1 Manage risks to your organisation.

### Assessment requirements specified by a sector or regulatory body:
Skills CFA Assessment Strategy Competence Units (S/NVQ)

### Aim:
This unit aims to develop the knowledge and skills required to manage business risk. Upon completion of this unit, learners will have developed an understanding of the management of business risk, and will be able to address and mitigate business risk.

### Learning outcome
The learner will:
1. Understand the management of business risk.

### Assessment criteria
The learner can:
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.

### Learning outcome
The learner will:
2. Be able to address business risk.

### Assessment criteria
The learner can:
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.
### Learning outcome

The learner will:

3. Be able to mitigate business risk.

### Assessment criteria

The learner can:

<table>
<thead>
<tr>
<th>3.1</th>
<th>develop risk management plans and processes that are proportionate to the risk and the available resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>implement risk management plans in accordance with organisational requirements</td>
</tr>
<tr>
<td>3.3</td>
<td>monitor on-going risk-related developments and amend plans in the light of changing circumstances</td>
</tr>
<tr>
<td>3.4</td>
<td>keep stakeholders informed of any developments and their possible consequences</td>
</tr>
<tr>
<td>3.5</td>
<td>evaluate the effectiveness of actions taken, identifying possible future improvements.</td>
</tr>
</tbody>
</table>
## Unit 421  Manage knowledge in an organisation

<table>
<thead>
<tr>
<th>UAN:</th>
<th>A/506/2032</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>4</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>34</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>Management &amp; Leadership (2012) National Occupational Standards:</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LEC2 Manage information, knowledge and communication systems</td>
</tr>
<tr>
<td></td>
<td>• CFAM&amp;LEC3 Develop knowledge and make it available.</td>
</tr>
</tbody>
</table>

### Assessment requirements specified by a sector or regulatory body:
Skills CFA Assessment Strategy Competence Units (S/NVQ)

### Aim:
This unit aims to develop the knowledge and skills required to manage knowledge in an organisation and introduces learners to the key principles underpinning knowledge management. Upon completion of this unit, learners will be able to identify knowledge to be managed within an organisation, and consequently manage knowledge within an organisation.

### Learning outcome
The learner will:
1. Understand the principles of knowledge management.

### Assessment criteria
The learner can:
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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Be able to identify knowledge to be managed within an organisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 identify the criteria against which knowledge will be managed</td>
</tr>
<tr>
<td>2.2 engage colleagues in identifying the knowledge to be managed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Be able to manage knowledge within an organisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1 implement actions in accordance with the knowledge management plan</td>
</tr>
<tr>
<td>3.2 adhere to security processes for the collection, storage and retrieval of knowledge</td>
</tr>
<tr>
<td>3.3 evaluate the extent to which current knowledge management systems and processes are fit for purpose</td>
</tr>
<tr>
<td>3.4 recommend improvements to processes and systems to manage knowledge</td>
</tr>
<tr>
<td>3.5 assess the likely impact and implications of the loss of knowledge.</td>
</tr>
<tr>
<td><strong>Unit 422</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UAN:</strong></th>
<th>R/506/2909</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>GLH:</strong></td>
<td>33</td>
</tr>
</tbody>
</table>
| **Relationship to NOS:** | Management & Leadership (2012) National Occupational Standards:  
  - CFAM & LDA1 Plan the workforce  
  - CFAM & LDA2 Recruit, select and retain people  
  - CFAM & LDA3 Induct individuals into their roles. |

**Assessment requirements specified by a sector or regulatory body:**  
Skills CFA Assessment Strategy Competence Units (S/NVQ)

<p>| <strong>Aim:</strong> | This unit aims to develop the knowledge and skills required for recruitment, selection and induction practice. Upon completion of this unit, learners will have developed an understanding of the key principles and theories underpinning recruitment, selection and induction practice and will be able to recruit, select and induct people into an organisation. |</p>
<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>1. Understand the principles and theories underpinning recruitment, selection and induction practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1 explain workforce planning techniques</td>
</tr>
<tr>
<td>1.2 describe the information needed to identify recruitment requirements</td>
</tr>
<tr>
<td>1.3 assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices</td>
</tr>
<tr>
<td>1.4 analyse the factors involved in establishing recruitment and selection criteria</td>
</tr>
<tr>
<td>1.5 evaluate the suitability of different recruitment and selection methods for different roles</td>
</tr>
<tr>
<td>1.6 analyse patterns of employment that affect the recruitment of staff</td>
</tr>
<tr>
<td>1.7 explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements</td>
</tr>
<tr>
<td>1.8 explain the induction process</td>
</tr>
<tr>
<td>1.9 explain the relationship between human resource processes and the induction processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. Be able to recruit people into an organisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 determine current staffing needs</td>
</tr>
<tr>
<td>2.2 identify current skills needs from identified staffing needs</td>
</tr>
<tr>
<td>2.3 identify future workforce needs</td>
</tr>
<tr>
<td>2.4 develop a resourcing plan that addresses identified needs within budgetary limitations</td>
</tr>
<tr>
<td>2.5 evaluate the cost-effectiveness of different methods of recruitment for an identified role</td>
</tr>
<tr>
<td>2.6 explain how recruitment policies and practices meet legal and ethical requirements</td>
</tr>
<tr>
<td>2.7 select the most appropriate method of recruitment for identified roles.</td>
</tr>
</tbody>
</table>
## Learning outcome

The learner will:

3. Be able to select appropriate people for the role.

### Assessment criteria

The learner can:

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.

## Learning outcome

The learner will:

4. Be able to induct people into an organisation.

### Assessment criteria

The learner can:

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.
Unit 501

Establish business risk management processes

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/506/2048</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>5</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>29</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Management & Leadership (2012) National Occupational Standards:  
  - CFAM &LBB1 Manage risks to your organisation. |
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy Competence Units (S/NVQ) |

**Aim:**
This unit aims to develop the knowledge and skills required to establish business risk management processes and will introduce learners to business risk management models and techniques. Upon completion of this unit, learners will be able to develop and evaluate business risk management processes.

**Learning outcome**
The learner will:
1. Understand business risk management models and techniques.

**Assessment criteria**
The learner can:
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.
### Learning outcome

The learner will:

2. Be able to develop business risk management processes.

### Assessment criteria

The learner can:

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.

---

### Learning outcome

The learner will:

3. Be able to evaluate the effectiveness of business risk management processes

### Assessment criteria

The learner can:

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.
Unit 502  Promote equality of opportunity, diversity and inclusion

<table>
<thead>
<tr>
<th>UAN:</th>
<th>R/506/2053</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>5</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>26</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Management & Leadership (2012) National Occupational Standards:  
   - CFAM & LBA7 Promote equality of opportunity, diversity and inclusion. |
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy Competence Units (S/NVQ) |

**Aim:**
This unit aims to develop the knowledge and skills required to promote equality of opportunity, diversity and inclusion and introduces learners to the key principles underpinning equality, diversity and inclusion in the workforce. Upon completion of this unit, learners will be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements. Learners will also be able to promote equality, diversity and inclusion policies and practices.

**Learning outcome**
The learner will:
1. Understand the principles underpinning equality, diversity and inclusion in the workforce.

**Assessment criteria**
The learner can:
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
### Learning outcome

The learner will:

2. Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements.

### Assessment criteria

The learner can:

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.

### Learning outcome

The learner will:

3. Be able to promote equality, diversity and inclusion policies and practices.

### Assessment criteria

The learner can:

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.
Unit 503    Design business processes

**UAN:** D/506/2055

**Level:** 5

**Credit value:** 5

**GLH:** 23

**Relationship to NOS:** Management & Leadership (2012) National Occupational Standards:
- CFAM & LFA3 Manage business processes.

**Assessment requirements specified by a sector or regulatory body:** Skills CFA Assessment Strategy Competence Units (S/NVQ)

**Aim:** This unit aims to develop the knowledge and skills required to design business processes. Upon completion of this unit, learners will have developed an understanding of techniques and tools that support the design of business processes. Learners will be able to develop and evaluate business processes.

**Learning outcome**

The learner will:
1. Understand techniques and tools that support the design of business processes.

**Assessment criteria**

The learner can:
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.
### Learning outcome
The learner will:
2. Be able to develop business processes.

### Assessment criteria
The learner can:
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.

### Learning outcome
The learner will:
3. Be able to evaluate the effectiveness of business processes.

### Assessment criteria
The learner can:
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.
## Unit 504  
**Optimise the use of technology**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>F/506/2064</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>5</td>
</tr>
<tr>
<td>Credit value:</td>
<td>6</td>
</tr>
<tr>
<td>GLH:</td>
<td>29</td>
</tr>
</tbody>
</table>
| Relationship to NOS: | Management & Leadership (2012) National Occupational Standards:  
  - CFAM & LEB5 Optimise effective use of technology.  
| Assessment requirements specified by a sector or regulatory body: | Skills CFA Assessment Strategy Competence Units (S/NVQ) |

### Aim:
This unit aims to develop the knowledge and skills required to optimise the use of technology and introduces learners to the key principles underpinning the optimisation of technology. Upon completion of this unit, learners will be able to scope the use of technology, optimise the use of technological solutions, and manage the use of technology.

### Learning outcome
The learner will:
1. Understand the principles underpinning the optimisation of technology.

### Assessment criteria
The learner can:
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.
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>2. Be able to scope the use of technology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>2.1 establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality</td>
<td></td>
</tr>
<tr>
<td>2.2 evaluate the current use of technology against agreed criteria</td>
<td></td>
</tr>
<tr>
<td>2.3 identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems</td>
<td></td>
</tr>
<tr>
<td>2.4 identify the strategic implications of changes to the use of technology</td>
<td></td>
</tr>
<tr>
<td>2.5 assess the risks, limitations and benefits of changes to the use of technology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>3. Be able to optimise the use of technological solutions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>3.1 specify technological requirements and priorities including the input of others in accordance with organisational technology strategy</td>
<td></td>
</tr>
<tr>
<td>3.2 take action to ensure the compatibility of technological plans and systems with other systems, processes and plans</td>
<td></td>
</tr>
<tr>
<td>3.3 recommend technological solutions that meet the specified objectives.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>4. Be able to manage the use of technology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment criteria</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
<td></td>
</tr>
<tr>
<td>4.1 develop procedures that address all aspects of the technology and their implications</td>
<td></td>
</tr>
<tr>
<td>4.2 take action to ensure that everyone using the technology is adequately trained and equipped</td>
<td></td>
</tr>
<tr>
<td>4.3 promote the benefits of technology</td>
<td></td>
</tr>
<tr>
<td>4.4 use monitoring techniques that are appropriate to the nature of the work carried out and the system</td>
<td></td>
</tr>
<tr>
<td>4.5 take prompt corrective action in the event of problems arising.</td>
<td></td>
</tr>
</tbody>
</table>