

Pearson Edexcel Level 4 NVQ Diploma in Business and Administration (QCF)

Specification

NVQ/Competence-based qualification

First registration February 2014

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualifications that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 4 NVQ Diploma in Business and Administration (QCF)
QCF Qualification Number (QN)	601/2452/0
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	03/01/2014
Operational start date	01/02/2014
Approved age ranges	16-18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	53
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	194-378
Grading information	The qualification and units are graded pass/fail.
Entry requirements	For details of entry requirements see below. Learners taking this qualification should be employed in senior administrative positions, likely to be responsible for supervising staff, and for implementing and monitoring systems and services. Centres must also follow the Pearson <i>Access and Recruitment</i> policy (see <i>Section 9, Access and Recruitment</i>)
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 4 NVQ Diploma in Business and Administration (QCF) is for learners who work in, or want to work in senior administrative positions.

It gives learners the opportunity to:

- demonstrate competence as a senior administrator
- develop knowledge and skills related to the specified job roles in administration
- have existing skills recognised
- achieve a nationally-recognised Level 4 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification replaces the Pearson Edexcel Level 4 NVQ in Business and Administration (QCF) 39 credit qualification.

Apprenticeships

Skills CFA include the Pearson Edexcel Level 4 NVQ Diploma in Business and Administration as the competence component for the Higher Apprenticeship in Business and Administration.

Progression opportunities

Learners who have achieved the Pearson Edexcel Level 4 NVQ Diploma can progress to leadership and management roles through qualifications such as Pearson Edexcel Level 5 NVQ Diploma in Management (QCF) or Pearson BTEC Level 5 Award/ Certificate/Diploma in Management and Leadership (QCF).

Industry support and recognition

Skills CFA, the Skills Council for Business Skills, support this qualification.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Business and Administration, which were set and designed by Skills CFA, the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 4 NVQ Diploma in Business and Administration (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	53
Minimum number of credits that must be achieved at level 4 or above	35
Number of mandatory credits that must be achieved	20
Number of optional credits that must be achieved	33

Unit	Unit reference number	Mandatory units (20 Credits)	Level	Credit	Guided learning hours
1	L/601/2553	Manage and be Accountable for own Performance in a Business Environment	4	3	18
2	R/601/2554	Evaluate and Improve own Performance in a Business Environment	4	4	14
3	Y/601/2555	Support the Purpose and Values of an Organisation	4	3	14
4	D/601/2556	Support Sustainability in a Business Environment	4	3	14
5	H/601/2557	Assess, Manage and Monitor Risk in a Business Environment	4	4	18
6	M/601/2562	Communicate in a Business Environment	4	3	25
Unit	Unit reference number	Optional units (minimum 33 Credits) 15 must be achieved at Level 4 or above	Level	Credit	Guided learning hours
7	M/600/9712	Manage the Environmental Impact of Work Activities	4	5	10
8	Y/601/2572	Implement, Monitor and Maintain Administrative Services	4	7	15
9	K/601/2558	Evaluate and Solve Business Problems	4	6	16

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
10	A/601/2564	Manage and Evaluate an Information System	4	6	20
11	M/601/2576	Plan Change for a Team	4	6	22
12	F/503/9237	Assist in the Design of Business Continuity Management Procedures*	4	4	15
13	H/503/9277	Raise Awareness of Business Continuity Management within a Team	4	4	15
14	J/601/2566	Chair Meetings	4	4	16
15	L/503/9242	Assist with the Development of an Organisational Business Continuity Management Strategy	4	5	20
16	K/601/2575	Contribute to Innovation in a Business Environment	4	6	25
17	T/601/2563	Design and Develop an Information System*	4	7	30
18	L/601/2570	Prepare, Co-ordinate and Monitor Operational Plans	4	6	26
19	Y/601/2569	Propose and Design Administrative Services	4	8	36
20	L/601/2567	Manage an Office Facility	4	6	30
21	K/600/9661	Develop Working Relationships with Colleagues and Stakeholders	4	4	20
22	M/600/9676	Support Learning and Development within own Area of Responsibility	4	5	25
23	H/600/9674	Plan, Allocate and Monitor Work in own Area of Responsibility	4	5	25
24	K/601/2561	Negotiate in a Business Environment	4	7	40
25	T/601/2580	Manage Budgets	4	5	29
26	H/601/2560	Make Decisions in a Business Environment	4	4	24
27	F/601/2565	Prepare Specifications for Contracts	4	5	30
28	T/600/9601	Provide Leadership and Direction for own Area of Responsibility	4	5	30
29	A/601/1236	Plan, Organise and Control Customer Service Operations	4	10	67

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
30	K/600/9711	Manage Physical Resources	4	3	25
31	R/600/4955	Drafting Financial Statements	4	6	55
32	Y/601/8324	Operating Credit control Procedures	3	4	10
33	J/503/9272	Gather Information for a Business Impact Analysis	3	3	8
34	A/601/2578	Manage a Project	5	10	33
35	K/601/2589	Implement, Monitor and Review Change	5	6	20
36	H/601/2543	Organise Business Travel or Accommodation	3	5	20
37	A/601/2550	Deliver, Monitor and Evaluate Customer Service to Internal Customers	3	3	12
38	F/601/2551	Deliver, Monitor and Evaluate Customer Service to External Customers	3	3	12
39	R/601/2537	Monitor Information Systems	3	7	30
40	D/601/2587	Plan Change Across Teams	5	6	26
41	T/602/1912	Ensure Responsibility for Actions to Reduce Risks to Health and Safety	3	4	18
42	D/601/2542	Plan and Organise Meetings	3	5	25
43	K/601/2544	Evaluate the Organisation of Business Travel or Accommodation	3	2	10
44	M/601/2528	Develop a Presentation	3	3	15
45	T/601/2529	Deliver a Presentation	3	3	15
46	L/601/2536	Support the Design and Development of an Information System*	3	7	35
47	Y/601/2538	Analyse and Report Data	3	6	30
48	M/503/9251	Design Business Continuity Management Procedures*	5	10	50

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
49	R/601/2585	Invite Tenders and Select Contractors	5	6	32
50	Y/601/2586	Monitor and Evaluate Contracts	5	6	35
51	J/601/2549	Contribute to Running a Project	3	5	30
52	J/601/2552	Agree a Budget	3	4	25
53	T/600/9663	Recruit Staff in own Area of Responsibility	5	4	25
54	D/601/1228	Use Customer Service as a Competitive Tool	3	8	53
55	J/601/1515	Monitor and Solve Customer Service Problems	3	6	40
56	A/600/9759	Monitor and Review Business Processes	5	3	20
57	R/601/2540	Plan and Organise an Event	3	4	28
58	D/601/2539	Order Products and Services	3	5	35
59	Y/601/2541	Co-ordinate an Event	3	4	30
60	T/601/8282	Support Individuals With Specific Communication Needs	3	5	35

Barred combinations*

The following units are barred combinations and therefore cannot be chosen as optional units together.

- T/601/2563 (unit 17) – is barred against L/601/2536 (unit 46)
- F/503/9237 (unit 12) – is barred against M/503/9251 (unit 48)

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment strategies.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website.
- a **combination** of these.

Assessment strategies

The assessment strategies for this qualification have been included in *Annexe A*. They set out the overarching assessment principles and the framework for assessing the qualification to ensure that they remain valid and reliable. Skills CFA has developed them in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Skills CFA assessment requirements/strategy. As stated in the assessment strategies, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategies for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategies in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategies for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs.

However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ)). Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Assessment methodology

This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Manage and be Accountable for own Performance in a Business Environment

Unit reference number: L/601/2553

QCF level: 4

Credit value: 3

Guided learning hours: 18

Unit aim

This unit is about taking responsibility for managing, prioritising and being accountable for your own work in a business environment alongside other people.

Unit assessment requirements/evidence requirements

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 - 1.4	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 - 2.15	
3	3.1 - 3.2 3.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports.
	3.3 3.6 - 3.7	Evidence may be supplied via witness testimony and learner reports/reflective accounts.

Learning outcomes	Assessment criteria	Assessment guidance
	3.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports.
	3.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.
	4.1 - 4.3 4.5 - 4.8	Evidence may be supplied via witness testimony, professional discussion and learner reports/reflective accounts.
	4.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts, case studies and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • appraisals • performance reviews • self evaluation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to work effectively and be accountable for own work	1.1	Explain the purpose and benefits of negotiating realistic targets and resources for work and ways of doing so				
		1.2	Analyse different ways of working effectively, and the purpose and benefits of using effective working methods				
		1.3	Explain the purpose and benefits for yourself and organisations of recognising and learning from mistakes				
		1.4	Evaluate organisational guidelines, procedures and codes of practice for their relevance to own work				
2	Understand how to behave in a way that supports effective working	2.1	Evaluate the purpose and benefits of setting high standards for own work				
		2.2	Evaluate ways of setting high standards for work				
		2.3	Compare and contrast ways of dealing with pressure arising from work tasks				
		2.4	Explain the purpose and benefits of accepting setbacks and dealing with them				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Explain the purpose and benefits of being assertive and its meaning in work tasks			
	2.6	Give examples of work situations where it is necessary to be assertive			
	2.7	Evaluate the purpose and benefits of being ready to take on new challenges and adapt to change			
	2.8	Evaluate the purpose and benefits of treating others with honesty, respect and consideration			
	2.9	Analyse the effects of different types of behaviour at work that show honesty, respect and consideration and those that do not			
	2.10	Describe how to recognise when others need support			
	2.11	Evaluate different ways of helping and supporting others in work tasks			
	2.12	Explain the purpose of helping and supporting others at work, and the value and benefits of doing so			
	2.13	Evaluate the reasons for seeking out new challenges			
	2.14	Analyse the effects of change on an organisation			
	2.15	Explain why and how others should be supported during a period of change			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to plan, negotiate and be accountable for own work	3.1	Negotiate, agree and sign-off realistic targets for own work				
		3.2	Negotiate and agree resources needed for own work				
		3.3	Select effective working methods to complete work tasks				
		3.4	Anticipate and deal with problems occurring in own work, referring if required				
		3.5	Meet deadlines or re-negotiate timescales and plans in good time				
		3.6	Take responsibility for own work and accept responsibility for any mistakes made				
		3.7	Evaluate results of mistakes made and make changes to work and methods, as required				
		3.8	Follow agreed work guidelines, procedures and, where needed, codes of practice				
4	Behave in a way that supports effective working	4.1	Set high standards for own work and show drive and commitment in achieving these standards				
		4.2	Adapt work and working methods to deal with pressure, setbacks and difficulties				
		4.3	Assert own needs and rights when necessary to achieve work tasks and priorities				
		4.4	Look for opportunities, and agree to take on new challenges				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 Look for opportunities, and change ways of working, to meet new requirements			
	4.6 Support others during change			
	4.7 Treat other people with honesty, respect and consideration			
	4.8 Help and support other people in work tasks			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Evaluate and Improve own Performance in a Business Environment

Unit reference number: R/601/2554

QCF level: 4

Credit value: 4

Guided learning hours: 14

Unit aim

This unit is about taking responsibility for evaluating your own performance in work tasks, then taking responsibility for making and evaluating changes that make sure you will be able to work effectively and efficiently in a business environment alongside other people.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• appraisals• performance reviews.

Learning outcomes	Assessment criteria	Assessment guidance
	2.2	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • appraisals • performance reviews • letters • memos • emails • reports.
2	2.3	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • completed tasks.
	2.4	<p>Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • completed tasks.
	2.5	<p>Evidence may be supplied via learner reports/reflective accounts.</p>
3	3.1	<p>Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • appraisals • performance reviews.
	3.2 – 3.4	<p>Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • learning plans.

Evidence generated for this unit of assessment may contribute towards other units including *Unit 1*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to evaluate and improve own performance	1.1	Analyse the purpose and benefits of continuously improving work				
		1.2	Evaluate the purpose and benefits of encouraging and accepting feedback from others				
		1.3	Analyse ways of evaluating own work				
		1.4	Evaluate the purpose and benefits of trying out possible improvements to own work				
		1.5	Analyse how learning and development can improve own work, benefit organisations, and further own career				
		1.6	Evaluate possible career progression routes and the opportunities they offer				
		1.7	Analyse possible development opportunities and the benefits they offer				
		1.8	Evaluate the advantages and disadvantages of a learning plan				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to evaluate and improve own performance using feedback from others	2.1	Encourage and accept feedback from other people				
		2.2	Make recommendations to improve work performance				
		2.3	Complete work tasks, consistently using recommended new ways of working				
		2.4	Evaluate work completed for improvements and effectiveness				
		2.5	Evaluate changes made for improvements and effectiveness				
3	Be able to use evaluation and feedback to develop and use a learning plan	3.1	Evaluate own performance, using feedback from others, and identify where further learning and development will improve own work				
		3.2	Make recommendations and develop a learning plan to improve own work performance, that meets own needs				
		3.3	Implement a learning plan for improvement to own work				
		3.4	Review and evaluate progress against learning plan and make updates for improving own work and further learning				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Support the Purpose and Values of an Organisation

Unit reference number: Y/601/2555

QCF level: 4

Credit value: 3

Guided learning hours: 14

Unit aim

This unit is about taking a leading role in establishing and maintaining work environment within own area of responsibility, in ways that consistently show respect and support for other people and which support the mission, purpose and values of an organisation as a whole.

Unit assessment requirements/evidence requirements

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.4	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.8	
3	3.1 – 3.11	
4	4.1 – 4.4	
5	5.1 – 5.4	Evidence may be supplied via witness testimony and learner reports/reflective accounts.
	5.5	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports.

Learning outcomes	Assessment criteria	Assessment guidance
6	6.1 – 6.3 6.5	Evidence may be supplied via witness testimony, case studies and learner reports/reflective accounts.
	6.4	Evidence may be supplied via witness testimony, professional discussion, case studies, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports.
7	7.1 – 7.2	Evidence may be supplied via witness testimony and learner reports/reflective accounts.
	7.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the place of organisations within sectors	1.1	Describe the main characteristics of the sector in which an organisation operates				
		1.2	Evaluate the main characteristics of an organisation				
		1.3	Evaluate how organisations compare with one another in own sector of work				
		1.4	Analyse why organisations have a mission and purpose				
2	Understand how to work in ways that support organisational purposes and values	2.1	Explain the purpose and benefits of working in ways that support the purposes and values of an organisation				
		2.2	Evaluate the purpose and values of own organisation				
		2.3	Analyse responsibilities for work in own area of responsibility				
		2.4	Explain how responsibilities and work roles in own area of responsibility fit the structure of an organisation				
		2.5	Analyse how responsibilities and work roles in own area of responsibility contribute to the operation of an organisation				
		2.6	Evaluate the policies, procedures, systems and values of own organisation that are relevant to own area of responsibility				
		2.7	Evaluate how responsibilities and job roles in own area of responsibility can support the values and policies of the organisation				
		2.8	Analyse how responsibilities and job roles in own area of responsibility can be used to contribute to developing policies, objectives, systems and values of own organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand the purpose and benefits of respecting, helping and supporting other people at work	3.1	Explain the purpose and benefits of helping to develop and support other people at work				
		3.2	Explain the purpose and benefits of helping other people to work effectively and efficiently				
		3.3	Explain how helping to develop and support other people can benefit an organisation in the medium and long term				
		3.4	Evaluate different procedures that can be put in place to make sure other people are developed and supported in their current job role and for future new responsibilities				
		3.5	Explain what is meant by diversity and why it should be valued				
		3.6	Evaluate the advantages of diversity to an organisation				
		3.7	Evaluate ways in which a working environment can be developed to support diversity and make the best use of everyone's backgrounds and abilities				
		3.8	Analyse how to treat other people in a way that is sensitive to their needs				
		3.9	Explain how to treat other people in a way that respects their abilities, background, values, customs and beliefs				
		3.10	Explain how the rights of others can be supported and maintained				
		3.11	Evaluate ways in which it is possible to learn from others at work and the benefits of doing so				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand how to maintain security and confidentiality at work and deal with concerns	4.1	Explain the purpose and benefits of maintaining security and confidentiality at work				
		4.2	Analyse the requirements for security and confidentiality in an organisation				
		4.3	Explain legal requirements for security and confidentiality and their impact on an organisation				
		4.4	Analyse procedures for dealing with concerns about security and confidentiality in an organisation and their purpose				
5	Be able to support the purpose and values of an organisation	5.1	Make sure that work supports an organisation's overall mission and values in own area of responsibility				
		5.2	Make sure that work is completed in a way that supports team objectives in own area of responsibility				
		5.3	Make sure that work supports an organisation's policies, systems and procedures in own area of responsibility				
		5.4	Make sure that work with outside organisations and individuals is completed in a way that protects and improves image of own organisation				
		5.5	Make suggestions to improve systems and procedures, and support objectives, policies and values in a way that is consistent with own job role and area of responsibility				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to help, respect and support other people at work in an organisation	6.1	Agree and maintain a working environment that values diversity and makes best use of the abilities of everyone, in own area of responsibility				
		6.2	Work with other people in a way that is sensitive to their individual needs, and which respects their background, abilities, values, customs and beliefs, in own area of responsibility				
		6.3	Make sure the rights of other people are supported and maintained in own area of responsibility				
		6.4	Agree and maintain a working environment where feedback from other people with different backgrounds and abilities is used to develop and improve ways of working in own area of responsibility				
		6.5	Make sure organisational procedures and legal requirements in relation to discrimination legislation are followed in own area of responsibility				
7	Be able to maintain security and confidentiality in an organisation	7.1	Maintain the security of property in a way that is consistent with organisational procedures and legal requirements				
		7.2	Maintain the confidentiality of information in a way that is consistent with organisational procedures and legal requirements				
		7.3	Deal with any concerns about the security of property and confidentiality of information				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Support Sustainability in a Business Environment

Unit reference number: D/601/2556

QCF level: 4

Credit value: 3

Guided learning hours: 14

Unit aim

This unit is about taking a leading role in supporting the minimisation of waste and the maximisation of efficiency within own area of responsibility in a business environment.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.2	
3	3.1 – 3.4	
4	4.1 – 4.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, case studies, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• procedures.

Learning outcomes	Assessment criteria	Assessment guidance
5	5.1 – 5.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports.
6	6.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports.
	6.2 – 6.3 6.5	Evidence may be supplied via witness testimony and learner reports/reflective accounts.
	6.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • orders • tenders • quotes • estimates.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of keeping waste to a minimum in a business environment, and the procedures to follow	1.1	Explain the purpose and benefits of keeping workplace waste to a minimum				
		1.2	Evaluate the main causes of waste that may occur in a business environment				
		1.3	Evaluate ways of minimising waste, including using technology and other procedures and their benefits				
		1.4	Explain the social and legal requirements for recycling and the disposal of waste				
		1.5	Explain the impact of social and legal requirements for recycling and disposal of waste on an organisation				
		1.6	Explain procedures for recycling materials and minimising waste that meet social and legal requirements for an organisation				
		1.7	Describe ways in which waste may be minimised by regularly maintaining equipment and the benefits of doing so				
		1.8	Explain procedures that can be used to make sure regular maintenance of equipment minimises waste				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand procedures for disposal of hazardous materials	2.1	Explain the purpose and benefits of procedures for the recycling and disposal of hazardous materials				
		2.2	Explain procedures for the recycling and disposal of hazardous materials for an organisation				
3	Understand ways of supporting and maintaining sustainability in an organisation	3.1	Explain the benefits to an organisation of working to continuously improve efficiency and minimise waste over time				
		3.2	Explain how to involve all work colleagues in continuously improving working methods and use of technology to achieve maximum efficiency and minimum waste				
4	Be able to support the minimisation of waste in an organisation	3.3	Evaluate ways of selecting sources of materials, equipment and expertise that will give best value for money and maximum efficiency over time				
		3.4	Explain the purpose and benefits of considering issues of social responsibility when selecting suppliers				
4	Be able to support the minimisation of waste in an organisation	4.1	Establish and maintain procedures to minimise waste in own area of responsibility				
		4.2	Make sure work tasks are completed keeping waste to a minimum				
		4.3	Make sure technology is used in work tasks in ways that minimise waste in own area of responsibility				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to support the maintenance of procedures for the disposal of hazardous waste in an organisation	5.1	Confirm and agree procedures for recycling and disposal of hazardous materials in own area of responsibility			
		5.2	Make sure procedures for recycling and disposal of hazardous materials are followed in own area of responsibility			
6	Be able to support and maintain sustainability in an organisation	6.1	Confirm and maintain procedures for the maintenance of equipment so it supports efficiency and minimises waste in own area of responsibility			
		6.2	Make sure use of equipment maximises efficiency and minimises waste in own area of responsibility			
		6.3	Make sure ways of working efficiently and using technology to improve efficiency are consistently followed and developed in own area of responsibility			
		6.4	Make sure sources of equipment, materials and expertise that provide best value for money and reflect social responsibility are selected and used in own area of responsibility			
		6.5	Confirm and maintain procedures within own area of responsibility that will help to develop and support other people in ways that maximise their efficiency, and their value to an organisation, over time			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Assess, Manage and Monitor Risk in a Business Environment

Unit reference number: H/601/2557

QCF level: 4

Credit value: 4

Guided learning hours: 18

Unit aim

This unit is about taking a leading role in supporting the monitoring and managing of risk within own area of responsibility in a business environment so that an organisation's aims and objectives for minimising risk and ensuring a safe work environment can be supported at all times.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.5	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• risk assessments.
	2.5 – 2.6	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• procedures.

Learning outcomes	Assessment criteria	Assessment guidance
	2.7	<p>Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos • reports.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 9, 26.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to assess, manage and monitor risk in a business environment	1.1	Describe sources of risk in a business environment, including health and safety				
		1.2	Describe ways of assessing and monitoring risks in an organisation				
		1.3	Explain how to judge when risks are acceptable				
		1.4	Describe ways of minimising risks in an organisation				
		1.5	Explain the importance of learning from mistakes made when dealing with risk				
2	Be able to assess, manage and monitor risk in an organisation	2.1	Identify possible sources of risk in own area of responsibility				
		2.2	Recognise, identify and deal with new risks, as required				
		2.3	Assess the level of risks in own area of responsibility				
		2.4	Make judgements on acceptable risks				
		2.5	Confirm and maintain procedures for minimising risk in own area of responsibility				
		2.6	Confirm and maintain procedures for monitoring risk in own area of responsibility				
		2.7	Use outcomes of assessing and dealing with risk to make recommendations for improvement				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 6: Communicate in a Business Environment

Unit reference number: M/601/2562

QCF level: 4

Credit value: 3

Guided learning hours: 25

Unit aim

This unit is about being able to communicate with other people in a business environment clearly, convincingly, and persuasively, in writing and verbally, using language in a variety of formats, styles and tones.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.3	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.13	
3	3.1 – 3.10	
4	4.1 – 4.2	
5	5.1 – 5.3	
6	6.1 – 6.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">information selected.

Learning outcomes	Assessment criteria	Assessment guidance
	6.4 – 6.8 6.10 – 6.11	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • information formatted.
	6.9	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
7	7.1 7.3 – 7.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • presentation.
	7.2 7.5 – 7.10	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • minutes of meetings.
8	8.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • feedback received.
	8.2	Evidence may be supplied via learner reports/reflective accounts.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of planning communication	1.1	Explain the benefits of knowing the purpose of communications for <ul style="list-style-type: none"> • individuals • organisations 				
		1.2	Explain the purpose of knowing the intended outcomes of communications				
		1.3	Explain the advantages and disadvantages of using particular methods of communication in differing situations				
2	Understand how to communicate in writing	2.1	Identify relevant sources of information that may be used when preparing written communication				
		2.2	Describe ways of finding and extracting key points from sources of information for written communication				
		2.3	Explain the purpose of written communication principles for using electronic forms of written communication in a business environment				
		2.4	Explain different styles and tones of language and situations when they may be used				
		2.5	Explain how to select the right tone and style for written communication				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date	
	2.6	Explain the purpose of selecting and using language that suits the purpose of written communication			
	2.7	Describe ways of organising, structuring and presenting written information so it meets the needs of different audiences			
	2.8	Describe ways of checking information for accuracy of content			
	2.9	Explain the purpose of accurate use of grammar, punctuation and spelling			
	2.10	Explain what is meant by plain English, and why it is used			
	2.11	Explain the purpose of proofreading and checking written communications			
	2.12	Explain the purpose of recognising work that is 'important' and work that is 'urgent', and ways of doing so			
	2.13	Describe organisational procedures for saving and filing written communications			
	3 Understand how to communicate verbally	3.1	Describe ways of verbally presenting information and ideas in a way that is clear, convincing or persuasive		
		3.2	Describe ways of leading discussions to achieve objectives		
		3.3	Explain ways of adapting verbal contributions to suit different audiences, purposes and situations		
		3.4	Explain how to use and interpret body language and tone of voice		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date	
	3.5	Describe methods of active listening and the benefits of doing so			
	3.6	Explain how to use language to suit different audiences and situations			
	3.7	Explain the purpose of seeking ideas and opinions from others, and taking these into account			
	3.8	Give reasons why barriers to verbal communication may occur			
	3.9	Describe strategies for overcoming barriers to verbal communication			
	3.10	Explain the purpose of summarising verbal communication			
	4	4.1	Explain ways of getting feedback on whether communications have achieved their purpose		
		4.2	Explain the purpose and benefits of using feedback to further develop communication skills		
	5	5.1	Identify the purpose of communications, the audience(s) and the outcomes to be achieved		
		5.2	Decide on the level of formality/informality for different types of situations		
5.3		Decide on the style and method of communication for different types of situations			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to communicate in writing	6.1	Identify sources of information that support the purpose of written communications				
		6.2	Evaluate information to extract points that support the purpose of written communications				
		6.3	Select the style and tone needed for written communications to support their purpose				
		6.4	Present information using a format, layout, style and house style suited to the subject matter, work situation and method of written communication				
		6.5	Use language that meets differing purposes and objectives of the written communications, and the needs of different audiences				
		6.6	Organise, structure and present information so that it is clear and accurate, and meets the needs of different audiences				
		6.7	Use accurate grammar, spelling and punctuation, and plain English, to make sure that meaning is clear				
		6.8	Proofread and check written communications and make amendments, as required				
		6.9	Recognise the difference between what is 'important' and what is 'urgent'				
		6.10	Produce written communications to meet deadlines				
		6.11	Keep a file copy of written communications sent				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
7 Be able to communicate verbally	7.1	Verbally present information and ideas to others so that they are clear, accurate, convincing and/or persuasive				
	7.2	Lead discussion(s) to achieve objectives				
	7.3	Adapt verbal contributions to discussions to suit audience, purpose and situation				
	7.4	Use body language and tone to meet the needs of audience, purpose and situation				
	7.5	Actively listen to information given by other people				
	7.6	Ask relevant questions to clarify own understanding, as required				
	7.7	Make relevant, well-argued responses using language to suit audience(s) and situation(s)				
	7.8	Give others opportunities to verbally contribute ideas and opinions and take these into account				
	7.9	Overcome barriers to verbal communication, where required				
	7.10	Summarise verbal communication(s) and make sure that the correct meaning has been understood				
8 Be able to identify and agree ways of further developing communication skills	8.1	Get feedback to confirm whether communications have achieved their purpose				
	8.2	Use feedback to identify and agree ways of further developing own communication skills				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 7: Manage the Environmental Impact of Work Activities

Unit reference number: M/600/9712

QCF level: 4

Credit value: 5

Guided learning hours: 10

Unit aim

This unit will ensure that learners understand how to, and are able to, assess the environmental impact of their work and operate in such a way as to reduce the impact on the environment.

Assessment guidance

This unit was developed by the Management Standards Centre (MSC). No further assessment guidance or evidence requirements have been provided for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the legal requirements and environmental policies that impact on own area of responsibility.	1.1	Explain the legal requirements that impact on own area of responsibility.				
		1.2	Explain the environmental policies that impact on own area of responsibility.				
2	Understand how to assess the impact of work activities on the environment and how this can be minimised	2.1	Explain what specialist advice is available to manage the environmental impact of work activities.				
		2.2	Explain how to assess the impact of work activities and resources on the environment.				
		2.3	Explain how to minimise the environmental impact of work activities.				
3	Be able to assess and report on the environmental impact of work activities in own area of responsibility.	3.1	Assess the environmental impact of work activities and resource use.				
		3.2	Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to organise work activities and resource use to minimise environmental impact.	4.1	Adapt the use of resources in own area of responsibility to reduce environmental impact.			
		4.2	Organise activities in own area of responsibility to reduce environmental impact.			
5	Be able to promote ongoing improvement in environmental performance	5.1	Establish means by which individuals can identify and report opportunities for improving environmental performance.			
		5.2	Communicate environmental benefits resulting from changes to work activities.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Implement, Monitor and Maintain Administrative Services

Unit reference number: Y/601/2572

QCF level: 4

Credit value: 7

Guided learning hours: 15

Unit aim

This unit is about implementing administrative services, monitoring these services to make sure they are being used correctly, informing and supporting users of the systems, and making adjustments to the services to improve their performance.

Assessment guidance

The following is a guide, the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.13	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.4	
3	3.1 – 3.6	
4	4.1 – 4.2 4.5 4.7 – 4.9	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports• minutes of meetings• plan.

Learning outcomes	Assessment criteria	Assessment guidance
4	4.3 – 4.4	<p>Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos • reports • minutes of meetings • presentation.
4	4.6	<p>Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:</p> <ul style="list-style-type: none"> • plans.
5	5.1	<p>Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:</p> <ul style="list-style-type: none"> • monitoring records.
	5.2	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos • reports • minutes of meetings • questionnaires • consultation documents.

Learning outcomes	Assessment criteria	Assessment guidance
6	6.1 6.6 – 6.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • minutes of meetings.
	6.2 – 6.3	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information collected • feedback received.
	6.4 – 6.5	Evidence may be supplied via learner reports/reflective accounts.

Evidence generated for this unit of assessment may contribute towards other units including Unit 19.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to implement administrative services	1.1	Explain the purpose of having limits to own authority in relation to the implementation and monitoring of administrative services				
		1.2	Explain who may be involved in implementing or making changes to administrative services in an organisation				
		1.3	Explain the purpose and benefits of having systems and procedures to support administrative services				
		1.4	Explain who may be affected by changes to existing administrative services or the implementation of new services in an organisation				
		1.5	Describe ways of communicating implementation plans and changes to administrative services				
		1.6	Identify legal and regulatory requirements relevant to administrative services				
		1.7	Explain the purpose and benefits of involving people in planning how administrative services will be implemented				
		1.8	Describe how to involve people in planning how administrative services will be implemented				
		1.9	Explain how to develop plans for implementation				
		1.10	Explain how to negotiate and agree plans and changes with people				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	1.11	Explain the purpose of providing support to users				
	1.12	Explain the types of support available and how to choose and provide different types of support				
	1.13	Explain how to identify possible disruptions to work output and the working environment, and reasons for doing so				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to monitor administrative services	2.1	Explain the purpose of checking administrative services to make sure they are being used correctly				
		2.2	Describe ways of checking administrative services, and when to use them				
		2.3	Describe what types of action to take if services are not being used correctly				
		2.4	Explain how to decide what action to take				
3	Understand how to maintain administrative services	3.1	Describe ways of encouraging users to comment and make suggestions				
		3.2	Explain how to select ways of encouraging comment and suggestions				
		3.3	Explain what is meant by valid and reliable information on administrative services and ways of collecting it				
		3.4	Explain how to use information to evaluate the effectiveness of administrative services				
		3.5	Explain the purpose of having limits on own authority for making improvements				
		3.6	Identify people in an organisation to whom recommendations for improvements to administrative services should be made, when outside limits of own responsibility				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to implement administrative services for an organisation	4.1	Make a plan with users for implementing administrative services				
		4.2	Negotiate and agree a plan for implementing of administrative services				
		4.3	Communicate an agreed plan and any changes to stakeholders				
		4.4	Make changes to a plan from feedback given, as required				
		4.5	Make sure all those involved in implementing a plan understand their roles and responsibilities				
		4.6	Make sure a plan meets legal and regulatory requirements, as needed				
		4.7	Provide support to users so they can use the administrative services and procedures				
		4.8	Plan and take action, as needed, to minimise disruptions to work activities and the work environment during implementation				
		4.9	Follow a plan to implement administrative services				
5	Be able to monitor administrative services	5.1	Monitor administrative services for correct use				
		5.2	Take action, as needed, where administrative services are not being used correctly				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Be able to maintain administrative services	6.1	Encourage users to comment on administrative services and to make suggestions for improvement			
	6.2	Collect valid and reliable information about the use of administrative services			
	6.3	Use feedback from users and information collected to evaluate administrative services provided, and identify areas for improvement			
	6.4	Make improvements to administrative services within limits of own authority			
	6.5	Make sure improvements to administrative services follow legal and regulatory requirements, as necessary			
	6.6	Communicate improvements to all involved			
	6.7	Make recommendations for improvements to administrative services which are outside limits of own authority			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Evaluate and Solve Business Problems

Unit reference number: K/601/2558

QCF level: 4

Credit value: 6

Guided learning hours: 16

Unit aim

This unit is about recognising that there is a problem with the way work is being carried out in a business environment, analysing the problem for possible causes and evaluating the problem in terms of the risks it presents if not solved.

Assessment guidance

The following is a guide, the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.4	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.6	
3	3.1 – 3.2	
4	4.1 – 4.3	
5	5.1 – 5.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

Learning outcomes	Assessment criteria	Assessment guidance
6	6.1 6.3 6.6 6.8	Evidence may be supplied via learner reports/reflective accounts.
	6.2	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> plans.
	6.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> plans.
	6.5 6.7 6.10	Evidence may be supplied via witness testimony and learner reports/reflective accounts.
	6.9	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> feedback reviews.
7	7.1 – 7.3	Evidence may be supplied via learner reports/reflective accounts.

Evidence generated for this unit of assessment may contribute towards other units including *Units 1, 2, 26*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand business problems, their causes and impact	1.1	Explain ways of recognising when a business problem exists				
		1.2	Explain how to identify possible causes of business problems				
		1.3	Describe how to assess risks or consequences of business problems				
		1.4	Explain how to analyse business problems and evaluate the relevance and importance of factors contributing to them				
2	Understand techniques for solving business problems	2.1	Explain different ways of solving business problems				
		2.2	Explain different ways of planning to solve business problems				
		2.3	Describe the purpose of identifying resource requirements needed				
		2.4	Explain the purpose and benefit of having support and feedback from others when solving business problems				
		2.5	Explain the purpose and benefit of regularly reviewing progress and adjusting plans when solving business problems				
		2.6	Explain how to recognise when a business problem has been solved				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand organisational and regulatory factors that influence solutions to business problems	3.1	Describe effects of organisational policies and procedures when solving business problems				
		3.2	Describe effects of legal or regulatory requirements when solving business problems				
4	Understand how to evaluate approaches to solving business problems	4.1	Describe ways of evaluating approaches to solving business problems				
		4.2	Describe ways of evaluating solutions to business problems for effectiveness				
		4.3	Explain the purpose of evaluating approaches and solutions to business problems				
5	Be able to recognise and analyse business problems	5.1	Recognise business problems affecting work				
		5.2	Assess the risks presented by a business problem, and the possible impact of not resolving it				
		5.3	Analyse business problems, getting additional information, as required				
		5.4	Discuss with others to agree what the business problems are				
		5.5	Assess the relevance and importance of the factors contributing to business problems				
		5.6	Prioritise business problems according to its importance, complexity, impact and urgency				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to plan and carry out own solution to business problems	6.1 Develop and justify an approach for how to solve business problems			
	6.2 Develop and justify own plan to solve business problems			
	6.3 Identify and confirm ways of deciding when the business problem has been solved			
	6.4 Agree own plan with others as required			
	6.5 Carry out own plan to solve business problems, involving others as required			
	6.6 Gather and use resources needed to solve business problems			
	6.7 Use support and feedback from others to help reach a solution			
	6.8 Regularly check progress towards solving business problems			
	6.9 Use feedback and progress reviews to adjust the plan, as required			
	6.10 Confirm that business problems have been solved, with others as required			
7 Be able to evaluate own solution to a business problem	7.1 Evaluate own approach to solving business problems for its effectiveness			
	7.2 Evaluate own solution to business problems for its effectiveness			
	7.3 Evaluate alternative approaches and solutions for possible effectiveness			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Unit 10: Manage and Evaluate an Information System

Unit reference number: A/601/2564

QCF level: 4

Credit value: 6

Guided learning hours: 20

Unit aim

This unit is about managing and evaluating an information system that meets identified needs in a business environment. The learner will use knowledge of needs, to work in collaboration with others as required to manage and evaluate the system

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.9	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.4	
3	3.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• training records.

Learning outcomes	Assessment criteria	Assessment guidance
	3.2 3.6	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • notes of meetings.
	3.3 – 3.5	Evidence may be supplied via witness testimony and learner reports/reflective accounts.
4	4.1 – 4.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • notes of meetings.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 9, 17.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to manage an information system	1.1	Analyse how to plan and agree implementation of the information system				
		1.2	Analyse the purpose and benefits of managing information to meet requirements				
		1.3	Explain the purpose and benefits of providing training to users and providing on-going support				
		1.4	Explain the purpose of complying with legal and organisation requirements when using an information system				
		1.5	Explain the purpose and benefits of monitoring use of an information system				
		1.6	Analyse ways of monitoring use of an information system				
		1.7	Explain the purpose and benefits of maintaining and updating an information system				
		1.8	Analyse ways of maintaining and updating an information system				
		1.9	Analyse the types of problems that may occur with an information system and how to deal with them				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to review and further develop an information system	2.1	Explain the purpose and benefits of continuously improving an information system				
		2.2	Analyse ways of evaluating an information system				
		2.3	Explain how to identify problems in an information system and analyse them				
		2.4	Analyse ways of resolving problems in an information system				
3	Be able to manage an information system	3.1	Provide training on the use of an information system				
		3.2	Provide on-going support to users				
		3.3	Monitor use of, accuracy and productivity of an information system to meet organisational requirements				
		3.4	Make sure legal and organisational requirements for handling information are followed				
		3.5	Make sure an information system is maintained and updated, if required				
		3.6	Identify, analyse and resolve problems when they occur				
4	Be able to evaluate an information system	4.1	Collect feedback on performance of an information system				
		4.2	Evaluate feedback and prioritise development needs of an information system, if required				
		4.3	Provide information to enable further information system development				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Plan Change for a Team

Unit reference number: M/601/2576

QCF level: 4

Credit value: 6

Guided learning hours: 22

Unit aim

This unit is about planning changes across teams in a department or part of an organisation at the level of a departmental manager or director

Assessment guidance

The following is a guide, the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.3	
3	3.1 – 3.2	
4	4.1 – 4.5	
5	5.1 – 5.3	Evidence may be supplied via witness testimony and learner reports/reflective accounts.
	5.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:
6	6.1	<ul style="list-style-type: none">• letters• emails• memos• reports• presentations• minutes of meetings• initial plan.
	6.3	

Learning outcomes	Assessment criteria	Assessment guidance
	6.2	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • plan • letters • emails • memos • reports • minutes of meetings.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 9, 17.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose and value of planning change	1.1	Explain the purpose and benefits of planning change for a team to organisations, individuals and a team				
		2	Understand the role of the team and individuals in planning change	2.1	Explain the purpose and benefits of engaging the team and individuals in planning change		
2		2.2	Explain the purpose and benefits of encouraging the team and individuals to feel that they are making contributions to planning change				
		2.3	Explain the purpose and benefits of using a team and individuals to challenge ways of working constructively and creatively when planning change				
		3	Understand the purpose and value of communication when planning change	3.1	Explain the purpose and benefits of having goals for changes in a team and communicating them to those involved		
3		3.2	Explain the purpose and benefits of making sure decision-makers are committed to planned changes				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand the purpose and value of negotiation and dealing with problems when planning change	4.1	Explain the purpose and benefits of being adaptable during change planning and the change process				
		4.2	Explain the purpose and benefits of being able to renegotiate plans for changes				
		4.3	Analyse the types of problems and risks that may occur while planning change				
		4.4	Explain ways of responding to problems while planning change				
		4.5	Explain the purpose and benefits of dealing with problems when planning change				
5	Be able to identify and develop opportunities for change for a team	5.1	Recognise opportunities for change for a team				
		5.2	Review options for change in terms of the constraints, risks, benefits, costs and implications for a team				
		5.3	Identify the risks and benefits for a team associated with options for change				
		5.4	Persuade the team to commit itself to change				
6	Be able to plan change for a team	6.1	Encourage individuals and the team to challenge existing ways of working and put forward new ideas				
		6.2	Plan change for a team identifying vision, goals, objectives, timescales and resources				
		6.3	Agree plans for change with relevant decision-makers, as required				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
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Date: _____

Unit 12: Assist in the Design of Business Continuity Management Procedures

Unit reference number: F/503/9237

QCF level: 4

Credit value: 4

Guided learning hours: 15

Unit aim

This unit is about assisting the design and testing of BCM procedures to meet organisational needs.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA assessment strategy (*Annexe A*).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand factors that will influence the development of Business Continuity Management (BCM) procedures	1.1	Identify the people, products and processes required for the organisation to continue to function				
		1.2	Identify the supply chain on which people, products and processes depend				
		1.3	Explain their organisation's BCM strategy				
		1.4	Describe their organisation's existing BCM procedures, if any				
		1.5	Identify the senior decision-makers in the organisation for BCM procedures				
		1.6	Explain who to contact for advice when developing BCM procedures				
2	Understand how to assist with the development of BCM procedures	2.1	Explain the concept of BCM				
		2.2	Explain how to translate the concept of BCM into the design of BCM procedures				
		2.3	Describe methods of developing BCM systems and procedures that achieve required outcomes				
		2.4	Explain ways in which reasonable and appropriate contributions to the development of BCM procedures can be made				
		2.5	Explain the benefits of developing a range of options for the design of BCM procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to consult on BCM procedures	3.1	Explain the purpose and benefits of consulting on design options				
		3.2	Explain who should be consulted and how to organise this consultation				
		3.3	Explain the types of information and advice that people may need to reach a decision on design options				
		3.4	Explain the procedures for sign-off, review and updating of documents				
4	Be able to contribute to proposals for BCM procedures	4.1	Make contributions to the content and scope of the procedure that are reasonable and appropriate to the needs of the organisation and its supply chain				
		4.2	Work with others to agree requirements for the procedure and the systems needed to support it				

Learning outcomes	Assessment criteria				Evidence type	Portfolio reference	Date
5 Be able to contribute to the design of BCM procedures	5.1	Produce design options for BCM procedures consistent with agreed requirements					
	5.2	Consult with relevant people when developing different design options					
	5.3	Make sure the design options conform with best practice, legal requirements and with any organisational Business Continuity strategy and policy					
	5.4	Make sure design options will protect products and services and are proportionate to the organisation's needs					
	5.5	Make sure design options take account of the organisation's supply chain, where necessary					
	5.6	Present design options in a form and style which is clear and understandable by users and decision-makers					
	5.7	Provide sufficient information to enable agreement of a final procedure					
	5.8	Record the final procedure in sufficient detail for implementation					
	5.9	Use agreed configuration management procedures					

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Raise Awareness of Business Continuity Management within a Team

Unit reference number: H/503/9277

QCF level: 4

Credit value: 4

Guided learning hours: 15

Unit aim

This unit is about communicating the purpose for BCM to other members of the team, colleagues or across the organisation.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA assessment strategy (*Annexe A*).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the principles and procedures of Business Continuity Management (BCM)	1.1	Explain the concepts of BCM				
		1.2	Explain their organisation's BCM procedures				
		1.3	Explain their organisation's BCM structure and their own role within this				
		1.4	Explain the roles and responsibilities of different team members within the organisation's BCM procedures				
		1.5	Distinguish between Business Continuity Management and a Business Continuity plan				
2	Understand how to raise awareness of BCM within a team	2.1	Explain how to communicate BCM throughout the team's BCM structure				
		2.2	Explain how to select and structure appropriate information to contribute to awareness-raising events				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to raise awareness of BCM within a team	3.1	Make sure all team members know what Business Continuity Management is			
		3.2	Communicate BCM and own role within it throughout the team's BCM structure			
		3.3	Make sure all staff know what their roles and responsibilities are in the organisation's BCM procedures			
		3.4	Contribute to awareness-raising events within the team			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Chair Meetings

Unit reference number: J/601/2566

QCF level: 4

Credit value: 4

Guided learning hours: 16

Unit aim

This unit is about the role of the chairperson before, during and after business meetings.

Assessment guidance

The following is a guide, the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.17	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.5	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• agendas• briefing papers.
	2.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports.

Learning outcomes	Assessment criteria	Assessment guidance
3	3.1 – 3.11	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> minutes of meetings.
4	4.1 – 4.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> letters emails memos minutes of meetings reports.
	4.3 – 4.4	Evidence may be supplied via learner reports/reflective accounts and professional discussion.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the role of the chair in meetings	1.1	Explain the role of the chair before, during and after a meeting				
		1.2	Analyse different types of meetings and how to run them				
		1.3	Explain the purpose of preparing for formal meetings				
		1.4	Explain the reasons for agreeing the purpose of meetings				
		1.5	Explain the reasons for agreeing the timing of the meeting to make sure key people can attend or be represented				
		1.6	Describe how to chair meetings to keep to agreed timings, as required				
		1.7	Explain the reasons for giving people information about facilities and arrangements, including health and safety procedures				
		1.8	Explain the benefits of effective communication skills				
		1.9	Explain how effective interpersonal skills can impact on the success of meetings				
		1.10	Explain how to facilitate discussions so that the purpose of each agenda item is achieved				
		1.11	Explain how to summarise discussions and agree actions at appropriate points				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
	1.12	Analyse techniques for keeping to meeting timings, agenda, and purpose				
	1.13	Explain reasons for liaising with meeting organiser if not the chair				
	1.14	Describe the types of problems that may occur when chairing meetings, and how to resolve them				
	1.15	Describe the purpose of approving records of meetings				
	1.16	Explain the purpose of follow up actions, and evaluation of meetings				
	1.17	Explain the purpose of reflecting on whether the meeting met its purpose and agreeing learning points for the future				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to prepare for chairing a meeting	2.1	Agree the purpose of a meeting				
		2.2	Agree the scheduling of a meeting so that key people can attend				
		2.3	Make sure meeting facilities meet requirements				
		2.4	Agree agenda items for a meeting, including timing and any papers required to achieve purpose				
		2.5	Read briefing papers and identify key issues, consulting as required				
		2.6	Liaise with meeting organiser if not the chair of the meeting				
3	Be able to chair a meeting using interpersonal and organisational skills	3.1	Greet people attending the meeting				
		3.2	Keep to timings as required				
		3.3	Give details of facilities and arrangements				
		3.4	Follow an agenda				
		3.5	Make sure those present have an opportunity to contribute to the meeting				
		3.6	Keep the meeting on track to achieve its purpose				
		3.7	Resolve any problems that occur				
		3.8	Summarise discussions and agree actions				
		3.9	Observe formal voting and approval procedures, if required				
		3.10	Agree date, time and location of next meeting, if required				
		3.11	Close the meeting on time				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to follow up and evaluate a meeting that has been chaired	4.1	Approve a meeting record and list of actions			
		4.2	Make sure agreed actions are implemented			
		4.3	Evaluate the outcomes of a meeting in terms of its purpose			
		4.4	Agree learning points for future meetings, if required			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: **Assist with the Development of an Organisational Business Continuity Management Strategy**

Unit reference number: L/503/9242

QCF level: 4

Credit value: 5

Guided learning hours: 20

Unit aim

This unit is about supporting your manager and team when developing an organisational BCM strategy

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA assessment strategy (*Annexe A*).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand organisational factors that will influence an organisational Business Continuity Management (BCM) strategy	1.1	Describe the critical products and services that form the core of the organisation				
		1.2	Explain the knock-on effect that disruptions in one area of the business might have on other areas				
		1.3	Describe the supply chain on which the organisation depends				
		1.4	Explain the structure of the organisation and its brands				
		1.5	Explain the hierarchy of the organisation in terms of decision-making				
		1.6	Explain the culture of the organisation				
		1.7	Explain the organisation's attitude to risk				
		1.8	Explain the systems processes and functions within the organisation				
		1.9	Explain the boundaries of their role and responsibilities				
		1.10	Explain the constraints within which they operate				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to assist with the development of an organisational Business Continuity Management strategy	2.1	Explain the concepts of Business Continuity Management				
		2.2	Explain the interface between Business Continuity Management and other areas such as risk management, HR practices and Law, Finance information capture, Health & Safety, Emergency planning, Disaster Recovery, facilities and security				
		2.3	Explain the principles of writing a Business Impact Analysis				
		2.4	Explain the methods of writing a Business Impact Analysis				
		2.5	Explain the methods of analysing and evaluating information				
		2.6	Explain ways of selecting and engaging appropriate people when conducting a Business Impact Analysis				
		2.7	Explain ways of presenting information to promote debate and inform decisions				
		2.8	Explain how to use information from the Business Impact Analysis to write a Business Continuity plan				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to assist with the development of a Business Continuity Management strategy	3.1	Conduct a Business Impact Analysis, consulting and involving others as appropriate				
		3.2	Identify the critical components of the organisation's activities and single points of failure and analyse their vulnerability				
		3.3	Contribute to the development of a BCM strategy taking account of the Business Impact Analysis and the Business Continuity policy				
		3.4	Create a common understanding of Business Continuity and disaster recovery amongst colleagues				
		3.5	Provide feedback from work colleagues to inform the final BCM strategy				
		3.6	Draft a Business Continuity Plan				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: **Contribute to Innovation in a Business Environment**

Unit reference number: K/601/2575

QCF level: 4

Credit value: 6

Guided learning hours: 25

Unit aim

This unit is about identifying and evaluating new ideas for innovation in the business environment.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.11	
3	3.1 – 3.6	
4	4.1 – 4.2 4.5	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports• minutes of meetings.

Learning outcomes	Assessment criteria	Assessment guidance
	4.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> information collected.
	4.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> risk assessment.
5	5.1 – 5.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> letters
6	6.1 – 6.5 6.7	<ul style="list-style-type: none"> emails memos reports minutes of meetings formal proposal.
	6.6	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> letters emails memos feedback received.

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3, 9, 26.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose and benefits of innovation in a business environment	1.1	Evaluate the purpose of innovation as a way of staying competitive and offering new solutions				
		1.2	Explain the purpose of questioning existing ways of working and assumptions about them				
2	Understand how to research, develop and review ideas for new approaches and solutions	2.1	Explain the purpose of reviewing existing products and services, and ways of doing so				
		2.2	Evaluate ways of reviewing existing products and services				
		2.3	Identify sources of information for new approaches and solutions				
		2.4	Describe ways of collecting information on possible improvements				
		2.5	Explain the purpose of working with others when developing new approaches and solutions				
		2.6	Explain the purpose and benefits of working with others when agreeing how to present ideas to decision-makers				
		2.7	Evaluate how to work with others to develop and agree an idea				
		2.8	Explain the purpose and benefits of acknowledging contributions made by others				
		2.9	Explain how to evaluate ideas, including cost/benefit and impact analysis				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.10	Explain how to question assumptions to develop concepts and propositions			
	2.11	Explain the purpose of reviewing and learning from mistakes			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to present suggestions for new approaches and solutions	3.1	Explain the purpose of selling ideas to decision-makers				
		3.2	Analyse how to present and sell suggestions for new approaches and solutions to decision-makers to achieve a positive outcome				
		3.3	Explain the purpose of risk analysis				
		3.4	Explain when it is appropriate to take 'acceptable' risks				
		3.5	Evaluate the purpose and benefits of accepting feedback				
		3.6	Explain how to develop and document proposals for change				
4	Be able to research and develop ideas for new approaches and solutions	4.1	Question constructively existing ways of working in own area of responsibility				
		4.2	Research and identify possible improvements to working methods, services or products in own area of responsibility				
		4.3	Collect information that can be used to develop ideas for new approaches and solutions				
		4.4	Carry out a risk analysis				
		4.5	Agree criteria for evaluating ideas including fit with organisational aims and objectives				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to present suggestions for new approaches and solutions	5.1	Put forward a formal proposal of new approaches and /or solutions				
		5.2	Communicate risks to others in a suitable format				
6	Be able to evaluate, review and make suggestions for new approaches and solutions	6.1	Identify the cost and benefits of new ideas to include <ul style="list-style-type: none"> resources required assessment of impact on others 				
		6.2	Evaluate ideas for new approaches and solutions using <ul style="list-style-type: none"> fit with organisational aims and objectives other agreed criteria 				
		6.3	Evaluate ideas to challenge own assumptions and thinking about ways of working				
		6.4	Put forward a formal proposal to persuade decision-makers of the benefits of your idea(s)				
		6.5	Communicate and sell ideas to others				
		6.6	Seek feedback on ideas, analyse feedback, and show a willingness to adapt				
		6.7	Assess idea(s) and decide whether a suggestion for a new approach/solution is possible				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: Design and Develop an Information System

Unit reference number: T/601/2563

QCF level: 4

Credit value: 7

Guided learning hours: 30

Unit aim

This unit is about designing and developing an information system that will meet identified needs in a business environment.

This unit must not be taken with Unit L/601/2536 – Support the Design and Development of an Information System.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.5	
3	3.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none">• information identified
	3.2	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none">• resources identified

Learning outcomes	Assessment criteria	Assessment guidance
	3.3	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • specification • budgets
	3.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information system • specification
	3.5	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • test results • feedback
	3.6	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of information systems in a business environment	1.1	Evaluate the types of information that need to be managed in a business environment				
		1.2	Analyse the types of information systems available and their main features				
2	Understand how to design and develop an information system	2.1	Analyse the purpose and benefits of identifying and agreeing user needs for an information system				
		2.2	Explain the purpose and benefits of developing a system specification based on agreed needs				
		2.3	Analyse ways of developing a specification for an information system				
		2.4	Analyse ways of creating and developing an information system based on agreed needs				
		2.5	Explain the purpose and benefits of testing an information system during development				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to design and develop an information system	3.1	Identify and analyse the information to be managed		
	3.2	Identify the resources available		
	3.3	Develop a system specification within agreed budget, as required		
	3.4	Develop an information system that meets the specification		
	3.5	Test the system		
	3.6	Identify, report and remedy faults		

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: Prepare, Co-ordinate and Monitor Operational Plans

Unit reference number: L/601/2570

QCF level: 4

Credit value: 6

Guided learning hours: 26

Unit aim

This unit is about preparing and co-ordinating delivery of operational plans across one or more work activities or areas of responsibility.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.8	
3	3.1 3.3 3.5 – 3.6	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> plans
	3.2 3.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> letters emails memos reports

Learning outcomes	Assessment criteria	Assessment guidance
4	4.1 4.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • plans.
	4.2 – 4.3 4.5 – 4.11	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • presentations
	4.12	Evidence may be supplied via learner reports/reflective accounts

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand factors affecting the preparation, co-ordination and monitoring of operational plans	1.1	Explain the purpose of having limits of authority when preparing and co-ordinating operational plans				
		1.2	Explain the purpose and benefits of co-ordinating operational plans				
		1.3	Explain the effects of organisational priorities, objectives and constraints on operational plans				
		1.4	Explain how to identify risks and contingencies				
		1.5	The benefits of clear communication when planning and co-ordinating operations				
		1.6	Explain the purpose of negotiating and agreeing operational plans, and how to do so				
		1.7	Describe the possible effects of legal and regulatory requirements on operational plans				
		1.8	Explain the effects on operational plans of organisational policies and procedures related to work methods and activities				
		1.9	Explain how to get valid and relevant information to monitor operational plans accurately				
		1.10	Explain the purpose and benefits of continuously looking for opportunities to improve performance against operational plans				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to prepare operational plans	2.1	Explain a range of planning techniques and tools that can be used to prepare operational plans				
		2.2	Explain how to identify and prioritise outcomes for operational plans				
		2.3	Describe ways of identifying the activities and resources needed to achieve agreed outcomes				
		2.4	Explain the purpose and benefits of having realistic schedules for operational plans				
		2.5	Explain the purpose and benefits of reviewing operational plans as they are developed				
		2.6	Describe methods for identifying and negotiating roles and responsibilities for operational plans				
		2.7	Explain the purpose of understanding the range of work methods and activities that can be used to deliver operational outcomes				
		2.8	Explain the purpose and benefits of making best use of resources				
3	Be able to prepare operational plans	3.1	Prepare operational plans to co-ordinate relevant operations				
		3.2	Prioritise and agree required outcomes from operational plans				
		3.3	Identify risks within operational plans and contingencies to deal with them				
		3.4	Specify actions and resources needed to achieve outcomes of operational plans				
		3.5	Make sure operational plans meet legal and regulatory requirements, if required				
		3.6	Make sure operational plans meet organisational policies and procedures related to work methods and activities				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to co-ordinate and monitor operational plans	4.1	Make sure operational plans are in line with organisational priorities, objectives and constraints				
		4.2	Provide clear and relevant information to all who need it				
		4.3	Negotiate and agree changes to operational plans				
		4.4	Review and update operational plans to show changes in the working environment or objectives				
		4.5	Negotiate roles and responsibilities for implementing operational plans				
		4.6	Check that relevant people understand their roles and responsibilities for operational plans				
		4.7	Negotiate work methods and activities to deliver operational plans				
		4.8	Negotiate resources needed for operational plans and make sure best use is made of them				
		4.9	Negotiate prompt and corrective actions if operations are not in line with operational plans				
		4.10	Obtain sufficient, valid and relevant information to monitor operations against operational plans				
		4.11	Communicate changes in operational plans which affect work methods and activities promptly and accurately				
		4.12	Identify opportunities to improve operations				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 19: Propose and Design Administrative Services

Unit reference number: Y/601/2569

QCF level: 4

Credit value: 8

Guided learning hours: 36

Unit aim

This unit is about researching and using the information gathered to propose and design administrative services for an organisation that will meet the needs of all users, and which will meet legal and organisational requirements.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.4	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.7	
3	3.1 – 3.9	
4	4.1 – 4.3	
5	5.1 5.3 – 5.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• minutes of meetings• questionnaires• Service Level Agreements

Learning outcomes	Assessment criteria	Assessment guidance
	5.2	Evidence may be supplied via learner reports/reflective accounts.
	5.5 5.7	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • specifications
	5.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • specifications • budgets
6	6.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • specifications • budgets • designs • consultation documents • minutes of meetings
	6.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	6.3 – 6.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • designs

Learning outcomes	Assessment criteria	Assessment guidance
7	7.1 7.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • memos • emails • minutes of meetings • designs • presentations • reports
	7.2	Evidence may be supplied via learner reports/reflective accounts
	7.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • design • specification

Evidence generated for this unit of assessment may contribute towards other units including *Unit 8*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand factors affecting the design of administrative services	1.1	Explain the purpose and benefits of reviewing administrative services and making appropriate improvements				
		1.2	Describe organisational policies and procedures that may affect administrative services and their development				
		1.3	Identify legal and regulatory requirements that affect the design of an organisation's administrative services				
		1.4	Explain the purpose and benefits of producing designs which reflect realistic timescales and costs, and ways of doing so				
2	Understand how to develop designs for administrative services	2.1	Identify the limits of own job role in relation to the development of administrative services for an organisation				
		2.2	Explain how to develop systems and procedures that make sure administrative services achieve required outcomes				
		2.3	Explain the purpose of developing detailed specifications for administrative services				
		2.4	Describe how to develop detailed specifications and budgets for administrative services				
		2.5	Explain the purpose of keeping full and accurate records when developing specifications for administrative services				
		2.6	Explain the purpose and benefits of developing a range of options for the design of administrative services				
		2.7	Describe how to develop different design options				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to consult on designs for administrative services	3.1	Identify the users of administrative services in organisations				
		3.2	Identify the decision makers for administrative services in organisations				
		3.3	Describe ways of encouraging users to comment on the effectiveness of administrative services				
		3.4	Describe how to use information to evaluate administrative services				
		3.5	Explain how to identify possible improvements in administrative services and their benefits				
		3.6	Identify who to contact in organisations for advice when developing specifications for and designing administrative services				
		3.7	Explain the purpose and benefits of consulting on design options				
		3.8	Identify who should be consulted within organisations on the design of administrative services				
		3.9	Describe how to organise consultation on the design of administrative services				
4	Understand how to support the agreement of designs for administrative services	4.1	Identify the types of information and advice that people may need to make a decision on design options				
		4.2	Explain the purpose of negotiating designs and specifications for administrative services				
		4.3	Describe ways of negotiating designs and specifications with users and decision makers				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to propose administrative services	5.1	Encourage users to comment on the effectiveness of administrative services				
		5.2	Identify administrative services that could be developed and the benefits that could follow				
		5.3	Suggest possible developments and take account of feedback given				
		5.4	Work with users to agree requirements for administrative services and the systems and procedures needed to support them				
		5.5	Develop specifications consistent with agreed requirements				
		5.6	Agree specifications and budget				
		5.7	Record agreed specifications in sufficient detail for the administrative services to be designed				
6	Be able to design administrative services from specifications	6.1	Produce design options for administrative services consistent with agreed specifications and budget				
		6.2	Consult with users and decision makers when developing design options				
		6.3	Make sure design options meet legal and organisational requirements				
		6.4	Make sure design options support organisational policies and objectives				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to agree a design for administrative services	7.1	Present design options in a form and style to help users and decision makers understand design options			
		7.2	Assess the strengths and weaknesses of design options			
		7.3	Provide the information and advice needed to enable agreement of a final design			
		7.4	Record final design in sufficient detail for implementation			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 20:

Manage an Office Facility

Unit reference number: L/601/2567

QCF level: 4

Credit value: 6

Guided learning hours: 30

Unit aim

This unit is about managing an office facility, making sure that the systems and procedures, facilities and equipment needed to meet the expectations of all users for the smooth running of the office are in place, and evaluating use for possible changes and new needs.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.4	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.4	
3	3.1 – 3.3	
4	4.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• budgets• financial records and reports
	4.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• equipment logs

Learning outcomes	Assessment criteria	Assessment guidance
	4.3 4.7 – 4.8 4.14	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • reports • records • logs
	4.4 – 4.5 4.10 – 4.13	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings • reports • records • logs
	4.6	Evidence may be supplied via witness testimony and learner reports/reflective accounts
	4.9	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to provide, maintain and manage an office facility that meets the expectations of its users	1.1	Explain the purpose and benefits of providing and maintaining an office facility that meets the needs of its users in line with agreed budgets				
		1.2	Evaluate a range of facilities, equipment and resources for an office, and explain what they can be used for				
		1.3	Explain the purpose and benefits of identifying and regularly reviewing the needs of office users and ways of doing so				
		1.4	Explain the purpose of having office systems and procedures				
		1.5	Describe and evaluate systems and procedures suitable for an office within own area of responsibility				
		1.6	Explain how to develop office systems and procedures within own area of responsibility				
		1.7	Explain the purpose and benefits of building relationships with internal and external suppliers and ways of doing so				
		1.8	Explain the purpose and benefits of giving users information, guidance and support for following office systems and procedures, and for using facilities and equipment				
		1.9	Explain the purpose and benefits of controlling office facilities				
		1.10	Explain the purpose and benefits of monitoring, reviewing and evaluating different types of activities to make sure an office facility meets the needs of its users				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to deal with problems when managing office facilities and equipment	2.1	Explain how to identify and organise repairs needed to the facilities and equipment of an office				
		2.2	Describe procedures for dealing with repairs needed				
		2.3	Explain the types of problems that arise when managing an office facility				
		2.4	Explain the purpose and benefits of having a strategy to deal with problems, and how to develop a strategy for dealing with problems				
3	Understand the purpose of health, safety, access and security requirements in an office	3.1	Explain why health, safety, access and security are important in an office environment				
		3.2	Describe the main health, safety, access and security requirements that are important in an office environment				
		3.3	Identify health, safety, access and security requirements for an office in own area of responsibility, including its facilities and equipment				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
4 Be able to manage an office facility	4.1	Provide office facilities and equipment to meet the needs of users, in line with agreed budgets				
	4.2	Maintain office facilities and equipment to meet the needs of users				
	4.3	Co-ordinate the use of facilities and equipment for an office				
	4.4	Set up, explain, review and evaluate systems and procedures for an office, identifying changes in requirements, as needed				
	4.5	Monitor, review and evaluate office systems and procedures, taking account of feedback from users				
	4.6	Make sure the equipment in an office is working correctly and meets expectations of the users				
	4.7	Identify and organise repairs needed to the facilities and equipment in an office				
	4.8	Make sure the environment of an office supports productive working				
	4.9	Maintain relationships with internal and external suppliers and look for opportunities to develop relationships				
	4.10	Monitor use and take action as needed to maintain the health, safety and security of office users				
	4.11	Identify, analyse and resolve problems with facilities and equipment in an office				
	4.12	Provide information and guidance to users on the facilities and equipment in an office				
	4.13	Agree priorities for the supply, maintenance and use of office facilities and equipment with users				
	4.14	Control use of office facilities in own area of responsibility				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 21: **Develop Working Relationships with Colleagues and Stakeholders**

Unit reference number: K/600/9661

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will help learners to develop effective working relationships with colleagues and stakeholders.

Assessment guidance

The Management Standards Centre (MSC) developed this unit. No further assessment guidance or evidence requirements have been provided for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Know how to identify stakeholders and their relevance to an organisation	1.1	Identify an organisation's stakeholders				
		1.2	Evaluate the roles, responsibilities, interests and concerns of stakeholders				
		1.3	Assess the importance of identified stakeholders				
2	Understand how to establish working relationships with colleagues and stakeholders	2.1	Clarify how to agree a common sense of purpose with colleagues and stakeholders				
		2.2	Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders				
3	Be able to create an environment of trust and mutual respect with colleagues and stakeholders	3.1	Review and revise the needs and motivations of colleagues and stakeholders				
		3.2	Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 22: Support Learning and Development within Own Area of Responsibility

Unit reference number: M/600/9676

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

Assessment guidance

No further assessment guidance or evidence requirements have been provided by the SSC for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify the learning needs of colleagues in own area of responsibility	1.1	Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills				
		1.2	Prioritise learning needs of colleagues				
		1.3	Produce personal development plans for colleagues in own area of responsibility				
2	Understand how to develop a learning environment in own area of responsibility	2.1	Explain the benefits of continual learning and development				
		2.2	Explain how learning opportunities can be provided for own area of responsibility				
3	Be able to support colleagues in learning and its application	3.1	Identify information, advice and guidance to support learning.				
		3.2	Communicate to colleagues to take responsibility for their own learning				
		3.3	Explain to colleagues how to gain access to learning resources				
		3.4	Support colleagues to practise and reflect on what they have learned				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to evaluate learning outcomes and future learning and development of colleagues	4.1	Examine with each colleague whether the learning activities undertaken have achieved the desired outcomes			
		4.2	Support colleagues when updating their personal development plan			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 23: Plan, Allocate and Monitor Work in own Area of Responsibility

Unit reference number: H/600/9674

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit will develop learner's skills to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA assessment strategy (*Annexe A*).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken				
		1.2	Identify the skills base and the resources available				
		1.3	Examine priorities and success criteria needed for the team				
		1.4	Produce a work plan for own area of responsibility				
2	Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities				
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members				
3	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work				
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed			
		4.2	Communicate changes to team members			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 24: Negotiate in a Business Environment

Unit reference number: K/601/2561

QCF level: 4

Credit value: 7

Guided learning hours: 40

Unit aim

This unit is about preparing for and carrying out negotiations with other parties in a business environment.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.11	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.5	
3	3.1 – 3.3	
4	4.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• negotiating brief
	4.2 – 4.3 4.5	Evidence may be supplied via learner reports/reflective accounts
	4.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• research carried out

Learning outcomes	Assessment criteria	Assessment guidance
	4.6	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • presentation • reports
5	5.1 – 5.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • proposals
	5.5 – 5.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:
6	6.1 – 6.2	<ul style="list-style-type: none"> • letters • emails • memos • reports
	6.4	
	6.3	Evidence may be supplied via learner reports/reflective accounts

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3, 9, 26.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to prepare for negotiations	1.1	Explain the main principles of negotiation				
		1.2	Explain the process of negotiation and how it is used in business				
		1.3	Outline commercial and ethical frameworks that are important in negotiations				
		1.4	Analyse the purpose and benefits of different negotiation strategies and techniques				
		1.5	Explain the value of understanding the roles and levels of responsibility of other negotiators				
		1.6	Explain the purpose and benefits of understanding the objectives of the other negotiators				
		1.7	Explain the purpose of understanding own level of responsibility and authority in negotiations				
		1.8	Explain the purpose and benefits of research and preparation before negotiations				
		1.9	Analyse how differences in culture may impact on negotiations				
		1.10	Explain the purpose and benefits of having clear and realistic objectives for negotiations				
		1.11	Explain the purpose and benefits of having compromise positions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to conduct negotiations	2.1	Explain the purpose and benefits of being flexible during negotiations while seeking to achieve the main objectives				
		2.2	Explain the purpose of keeping to the brief during negotiations				
		2.3	Explain the purpose of keeping to own level of authority during negotiations				
		2.4	Explain the purpose of referring issues to others, where required				
		2.5	Explain the purpose and benefits of keeping goodwill during negotiations, and ways of doing so				
3	Understand how to complete negotiations	3.1	Explain the purpose and benefits of achieving a 'win-win' outcome				
		3.2	Explain the purpose of keeping an accurate record of negotiations, and agreeing the record				
		3.3	Explain the purpose of withdrawal from negotiations, where needed				
4	Be able to prepare for negotiation	4.1	Prepare a negotiating brief				
		4.2	Identify and prioritise objectives and compromise positions				
		4.3	Identify objectives other negotiators may have				
		4.4	Research and assess the strength of the other negotiators				
		4.5	Identify potential problems in negotiations and suggest solutions to overcome them				
		4.6	Make sure all involved in the negotiations are fully briefed and prepared				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to conduct negotiations	5.1	Carry out negotiations in line with the commercial and ethical frameworks of an organisation				
		5.2	Carry out negotiations within limits of own authority				
		5.3	Make proposals which meet personal/organisational objectives, and those of the people being negotiated with (where possible)				
		5.4	Adapt negotiation strategy to obtain results that meet minimum or agreed outcomes				
		5.5	Clarify other people's understanding, and respond to their queries and objections				
		5.6	Suggest solutions to deal with problems				
		5.7	Refer the negotiations when matters arise which require authorisation				
		5.8	Carry out negotiations in a way that creates goodwill and promotes a positive image of an organisation				
6	Be able to complete negotiations	6.1	Reach an agreement to the satisfaction of all those involved in the negotiations, where possible				
		6.2	Maintain clear and correct records of the negotiations and agree them with all involved				
		6.3	Withdraw from negotiations to re-consider current position, if necessary				
		6.4	Complete negotiations in a way that creates goodwill and promotes a positive image of an organisation				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 25: Manage Budgets

Unit reference number: T/601/2580

QCF level: 4

Credit value: 5

Guided learning hours: 29

Unit aim

This unit is about managing and monitoring a budget for a department or section within an organisation.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.3	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.4	
3	3.1 – 3.3	
4	4.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• budgets• financial records
	4.2 – 4.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports• budgets

Learning outcomes	Assessment criteria	Assessment guidance
		<ul style="list-style-type: none">• financial records

Learning outcomes	Assessment criteria	Assessment guidance
5	5.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • records • budgets
	5.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information produced • budgets
	5.3	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • calculations • budgets
	5.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information produced • budgets

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3, 9, 24, 26.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of budgets	1.1	Explain the purpose and benefits of managing financial resources effectively and efficiently				
		1.2	Identify legal, regulatory and organisational requirements for managing a budget				
		1.3	Describe different types of budgetary systems and their features				
2	Understand how to manage budgets	2.1	Describe methods for monitoring, controlling and recording income and expenditure				
		2.2	Describe ways in which costs may be minimised in own area of responsibility				
		2.3	Identify situations in which corrective action may be needed				
		2.4	Describe the scope of own authority for managing a budget and authorising expenditure				
3	Understand how to report performance against budgets	3.1	Explain the purpose and benefits of reporting information on performance against budget				
		3.2	Explain how to check the accuracy of budget calculations				
		3.3	Explain the purpose and benefits of recording information that will help with the future preparation of budgets				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage budgets	4.1	Control budget performance within limits and deadlines			
		4.2	Analyse and take action to minimise costs where possible			
		4.3	Take corrective action to make sure of best value for money			
		4.4	Authorise expenditure within the scope of own authority			
5	Be able to monitor budgets	5.1	Record transactions, as required			
		5.2	Produce information on performance against budget, when required			
		5.3	Make sure all calculations are accurate			
		5.4	Record information that will help with the preparation of future budgets			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 26: Make Decisions in a Business Environment

Unit reference number: H/601/2560

QCF level: 4

Credit value: 4

Guided learning hours: 24

Unit aim

This unit is about making decisions in a business environment at the level where there is no requirement for formal legal or organisational procedures to be followed.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.4	
3	3.1 – 3.6	
4	4.1 – 4.2	
5	5.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • information collected • research carried out
	5.2	Evidence may be supplied via learner reports/reflective accounts
6	6.1 – 6.3	

Learning outcomes	Assessment criteria	Assessment guidance
	6.4 – 6.6 6.8 – 6.10	<ul style="list-style-type: none"> • Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: • letters • emails • memos • reports • presentations
	6.7	<ul style="list-style-type: none"> • Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role
7	7.1 – 7.2	Evidence may be supplied via learner reports/reflective accounts

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3, 9.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose and process of decision-making	1.1	Evaluate situations where decision-making is required				
		1.2	Explain key stages in the decision-making process				
2	Understand how to prepare to make decisions	2.1	Explain the purpose of knowing the context in which a decision is being made				
		2.2	Justify possible limitations on a person making decisions				
		2.3	Explain how to research information to be used to inform and influence decision-making				
		2.4	Evaluate sources of information that can be used to inform and influence decision-making				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to make decisions	3.1	Explain the purpose of meetings and other discussions where decisions are being made				
		3.2	Explain how to structure own ideas, information and recommendations to maximise their effectiveness				
		3.3	Explain the purpose and benefits of respecting other people's contributions to the decision-making process				
		3.4	Explain how to be proactive and engage with colleagues during the decision-making process				
		3.5	Justify the use of evidence, argument, questioning and assertiveness to influence outcomes				
		3.6	Explain the purpose of collective responsibility				
4	Understand how to assess decisions and their effects	4.1	Evaluate ways to monitor the effect of decisions and identify learning points				
		4.2	Explain how to review the decision-making process				
5	Be able to prepare background information to make decisions	5.1	Research and collect information to add value to the decision-making process				
		5.2	Evaluate sources of information needed				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Be able to make decisions	6.1 Identify and agree criteria for making a decision			
	6.2 Review information provided in order to make a decision			
	6.3 Structure ideas, information and recommendations in a logical and meaningful way			
	6.4 Present rationale and conclusions to others using accurate and current information			
	6.5 Provide additional information to support conclusions			
	6.6 Respond as required when asked to supply information to help with decision-making			
	6.7 Respect other people's contributions to the decision-making process			
	6.8 Use evidence, argument, questioning and assertiveness to justify decision(s)			
	6.9 Listen to other people's feedback and record for future evaluation			
	6.10 Confirm support for the decision(s)			
7 Be able to assess contributions to decision-making	7.1 Assess contributions made to the decision-making process			
	7.2 Identify learning points to improve future decision-making			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 27: Prepare Specifications for Contracts

Unit reference number: F/601/2565

QCF level: 4

Credit value: 5

Guided learning hours: 30

Unit aim

This unit is about understanding and preparing the information that is needed to award a contract for work.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.6	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.2	
3	3.1 – 3.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports

Learning outcomes	Assessment criteria	Assessment guidance
4	4.1	Evidence may be supplied via learner reports/reflective accounts, professional discussion and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • list of criteria
	4.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • list of criteria • letters • emails • memos • reports

Evidence generated for this unit of assessment may contribute towards other units including Units 1, 2, 3, 9, 24, 26, 25.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand work contracts	1.1	Explain the purpose and benefits of contracts and other forms of agreement				
		1.2	Describe different types of contracts and agreements				
		1.3	Evaluate different types of contract and agreement for their intended purpose				
		1.4	Explain the purpose of legal, regulatory and organisational requirements that may govern contracts				
		1.5	Identify a range of terminology used in contracts and explain its purpose				
		1.6	Explain the purpose and benefits of requirements and specifications in contracts				
2	Understand how to prepare for selection	2.1	Explain the purpose and benefits of prioritising requirements				
		2.2	Explain the purpose and value of developing objective selection criteria				
3	Be able to prepare specifications for work	3.1	Identify requirements for contractor(s), consulting with others where required				
		3.2	Prioritise requirements and prepare specifications for the products and services to be provided, consulting with others where required				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to agree selection criteria	4.1	Prepare selection criteria			
		4.2	Agree selection criteria, where required			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 28: Provide Leadership and Direction for own Area of Responsibility

Unit reference number: T/600/9601

QCF level: 4

Credit value: 5

Guided learning hours: 30

Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

Assessment guidance

The Management Standards Centre (MSC) developed this unit. No further assessment guidance or evidence requirements have been provided for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to lead in own area of responsibility	1.1	Identify own strengths and ability to lead in a leadership role			
		1.2	Evaluate strengths within own area of responsibility			
2	Be able to provide direction and set objectives in own area of responsibility	2.1	Outline direction for own area of responsibility			
		2.2	Implement objectives with colleagues that align with those of the organisation			
3	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1	Communicate the agreed direction to individuals within own area of responsibility			
		3.2	Collect feedback to inform improvement			
4	Be able to assess own leadership performance	4.1	Assess feedback on own leadership performance			
		4.2	Evaluate own leadership performance			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 29: Plan, Organise and Control Customer Service Operations

Unit reference number: A/601/1236

QCF level: 4

Credit value: 10

Guided learning hours: 67

Unit aim

Delivering effective customer service is key to winning and maintaining customer loyalty. This requires careful planning and organisation, followed by close monitoring and control of customer service operations. When problems occur, the learner must be able to deal with these problems in a way that leaves their customer with a positive impression of the organisation. This unit is about managing the delivery of services to the customer.

Evidence requirements

This unit and accompanying evidence requirements were developed by the Institute of Customer Service (ICS). Learners must produce evidence for each of the requirements stated.

- 1 The evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence within this unit.
- 2 Learners may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 Learners must provide evidence that shows they have done this over a sufficient period for the assessor to be confident that they are competent.
- 4 Learners' plans must provide evidence that they have taken into account:
 - a the aims, objectives and targets for their area of responsibility
 - b the organisation's customer service strategy
 - c the customers' needs and expectations.

- 5 Learners' evidence must show that their plans include consideration of:
 - a time
 - b physical resources
 - c human resources
 - d financial resources.
- 6 Learners must show that they have negotiated with:
 - a front-line staff
 - b supervisors or team leaders
 - c senior managers.
- 7 Learners must provide evidence that they have collected and analysed:
 - a qualitative information
 - b quantitative information.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Plan customer service operations	1.1	Analyse customer expectations and define the service offer designed to meet those expectations				
		1.2	Develop specific plans that will ensure sustainable and consistent delivery of customer service				
		1.3	Identify any contingencies that may occur, assess their risks and develop effective plans to deal with them				
		1.4	Plan how they will monitor and evaluate customer service operations				
2	Supervise customer service operations	2.1	Negotiate the availability of people and other resources that they need to implement their customer service delivery plans				
		2.2	Develop specific, measurable and realistic targets for the staff who deliver customer service				
		2.3	Ensure that planned resources are available when required				
		2.4	Brief staff on their objectives and targets				
		2.5	Encourage feedback from staff and customers and use their feedback to modify objectives and targets				
		2.6	Collect and analyse feedback from customers and staff on customer service operations				
		2.7	Evaluate how effectively agreed outcomes and processes are being achieved				
		2.8	Modify their plans for customer service operations in the light of their evaluation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Deal with problems relating to customer service operations	3.1	Collect information on the nature of the problem and assess the likely impact on the customer				
		3.2	Identify the causes of the problem and possible solutions				
		3.3	Evaluate possible solutions against customer expectations and organisational needs				
		3.4	Select and implement an acceptable solution with the minimum possible disruption to customers				
		3.5	Monitor the implementation of the solution and, where necessary, make adjustments				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to plan, organise and control customer service operations	4.1	Explain how to develop plans for customer service operations and what these plans should contain			
	4.2	Explain how to identify and work within allocated budgets and time targets for customer service operations			
	4.3	Describe the types of contingencies that may occur during customer service operations, how to assess their risks and plan how to deal with them			
	4.4	Describe the types of monitoring methods that can be used and the criteria they should select to evaluate the effectiveness of customer service operations			
	4.5	Explain how to develop objectives and targets for staff			
	4.6	Explain the importance of briefing staff and how to do so effectively			
	4.7	Explain the importance of monitoring the quality of their customer service operations			
	4.8	Investigate the types of problems that are likely to occur in their customer service operations and how to plan for dealing with these			
	4.9	Explain the importance of liaising with customers and colleagues about problems and possible solutions			
	4.10	Explain how to identify and evaluate possible solutions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 30: Manage Physical Resources

Unit reference number: K/600/9711

QCF level: 4

Credit value: 3

Guided learning hours: 25

Unit aim

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Assessment guidance

The Management Standards Centre (MSC) developed this unit. No further assessment guidance or evidence requirements have been provided for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the importance of sustainability when using physical resources	1.1	Explain the importance of using sustainable resources				
		1.2	Explain the potential impact of resource use on the environment				
		1.3	Explain how to use resources effectively and efficiently				
		1.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources				
2	Be able to identify resource requirements for own area of responsibility	2.1	Consult with colleagues to identify their planned activities and corresponding resource needs				
		2.2	Evaluate past resource use to inform expected future demand				
		2.3	Identify resource requirements for own area of responsibility				
3	Be able to obtain required resources for own area of responsibility	3.1	Submit a business case to procure required resources				
		3.2	Review and agree required resources with relevant individuals				
		3.3	Explain an organisation's processes for procuring agreed resources				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1	Monitor the quality of resources against required specifications			
		4.2	Identify differences between actual and planned use of resources and take corrective action			
		4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility			
		4.4	Make recommendations to improve the effectiveness and efficiency of resource use			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 31: Drafting Financial Statements

Unit reference number: R/600/4955

QCF level: 4

Credit value: 6

Guided learning hours: 55

Unit aim

This unit is designed to develop learner's knowledge and skills of international financial reporting standards and relevant legislation in the drafting of financial statements of limited companies and consolidated financial statements.

Unit assessment requirements/evidence requirements

For competency qualifications, this unit must be delivered and assessed with unit 'Principles of Drafting Financial Statements'.

Skills based assessment under controlled conditions or work based assessment

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Draft statutory financial statements for a limited company	1.1	Apply accounting standards and relevant legislation to correctly identify, and accurately adjust, accounting information				
		1.2	Use appropriate information to accurately draft a statement of comprehensive income				
		1.3	Use appropriate information to accurately draft a statement of financial position (balance sheet)				
		1.4	Prepare notes to the accounts which satisfy statutory current disclosure requirements, in respect of accounting policies, fixed assets, current and long term liabilities, equity				
		1.5	Draft an accurate statement of cash flows (cash flow statement)				
2	Draft simple consolidated financial statements.	2.1	Draft a consolidated income statement for a parent company with one partly owned subsidiary				
		2.2	Draft a consolidated statement of financial position (balance sheet) for a parent company with one partly owned subsidiary				
		2.3	Apply current standards to accurately calculate and appropriately deal with the accounting treatment of goodwill, non-controlling interest (minority interest) and post acquisition profits, in the group financial statements				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Interpret financial statements using ratio analysis	3.1	Calculate and interpret the relationship between the elements of the financial statements with regard to profitability, liquidity, efficient use of resources and financial position			
		3.2	Draw valid conclusions from the information contained within the financial statements			
		3.3	Present clearly and concisely issues, analysis and conclusions to the appropriate people			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 32:

Operating Credit Control Procedures

Unit reference number: Y/601/8324

QCF level: 3

Credit value: 4

Guided learning hours: 10

Unit aim

This unit may be suitable for learners who identify instances of non-payment and take appropriate action to recover moneys due. They will operate credit control procedures, identifying and understanding the reason(s) for non-payment, identifying opportunities for the collection of money and recognising when outstanding debts should be referred to others in the organisation.

Unit assessment requirements/evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe A: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 2.1, 2.3, 2.8, 2.9 and 3.5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning may only be used in assessment criterion 3.2 to supplement evidence of learners working within limits of their authority – here if there is no naturally occurring evidence of learners needing to refer to others, they can instead explain when they would refer to others and how they would do this

Simulation

Simulation is permitted for assessment criterion 2.7. The reason for this is that learners may not actually have the opportunity at their workplace of dealing with more than one account holder and their circumstances (to take into account when deciding what action to take). The learner's ability to perform competently in this criterion may, therefore, be evidenced through scenario-based assessment, asking them to show how they would deal with an account holder with a different set of circumstances.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 2.1, 2.3, 2.8, 2.9 and 3.5 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify non payment	1.1	Identify the different methods of receiving financial information				
		1.2	Identify instances of non-payment				
		1.3	Identify bad and potentially bad debts accurately				
		1.4	Establish the reasons for non-payment				
2	Be able to take appropriate action with non payment	2.1	Explain the organisation's policy and procedure for communicating with customers				
		2.2	Take action to recover monies due by clarifying discrepancies and requesting any outstanding amounts				
		2.3	Explain why and how respect should be shown to customers				
		2.4	Obtain the customer's agreement to pay the amount owed				
		2.5	Agree appropriate methods of payment with the customer and monitor their compliance with these				
		2.6	Identify continued non-payment and take appropriate action				
		2.7	Take the nature and circumstances of the account holder into account when deciding what action to take				
		2.8	Explain the organisation's customer service and complaints procedure				
		2.9	Explain the sources of information and advice within the organisation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to comply with all codes, laws and regulatory requirements	3.1	Follow the organisation's systems, procedures and time limits for dealing with late payments				
		3.2	Act within the personal authority limits recognising when to refer to other				
		3.3	Keep accurate and up-to-date records of all actions taken				
		3.4	Comply with legal requirements, industry regulations, organisational policies and professional codes				
		3.5	Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 33: Gather Information for a Business Impact Analysis

Unit reference number: J/503/9272

QCF level: 3

Credit value: 3

Guided learning hours: 8

Unit aim

This unit is for those responsible for gathering information for a Business Impact Analysis (BIA), but who would not themselves carry out the analytical work to produce a BIA.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA assessment strategy (*Annexe A*).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to gather information for a Business Impact Analysis	1.1	Explain their organisation's Business Continuity Management (BCM) Policy				
		1.2	Describe their organisation's products and services				
		1.3	Explain the supply chain on which their organisation's products and services depend				
		1.4	Explain methods used to conduct a Business Impact Analysis				
		1.5	Describe specific sources of information for the Business Impact Analysis				
		1.6	Explain interview techniques and how to apply them to obtain relevant information for the Business Impact Analysis				
		1.7	Explain the purpose of maintaining a record of interviewees				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to gather information for a Business Impact Analysis	2.1	Agree objectives and deadlines for the Business Impact Analysis				
		2.2	Identify primary candidates for interview to provide information required for the Business Impact Analysis				
		2.3	Carry out interviews with agreed subjects and record information gathered				
		2.4	Check that information is complete and in line with BCM policy				
		2.5	Meet deadlines for the Business Impact Analysis				
		2.6	Report information in the agreed format				
		2.7	Make a record of interviewees				
		2.8	Get feedback on information provided				
		2.9	Provide clarification or additional information where necessary				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 34: Manage a Project

Unit reference number: **A/601/2578**

QCF level: **5**

Credit value: **10**

Guided learning hours: **33**

Unit aim

This unit is about managing the setting up and running of a project, by monitoring and reviewing the work of other people who are running the project, to achieve agreed aims and objectives.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.
2	2.1 – 2.9	
3	3.1 – 3.8	
4	4.1 – 4.2	
5	5.1 – 5.11	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports• minutes of meetings• specification• budget• critical path analysis• GANTT chart• contingency plan• team list

Learning outcomes	Assessment criteria	Assessment guidance
6	6.1 – 6.5	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings • adapted plans • feedback • reports
7	7.1 – 7.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • minutes of meetings

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the nature and purpose of projects	1.1	Compare and contrast the difference between managing operations and managing projects				
		1.2	Analyse the advantages and disadvantages of using projects, and when projects are appropriate				
2	Understand how to prepare and plan a project	2.1	Explain the purpose and benefits of establishing stakeholders involved in a project				
		2.2	Explain the purpose and benefits of defining a project's purpose, scope, timescale, costs, aims and objectives				
		2.3	Explain the purpose of agreeing a budget for a project				
		2.4	Analyse how to estimate types and quantity of resources needed to run a project				
		2.5	Explain the purpose and benefits of identifying project risks and developing contingency plans				
		2.6	Analyse how to define project limits				
		2.7	Analyse the advantages and disadvantages of different project planning methods for different types of project				
		2.8	Analyse the features of different tools that can be used to help with project planning and control				
		2.9	Explain how to establish the project team				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to run a project	3.1	Analyse how to monitor projects and the different methods that can be used				
		3.2	Explain the purpose and benefits of monitoring projects				
		3.3	Analyse how to establish a communication plan for a project				
		3.4	Explain the purpose and benefits of different methods of communication needed for managing a project				
		3.5	Analyse the features of different communication methods used to make sure a project runs smoothly				
		3.6	Explain the purpose and benefits of estimating and controlling resources during a project				
		3.7	Analyse the purpose of monitoring progress reporting during a project				
		3.8	Explain the purpose and benefits of achieving projects within agreed timescales				
4	Understand purpose and benefits of evaluating a project and ways of evaluating projects	4.1	Analyse the purpose and benefits of evaluating projects				
		4.2	Analyse different ways of evaluating projects to make sure lessons are learned for the future				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to manage the preparation and planning of a project	5.1	Agree all stakeholders involved in a project		
	5.2	Confirm that the purpose of the project has been agreed with all relevant stakeholders		
	5.3	Confirm project scope, timescale, aims and objectives		
	5.4	Agree the preparation of a project specification		
	5.5	Confirm a budget for the project		
	5.6	Confirm all types of resources for a project		
	5.7	Agree the project plan and timed use of all types of resources		
	5.8	Agree identified risks and contingency plans developed		
	5.9	Sign off a project plan		
	5.10	Prepare a communication plan		
	5.11	Establish and select the project team		
6 Be able to manage a project	6.1	Monitor a project		
	6.2	Give feedback to all those involved with or affected by a project		
	6.3	Make sure project plans are adapted to respond to unexpected events and risks		
	6.4	Give feedback on interim reports on project progress		
	6.5	Make sure a project achieves required outcomes on time and to budget		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7	Be able to evaluate the outcomes of a project	7.1	Evaluate all project areas				
		7.2	Confirm the degree to which a project met its aims and objectives				
		7.3	Give feedback on project strengths and areas for improvement				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 35:

Implement, Monitor and Review Change

Unit reference number: K/601/2589

QCF level: 5

Credit value: 6

Guided learning hours: 20

Unit aim

This unit is about implementing change and evaluating the effects of change with all those involved in the change process

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning.
2	2.1 – 2.4	
3	3.1 – 3.4	
4	4.1 – 4.2	
5	5.1 – 5.4	
6	6.1 – 6.4	
7	7.1 – 7.5	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports• presentation• minutes of meetings.
8	8.1 – 8.2	

Learning outcomes	Assessment criteria	Assessment guidance
	8.3 – 8.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports • feedback given.

Evidence generated for this unit of assessment may contribute towards other units including *Unit 40*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose and benefits of implementing change	1.1	Explain the purpose and benefits of implementing change for organisations, individuals and a team			
		2	Understand the role of the team and individuals in implementing change			
2		2.1	Explain the purpose and benefits of engaging teams and individuals in implementing change			
		2.2	Explain the purpose and benefits of encouraging teams and individuals to feel that they are making contributions to implementing change			
		2.3	Evaluate the impact of implementing change on an organisation, the team and individuals			
		2.4	Explain how to manage the impact of implementing change to achieve a positive outcome			
3	Understand the implications of implementing change	3.1	Explain how to evaluate options for implementing change			
		3.2	Explain and evaluate the constraints on implementing change			
		3.3	Analyse the implications of change on the organisation			
		3.4	Explain how to assess risks and benefits with those involved during the change process			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand the purpose and benefits of communication when implementing change	4.1	Explain the purpose and benefits of communication with all involved when implementing change				
		4.2	Explain the purpose and benefits of making sure all those involved in change remain committed when implementing change				
5	Understand the purpose and benefits of negotiation and dealing with problems when implementing change	5.1	Explain the purpose and benefits of being adaptable during a change process				
		5.2	Analyse the types of problems that may occur during the implementation of change				
		5.3	Explain ways of responding to problems during the implementation of change				
		5.4	Explain the purpose and benefits of dealing with problems during the implementation of change				
6	Know how to monitor and review change and understand the purpose and benefits of doing so	6.1	Explain ways of monitoring and reviewing change				
		6.2	Explain the purpose and benefits of monitoring and reviewing change				
		6.3	Analyse ways of making use of the outcomes of reviewing				
		6.4	Explain the purpose and benefits of giving feedback to those who have been involved in the change process				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
7	Be able to implement change for a team	7.1	Communicate plans for change clearly and logically				
		7.2	Encourage team members to contribute to plans for change				
		7.3	Implement change with those involved in the change, providing information, support and motivation to those affected				
		7.4	Adapt and negotiate amendments to plans for change				
		7.5	Identify and solve or refer problems, as required				
8	Be able to monitor and review change	8.1	Monitor the effects of change with those involved in the change				
		8.2	Review the effects of change with those involved in the change				
		8.3	Provide feedback to those involved in change				
		8.4	Use feedback to agree further changes if required				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 36: Organise Business Travel or Accommodation

Unit reference number: H/601/2543

QCF level: 3

Credit value: 5

Guided learning hours: 20

Unit aim

This unit is about organising the delivery of travel or accommodation arrangements to meet the traveller's brief within budget.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.2	
3	3.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• briefs• budgets

Learning outcomes	Assessment criteria	Assessment guidance
	3.2 – 3.8 3.10 – 3.12	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • travel and accommodation documents
	3.9	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the range of information, requirements and procedures that may be needed for all types of business travel or accommodation arrangements	1.1	Explain the purpose and benefits of agreeing the brief and budget of travel or accommodation arrangements with traveller(s)				
		1.2	Explain how to organise business travel or accommodation to meet expectations				
		1.3	The sources of information and facilities that are used to make travel or accommodation arrangements				
		1.4	Describe the main types of business travel or accommodation arrangements that can be made, including those requiring additional specialist documents and facilities				
		1.5	How to obtain best value for money when making travel or accommodation arrangements				
		1.6	Explain procedures for obtaining specific information, facilities or documents for: <ul style="list-style-type: none"> • payment facilities and foreign currency, if required • insurance and health precautions, if required • visas and passport requirements, if required • security and emergencies, if required 				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.7	How to keep records of travel or accommodation arrangements, including financial records			
	1.8	The types of information that are confidential and how to store them in line with current legislation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	2.1 Describe problems that may occur when making arrangements for business travel or accommodation			
	2.2 Explain ways of resolving problems that may arise			
3	3.1 Agree the business travel or accommodation brief and budget with traveller(s)			
	3.2 Check draft itinerary and schedule with a traveller(s)			
	3.3 Research suitable business travel or accommodation options			
	3.4 Make business travel arrangements or book accommodation, to brief and budget, obtaining best value for money			
	3.5 Make necessary payments or arrange payment facilities			
	3.6 Make additional arrangements for international travel and accommodation, if required			
	3.7 Obtain confirmations and record all details of arrangements			
	3.8 Collate all documents and other items			
	3.9 Keep business travel items (if required) safe and secure until handed over			
	3.10 Provide traveller(s) with itinerary and all required information and documents, in good time			
	3.11 Confirm with traveller(s) that all items provided meet requirements			

	3.12	Resolve problems that may arise			
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Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 37:

Deliver, Monitor and Evaluate Customer Service to Internal Customers

Unit reference number: A/601/2550

QCF level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit is about providing and continuously improving services to internal customers.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1	
3	3.1 – 3.4	
4	4.1 – 4.3	
5	5.1 – 5.4	
6	6.1 – 6.3	

Learning outcomes	Assessment criteria	Assessment guidance
7	7.1 – 7.4	Evidence may be supplied via observation of workplace activities, witness testimony and learner reports/reflective accounts
	7.2 - 7.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:
8	8.1 - 8.3	letters <ul style="list-style-type: none"> • emails • memos
9	9.1	Evidence may be supplied via witness testimony, professional discussion, case studies and learner reports/reflective accounts
10	10.1 – 10.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • feedback received

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the meaning of internal customer	1.1	Describe what is meant by internal customers				
		2	Know the types of products and services relevant to internal customers	Describe the products and services offered by own organisation to internal customers			
3	Understand how to deliver customer service that meets or exceeds internal customer expectations	3.1	Explain the purpose and value of identifying internal customer needs and expectations				
		3.2	Explain why customer service must meet or exceed internal customer expectations				
		3.3	Explain the value of meeting or exceeding internal customer expectations				
		3.4	Explain the purpose and value of building positive working relationships				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand the purpose of quality standards and timescales for delivering customer service	4.1	Identify quality standards for own organisation and work				
		4.2	Explain the value of agreeing quality standards and timescales				
		4.3	Explain how to set and meet quality standards and timescales with internal customers				
5	Understand how to deal with internal customer service problems	5.1	Describe the types of problems that internal customers may have				
		5.2	Explain ways of dealing with problems				
		5.3	Explain the purpose and value of a complaints procedure, if applicable				
6	Understand how to monitor and evaluate internal customer service and the benefits of this	6.1	Explain the purpose and benefits of monitoring internal customer satisfaction and how to do so				
		6.2	Describe techniques for collecting and evaluating customer feedback				
		6.3	Explain the benefits of continuous improvement				
7	Be able to build positive working relationships with internal customers	7.1	Identify internal customers				
		7.2	Confirm internal customer needs in terms of products and services				
		7.3	Confirm internal customer needs in terms of quality standards and timescales				
		7.4	Agree procedures to be followed if internal customer needs are not met				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
8	Be able to deliver customer services to agreed quality standards and timescales	8.1	Provide customer service(s) to agreed quality standards				
		8.2	Provide customer service(s) to agreed timescales				
		8.3	Check internal customer needs and expectations have been met				
9	Be able to deal with internal customer service problems and complaints	9.1	Follow procedures, within agreed timescale, to				
			<ul style="list-style-type: none"> • process problems and complaints • resolve problems and complaints • refer problems and complaints, where necessary 				
10	Be able to monitor and evaluate customer services to internal customers	10.1	Obtain and record internal customer feedback				
		10.2	Analyse and evaluate internal customer feedback				
		10.3	Take action that will lead to improvement in customer service(s) to internal customers				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 38:

Deliver, Monitor and Evaluate Customer Service to External Customers

Unit reference number: F/601/2551

QCF level: 3

Credit value: 3

Guided learning hours: 12

Unit aim

This unit is about providing and continuously improving customer services to external customers.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1	
3	3.1 – 3.4	
4	4.1 – 4.3	
5	5.1 – 5.4	
6	6.1 – 6.3	

Learning outcomes	Assessment criteria	Assessment guidance
7	7.1 – 7.4	Evidence may be supplied via observation of workplace activities, witness testimony and learner reports/reflective accounts
	7.2 - 7.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:
8	8.1 - 8.3	<ul style="list-style-type: none"> • letters • emails • memos
9	9.1	Evidence may be supplied via witness testimony, professional discussion, case studies and learner reports/reflective accounts
10	10.1 – 10.3	<p>Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos • feedback received

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the meaning of external customers	1.1	Describe what is meant by external customers				
	Know the types of products and services relevant to external customers	2.1	Describe the products and services offered by the organisation to external customers				
3	Understand how to deliver customer service that meets or exceeds external customer expectations	3.1	Explain the purpose and value of identifying customer needs and expectations				
		3.2	Explain why customer service must meet or exceed customer expectations				
		3.3	Explain the value of meeting or exceeding customer expectations				
		3.4	Explain the purpose and value of building positive working relationships				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand the purpose of quality standards and timescales for customer service to external customers	4.1	Identify quality standards for own organisation and work				
		4.2	Explain the value of agreeing quality standards and timescales				
		4.3	Explain how to set and meet quality standards and timescales with external customers				
5	Understand how to deal with customer service problems for external customers	5.1	Describe the types of problems that external customers may have				
		5.2	Explain the consequences of not meeting external customer needs and expectations				
		5.3	Explain ways of dealing with external customer services problems				
		5.4	Explain the purpose and value of a complaints procedure				
6	Understand how to monitor and evaluate external customer service and the benefits of this	6.1	Explain the purpose and benefits of monitoring external customer satisfaction and how to do so				
		6.2	Describe techniques for collecting and evaluating external customer feedback				
		6.3	Explain the benefits of continuous improvement				
7	Be able to build positive working relationships with external customers	7.1	Identify external customers				
		7.2	Confirm external customer needs in terms of products and services				
		7.3	Confirm external customer needs in terms of quality standards and timescales				
		7.4	Agree procedures to be followed if external customer needs are not met				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
8	Be able to deliver external customer services to agreed quality standards and timescales	8.1	Provide external customer service(s) to agreed quality standards				
		8.2	Provide external customer service(s) to agreed timescales				
		8.3	Check external customer needs and expectations have been met				
9	Be able to deal with customer service problems and complaints for external customers	9.1	Follow procedures, within agreed timescale, to				
			<ul style="list-style-type: none"> • process problems and complaints • resolve problems and complaints • refer problems and complaints, where necessary 				
10	Be able to monitor and evaluate services to external customers	10.1	Obtain and record external customer feedback				
		10.2	Analyse and evaluate external customer feedback				
		10.3	Take actions that will lead to improvement in service(s) to external customers				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 39:

Monitor Information Systems

Unit reference number: R/601/2537

QCF level: 3

Credit value: 7

Guided learning hours: 30

Unit aim

This unit is about monitoring and evaluating an information system to meet identified needs in a business environment.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.3	
3	3.1 – 3.2 3.4 – 3.8	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos
	3.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• training records

Learning outcomes	Assessment criteria	Assessment guidance
	3.9 – 3.10	<p>Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos • feedback • notes of meetings

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to monitor an information system	1.1	Explain the purpose and benefits of managing information to meet requirements				
		1.2	Explain the purpose and benefits of providing training and on-going support to users				
		1.3	Explain the purpose of complying with legal and organisational requirements when using an information system				
		1.4	Explain the purpose and benefits of monitoring use of an information system				
		1.5	Describe ways of monitoring use of an information system				
		1.6	Explain the purpose and benefits of maintaining and updating an information system				
		1.7	Describe ways of maintaining and updating an information system				
		1.8	Describe the types of problems that may occur with an information system and how to deal with them				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to review and further develop an information system	2.1	Explain the purpose and benefits of continuously improving an information system				
		2.2	Explain how to identify problems in an information system and analyse them				
		2.3	Describe ways of resolving problems in an information system				
3	Be able to monitor an information system	3.1	Identify the information to be monitored and the resources available to do so				
		3.2	Contribute to designing a system specification				
		3.3	Provide training on the use of an information system				
		3.4	Provide on-going support to users				
		3.5	Monitor use of an information system				
		3.6	Make sure legal and organisational requirements for handling information are followed				
		3.7	Make sure a system is maintained and updated, if required				
		3.8	Identify, analyse and resolve problems when they occur				
		3.9	Collect feedback on performance of an information system				
		3.10	Provide information to enable further system development to meet agreed specifications				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 40: Plan Change Across Teams

Unit reference number: D/601/2587

QCF level: 5

Credit value: 6

Guided learning hours: 26

Unit aim

This unit is about planning changes across a department or teams within a department, at the level of a department manager or director.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.3	
3	3.1 – 3.2	
4	4.1 – 4.5	
5	5.1 – 5.3	Evidence may be supplied via learner reports/reflective accounts.
	5.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:
6	6.1	<ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings • presentations • initial plan
	6.3	

Learning outcomes	Assessment criteria	Assessment guidance
	6.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • plans

Evidence generated for this unit of assessment may contribute towards other units including *Unit 35*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose and benefits of planning change across teams	1.1	Explain the purpose and benefits of planning change across teams for organisations, individuals and teams			
		2	Understand the role of teams and individuals in planning change across teams			
2	Understand the role of teams and individuals in planning change across teams	2.1	Explain the purpose and benefits of engaging teams and individuals in planning change across teams			
		2.2	Evaluate the purpose and benefits of encouraging teams and individuals to feel that they are making contributions to planning change			
		2.3	Analyse the purpose and benefits of using teams and individuals to challenge ways of working constructively and creatively when planning change			
3	Understand the purpose and benefits of communication when planning change across teams	3.1	Explain the purpose and benefits of having a vision and goals for changes across teams and communicating them to those involved			
		3.2	Analyse the purpose and benefits of making sure team members and decision-makers are committed to planned changes			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Understand the purpose and benefits of negotiation and dealing with problems when planning change across teams	4.1	Explain the purpose and benefits of being adaptable during change planning across teams				
		4.2	Explain the purpose and benefits of being able to renegotiate plans for changes across teams				
		4.3	Explain the types of problems and risks that may occur while planning change across teams				
		4.4	Explain ways of responding to problems while planning change across teams				
		4.5	Explain the purpose and benefits of dealing with problems when planning change across teams				
5	Be able to identify and develop opportunities for change across teams	5.1	Recognise opportunities for change across teams				
		5.2	Evaluate options for change in terms of the constraints, risks, benefits, costs and implications across the teams involved				
		5.3	Evaluate the risks and benefits for the teams and the organisation associated with these options				
		5.4	Persuade teams and decision-makers to commit themselves to change				
6	Be able to plan for change across teams	6.1	Encourage individuals and teams to challenge existing ways of working and put forward new ideas				
		6.2	Plan change across teams identifying vision, goals, objectives, timescales and resources				
		6.3	Agree plans for change with teams and decision-makers				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 41: Ensure Responsibility for Actions to Reduce Risks to Health and Safety

Unit reference number: T/602/1912

QCF level: 3

Credit value: 4

Guided learning hours: 18

Unit aim

This unit is about the health and safety responsibilities for everyone in own workplace including an appreciation of significant risks in own workplace and knowing how to identify and deal with them

Fundamental to this unit is an understanding of the terms 'hazard', 'risk' and 'control'.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA assessment strategy (*Annexe A*).

Learners should have a reasonable degree of authority and autonomy and may be responsible for others. They should have access to higher levels of management and may be in a position to influence others.

The learner will probably have defined responsibilities for health and safety in their job role. They will also need the opportunity to research workplace instructions and legislation to enable them to identify anything harmful in the workplace including those not normally visible.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify the hazards and evaluate the risks in the workplace	1.1	Identify workplace instructions that are relevant to them and their job role				
		1.2	Identify working practices and hazards in the workplace that could be harmful				
		1.3	Evaluate the hazards and prioritise in risk order				
		1.4	Report hazards to the responsible person				
2	Be able to reduce the risks to health and safety in the workplace	2.1	Perform work activities at own level of competence in accordance with identified health and safety: <ul style="list-style-type: none"> workplace policies instructions and procedures suppliers and manufacturers' information and relevant legal requirements 				
		2.2	Manage hazards in accordance with workplace instructions and legal requirements				
		2.3	Report any differences between workplace instructions and supplier/manufacturer instructions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to reduce risks to health and safety in the workplace	3.1	Explain their responsibility in remaining alert to hazards and risks				
		3.2	Describe own responsibilities and scope for action in controlling risk				
		3.3	Explain the importance of adhering to health and safety policies and practices				
		3.4	Describe where and when to get additional health and safety assistance				
		3.5	Describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 42: Plan and Organise Meetings

Unit reference number: D/601/2542

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit aim

This unit is about planning and organising meetings to meet the agreed purpose of the meeting.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.17	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 2.4 – 2.6 2.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos
	2.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• budget

Learning outcomes	Assessment criteria	Assessment guidance
2	2.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • agenda • meeting papers
	2.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
3	3.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	3.2 – 3.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • meeting papers
4	4.1 – 4.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • records
	4.3 – 4.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos

Learning outcomes	Assessment criteria	Assessment guidance
	4.5 – 4.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • evaluations

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the arrangements and actions required for planning and organising meetings	1.1	Explain the role of the person planning and organising a meeting				
		1.2	Describe the different types of meetings and their main features				
		1.3	Explain how to plan meetings that meet agreed aims and objectives				
		1.4	Explain the purpose of agreeing a brief for the meeting				
		1.5	Explain how to identify suitable venues for different types of meetings				
		1.6	Describe the types of resources needed for different types of meetings				
		1.7	Outline the main points that should be covered by an agenda and meeting papers				
		1.8	Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings				
		1.9	Describe the health, safety and security requirements that need to be considered when organising meetings				
		1.10	Explain the purpose and benefits of briefing the chair before a meeting				
		1.11	Explain the purpose of welcoming and providing suitable refreshments to attendees, if required				

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.12	Describe the types of information, advice and support that may need to be provided during a meeting			
	1.13	Describe the types of problems that may occur during a meeting and how to solve them			
	1.14	Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved			
	1.15	Explain how to record actions and follow up, if required			
	1.16	Explain the purpose of collecting and evaluating participant feedback from the meeting			
	1.17	Describe how to agree learning points to improve the organisation of future meetings			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to prepare for a meeting	2.1	Agree and prepare the meeting brief, checking with others if required				
		2.2	Agree a budget for the meeting, if required				
		2.3	Prepare and agree an agenda and meeting papers				
		2.4	Organise and confirm venue, equipment and catering requirements, when necessary				
		2.5	Invite attendees, confirm attendance and identify any special requirements				
		2.6	Arrange catering, if required				
		2.7	Arrange the equipment and layout of the room, if required				
		2.8	Make sure the chair receives appropriate briefing				
3	Be able to support running a meeting	3.1	Welcome attendees and offer suitable refreshments (if required)				
		3.2	Make sure attendees have a full set of papers				
		3.3	Make sure a person has been nominated to take minutes, if required				
		3.4	Provide information, advice and support when required				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	How to follow up a meeting	4.1	Produce a record of the meeting				
		4.2	Seek approval for the meeting record and amend as required				
		4.3	Respond to requests for amendments and arrange recirculation of a revised meeting record				
		4.4	Follow up action points, if required				
		4.5	Evaluate meeting arrangements, and external services where used				
		4.6	Evaluate participant feedback from the meeting and share results with relevant people, where used				
		4.7	Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 43: Evaluate the Organisation of Business Travel or Accommodation

Unit reference number: K/601/2544

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit aim

This unit is about evaluating the effectiveness of processes, services, etc involved in the delivery of business travel or accommodation arrangements.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• records• questionnaires

Learning outcomes	Assessment criteria	Assessment guidance
	2.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • feedback received • questionnaires
	2.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • records
	2.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the purpose and processes of evaluating business travel or accommodation arrangements	1.1	Describe different criteria that may be used to evaluate arrangements for business travel or accommodation			
		1.2	Explain the benefits of evaluating business travel or accommodation arrangements for individuals and organisations			
2	Be able to evaluate business travel or accommodation arrangements	2.1	Use records of business travel and accommodation arrangements made and services used and assess their effectiveness			
		2.2	Use feedback from a traveller(s) to assess the effectiveness of business travel and accommodation arrangements made and services used			
		2.3	Record outcomes of evaluations to inform future service expectations			
		2.4	Make recommendations to the appropriate people to update business travel or accommodation policies and procedures			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 44: Develop a Presentation

Unit reference number: M/601/2528

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

This unit is about developing a presentation.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.5	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos
	2.2	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• plans
	2.3 – 2.4 2.8 – 2.9	Evidence may be supplied via learner reports/reflective accounts

Learning outcomes	Assessment criteria	Assessment guidance
	2.5 2.7	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • feedback received
	2.6	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • handouts

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment to provide information				
		1.2	Explain the procedures to be followed when preparing a presentation, including planning, preparation of content, materials, and contingencies				
		1.3	Explain the benefits of preparing for giving a presentation				
		1.4	Explain and illustrate how presentations may be enhanced by materials and equipment				
		1.5	Explain the purpose and benefits of reflecting on the feedback obtained on the written presentation				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to develop a presentation	2.1	Agree and confirm audience, purpose, content, style and timing of a presentation				
		2.2	Research and plan a presentation				
		2.3	Select any equipment needed for the presentation				
		2.4	Prepare content, shape and structure of a presentation to achieve its purpose and suit needs of audience				
		2.5	Obtain feedback on planned presentation and make adjustments, if required				
		2.6	Produce presentation handouts				
		2.7	Collect feedback on the written presentation				
		2.8	Reflect on the feedback obtained of the written presentation and identify learning points				
		2.9	Identify changes that will improve future written presentations				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 45: Deliver a Presentation

Unit reference number: T/601/2529

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

This unit covers the skills, knowledge and understanding learners need to prepare for, deliver and evaluate a presentation for an audience.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.5	
3	3.1 – 3.3	
	3.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos
4	4.1	Evidence may be supplied via learner reports/reflective accounts
	4.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• presentation materials

Learning outcomes	Assessment criteria	Assessment guidance
	4.3 – 4.11	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • presentation notes • handouts • slides
5	5.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • feedback • evaluation sheets
	5.2 – 5.3	Evidence may be supplied via learner reports/reflective accounts

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment				
		1.2	Explain different ways of delivering presentations and their features				
		1.3	Explain the procedures to be followed when preparing a presentation				
		1.4	Explain the benefits of preparing for giving a presentation				
		1.5	Describe the types of problems that may occur with equipment and how to deal with them				
		1.6	Explain the purpose and benefits of contingency planning				
		1.7	Explain the purpose and benefits of collecting feedback from the audience on the presentation				
		1.8	Explain the purpose and benefits of evaluating presentations and own performance				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand the techniques used in enhancing a presentation	2.1	Explain and illustrate how presentations may be enhanced by materials and equipment				
		2.2	Explain and illustrate how presentations may be enhanced by use of communication and interpersonal skills				
		2.3	Describe how to gauge audience reaction to the presentation				
		2.4	Explain the purpose and benefits of summarising important features of the presentation				
		2.5	Describe the purpose and benefits of giving the audience opportunities to ask questions				
3	Be able to prepare for delivery of a presentation	3.1	Select any equipment needed and plan how to use it to best effect				
		3.2	Make contingency plans in case of equipment failure or other problems, if required				
		3.3	Practise the presentation and its timing				
		3.4	Obtain feedback on planned presentation and make adjustments, if required				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to deliver a presentation	4.1	Check equipment and resources				
		4.2	Circulate presentation materials				
		4.3	Introduce self to audience and state aims of the presentation				
		4.4	Address the audience, speaking clearly and confidently, using language to suit the topic and audience				
		4.5	Vary tone, pace and volume to emphasise key points				
		4.6	Gauge audience reaction during the presentation and adapt if required				
		4.7	Summarise throughout the presentation to emphasise key points and help to maintain audience interest				
		4.8	Use body language in a way that reinforces presented information				
		4.9	Use equipment, where appropriate, to enhance the presentation, and deal with any problems that may occur				
		4.10	Provide the audience with opportunities to ask questions				
		4.11	Listen carefully to questions and respond in a way that meets the audience's needs				
5	Be able to evaluate a presentation	5.1	Collect feedback on the presentation				
		5.2	Reflect on own performance and identify learning points				
		5.3	Evaluate the presentation and own performance and identify changes that will improve future presentations				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 46: Support the Design and Development of an Information System

Unit reference number: L/601/2536

QCF level: 3

Credit value: 7

Guided learning hours: 35

Unit aim

This unit is about contributing to the design and development of an information system that will meet identified needs in a business environment.

This unit must not be taken with unit T/601/2563 – Design and Develop an Information System.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.4	
3	3.1 3.3 – 3.5	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports• notes of meetings

Learning outcomes	Assessment criteria	Assessment guidance
	3.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • specification

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose of supporting the design and development of an information system	1.1	Explain the purpose and value of contributing to the design and development of an information system				
		1.2	Describe ways of contributing to the design and development of an information system				
2	Understand how to contribute to the design and development of an information system	2.1	Explain the purpose and value of contributing own user needs for an information system				
		2.2	Explain the benefits of developing a system specification based on user needs				
		2.3	Describe ways of contributing to the creation, design and development of an information system				
		2.4	Explain the purpose and value of contributing to the testing of an information system during design and development				
3	Be able to contribute to the design and development of an information system	3.1	Identify and agree the information to be managed				
		3.2	Contribute to the design and development of an information system to meet agreed specification requirements				
		3.3	Support system testing				
		3.4	Identify and report faults				
		3.5	Remedy faults, within limits of own authority				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 47: Analyse and Report Data

Unit reference number: Y/601/2538

QCF level: 3

Credit value: 6

Guided learning hours: 30

Unit aim

This unit is about analysing and reporting data that meets the aims and objectives of the research.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.6	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1	
3	3.1 – 3.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	3.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• feedback obtained

Learning outcomes	Assessment criteria	Assessment guidance
4	4.1 – 4.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • data reported

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to organise and evaluate data that has been researched	1.1	Describe purpose and benefits of organising data so that it can be analysed				
		1.2	Explain how to evaluate the relevance, validity and reliability of data				
		1.3	Explain how to analyse and prepare researched data so results will be accurate and free from bias				
		1.4	Explain the differences between primary and secondary research methods				
		1.5	Explain the differences between quantitative and qualitative research methods				
		1.6	Describe how to search for relevant data sources				
2	Understand how to report data that has been researched	2.1	Describe ways of reporting data so that it <ul style="list-style-type: none"> • meets agreed aims and objectives • is accurate and free from bias 				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to analyse and evaluate data	3.1	Organise data so that it can be analysed and reported				
		3.2	Select relevant, valid and reliable data to analyse				
		3.3	Apply analysis and evaluation techniques, as required				
		3.4	Review data to produce accurate, unbiased results and conclusions				
		3.5	Check the accuracy of the analysis, and make adjustments, if required				
		3.6	Obtain feedback on data analysis, if required				
4	Be able to report data	4.1	Present data in agreed format				
		4.2	Present data to agreed timescale				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 48: **Design Business Continuity Management Procedures**

Unit reference number: **M/503/9251**

QCF level: **5**

Credit value: **10**

Guided learning hours: **50**

Unit aim

This unit is about proposing, designing and testing BCM procedures to meet organisational needs.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA assessment strategy (*Annexe A*).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand factors that will influence the development of Business Continuity Management (BCM) procedures	1.1	Identify the people, products, processes and dependencies required for the organisation to continue to function				
		1.2	Identify the supply chain on which people, products, processes and dependencies depend				
		1.3	Identify the senior decision-makers in the organisation for BCM procedures				
		1.4	Determine who to contact for advice when developing BCM procedures				
		1.5	Explain how to develop a budget for BCM procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to develop BCM procedures	2.1	Explain the concept of BCM				
		2.2	Explain how to translate the concept of BCM into the design of BCM procedures				
		2.3	Explain the principles of gathering data for the purpose of Business Impact Analysis				
		2.4	Describe methods of developing BCM systems and procedures that achieve required outcomes, business continuity and organisational objectives				
		2.5	Explain the benefits of developing a range of options for the design of BCM procedures				
		2.6	Explain methods of developing design options				
		2.7	Explain the purpose and benefits of producing designs which reflect realistic timescales and costs				
		2.8	Explain ways of producing designs which reflect realistic timescales and costs				
3	Understand how to consult on and agree BCM procedures	3.1	Explain the purpose and benefits of consulting on design options				
		3.2	Explain who should be consulted and how to organise this consultation				
		3.3	Explain the types of information and advice that people may need to reach a decision on design options				
		3.4	Explain methods of presentation, using techniques of persuasion				
		3.5	Explain techniques of negotiating designs with users and decision makers				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to make proposals for BCM procedures	4.1	Identify the content and scope of the procedure appropriate to the needs of the organisation and its supply chain				
		4.2	Work with others to agree requirements for the procedure and the systems needed to support it				
		4.3	Gain agreement and support of senior decision-makers				
		4.4	Agree a budget for BCM procedures				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to design BCM procedures	5.1	Produce design options for BCM procedures consistent with agreed requirements and budgets				
		5.2	Consult with relevant people when developing different design options				
		5.3	Make sure the design options conform with legal requirements and with any organisational Business Continuity strategy and policy				
		5.4	Make sure design options will protect products and services and are proportionate to the organisation's needs				
		5.5	Make sure design options take account of the organisation's supply chain				
		5.6	Present design options in a form and style to help users and decision-makers understand				
		5.7	Assess design options' strengths and weaknesses				
		5.8	Provide sufficient information and advice to enable agreement of a final procedure				
		5.9	Record the final procedure in sufficient detail for implementation				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 49:

Invite Tenders and Select Contractors

Unit reference number: R/601/2585

QCF level: 5

Credit value: 6

Guided learning hours: 32

Unit aim

This unit is about handling the tendering process, identifying appropriate selection criteria to award the tender and agree a contractor.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 -2.3	
3	3.1	
4	4.1	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• information given
	4.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• invitation to tender

Learning outcomes	Assessment criteria	Assessment guidance
	4.3	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • reports
	4.4	Evidence may be supplied via witness testimony and learner reports/reflective accounts
5	5.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • evaluations.
	5.2 – 5.3	Evidence may be supplied via learner reports/reflective accounts
	5.4 – 5.5	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:
6	6.1 – 6.2	<ul style="list-style-type: none"> • letters • emails • memos • reports
	6.3	Evidence may be supplied via learner reports/reflective accounts

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand tendering procedures	1.1	Explain the purpose and benefits of inviting a range of potential contractors to bid for a tender				
		1.2	Describe the procedures to be followed when inviting and receiving tenders				
2	Understand how to evaluate tenders	2.1	Describe points to consider when evaluating tenders, their purpose and benefits				
		2.2	Describe purpose and benefits of identifying financial resources required				
		2.3	Describe the purpose and benefits of having objective selection criteria				
3	Understand principles for negotiating a contract	3.1	Describe the purpose and benefits of agreeing a contract that is fit for purpose				
4	Be able to follow procedures for handling tenders	4.1	Give information about the tendering process that is fit for purpose				
		4.2	Issue invitation to tender to potential suitably qualified contractors				
		4.3	Answer pre-tender queries to make sure all prospective suppliers have the same information				
		4.4	Follow procedures to receive, record and open tenders				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to identify and select contractor(s)	5.1	Evaluate tenders against criteria				
		5.2	Identify financial resources needed to achieve aims and objectives of the specification				
		5.3	Make selection in line with selection criteria				
		5.4	Inform unsuccessful tenderers of the outcome				
		5.5	Give feedback to unsuccessful tenderers, if required				
6	Be able to negotiate and agree a contract	6.1	Negotiate with contractors to reach an agreement that <ul style="list-style-type: none"> covers the requirements and specifications offers good value for money is acceptable to both parties 				
		6.2	Negotiate with contractor(s) to make sure there is compliance with relevant organisational requirements, legislation and regulations				
		6.3	Make sure that specifications and contract are fit for purpose				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 50: Monitor and Evaluate Contracts

Unit reference number: Y/601/2586

QCF level: 5

Credit value: 6

Guided learning hours: 35

Unit aim

This unit is about monitoring and evaluating a contractor's performance and compliance against the requirements of a contract.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.2	
3	3.1 – 3.3 3.6 – 3.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, case studies, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• reports
	3.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• contracts• legal and organisational requirements

Learning outcomes	Assessment criteria	Assessment guidance
4	3.5	Evidence may be supplied via witness testimony, professional discussion and learner reports/reflective accounts
	4.1 – 4.2	
	4.3	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • information gathered
	4.4 – 4.5	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • reports

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand monitoring procedures	1.1	Describe ways of building relationships with contractor(s)				
		1.2	Explain the purpose and benefits of building relationships with contractor(s)				
		1.3	Describe different ways of monitoring compliance with a contract				
		1.4	Identify and evaluate different methods of monitoring contracts that meet all needs				
		1.5	Describe ways of tracking achievement of contract objectives				
		1.6	Give examples of what constitutes a breach of contract				
		1.7	Identify ways of dealing with a breach of contract				
		1.8	Describe the legal, regulatory and organisational requirements governing contracts				
2	Understand how to evaluate contractor(s) performance	2.1	Identify and evaluate the sources and types of information that can be used to monitor contracts				
		2.2	Describe the purpose and benefits of evaluating and reporting on contractor(s) strengths and areas for improvement				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to monitor the performance of contractors	3.1	Agree procedures for communicating with contractor(s)				
		3.2	Agree procedures for communicating with others involved				
		3.3	Agree procedures with contractors for monitoring performance				
		3.4	Check contractor's compliance with the contract including, as required <ul style="list-style-type: none"> • legal and regulatory requirements • organisational requirements 				
		3.5	Make sure contract objectives are being met				
		3.6	Agree action with contractor(s) to deal with non-compliance				
		3.7	Deal with breaches of contract(s) within agreed timescales, if required				
4	Be able to evaluate the performance of contractor(s)	4.1	Agree procedures for evaluation				
		4.2	Agree sources of information for evaluation				
		4.3	Gather and analyse information				
		4.4	Identify and report on strengths of contractor(s)				
		4.5	Identify and report on areas for improvement for contractor(s)				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 51:

Contribute to Running a Project

Unit reference number: J/601/2549

QCF level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

This unit is about contributing to achieving a project's agreed aims and objectives as it impacts on stakeholders.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.7	
3	3.1 – 3.3	
4	4.1 – 4.2 4.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• minutes of meetings

Learning outcomes	Assessment criteria	Assessment guidance
	4.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • specifications
	4.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • Critical path analysis • GANTT charts
	4.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • risks identified • contingency plans
5	5.1 5.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role

Learning outcomes	Assessment criteria	Assessment guidance
	5.2 5.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings
	5.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings • adapted plans
	5.4 5.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings • reports
6	6.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings

Learning outcomes	Assessment criteria	Assessment guidance
	6.2 – 6.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • minutes of meetings • reports

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to contribute to agree to a project brief	1.1	Describe the difference between routine work and taking part in a project				
		1.2	Explain the advantages and disadvantages of using projects and when projects are appropriate				
		1.3	Explain the project-planning methodologies appropriate to the types of projects run and the tools that can be used to assist project planning and control				
		1.4	Explain the purpose and benefits of identifying stakeholders involved in the project				
		1.5	Explain the purpose of contributing to agreeing a project's purpose, scope, timescale, costs, aims and objectives				
		1.6	Explain the purpose of agreeing a budget for a project				
		1.7	Describe how to estimate types and quantity of resources needed to run a project				
		1.8	Describe how to identify project risks and develop contingency plans, if required				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand how to contribute to a project	2.1	Describe the types of information needed to monitor projects and the methods that can be used to give information				
		2.2	Describe how to estimate and control resources in an area of work during a project				
		2.3	Explain the purpose of reporting own progress during a project				
		2.4	Outline reasons for seeking advice in response to unexpected events				
		2.5	Explain the purpose and benefits of contributing towards achieving projects within agreed timescales				
		2.6	Explain the purpose and benefits of keeping records of all project activity within the scope of own work				
		2.7	Describe different ways of communicating with those involved in or affected by a project to make sure it runs smoothly				
3	Understand the purpose of contributing to the evaluation of a project	3.1	Describe different types of methods available to monitor projects				
		3.2	Explain the purpose of making own contributions when evaluating projects				
		3.3	Describe how to learn lessons for the future for own work				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to contribute to preparing and planning a project	4.1	Confirm the purpose of the project with all stakeholders				
		4.2	Confirm project scope, timescale, aims and objectives				
		4.3	Contribute to the preparation of a project specification				
		4.4	Confirm all types of resources for all stakeholders				
		4.5	Confirm with all stakeholders, the project plan and timed use of all types of resources for an area of work				
		4.6	Contribute to identifying risks and develop contingency plans for an area of work				
5	Be able to contribute to running a project	5.1	Implement a project				
		5.2	Communicate with all stakeholders involved with or affected by a project				
		5.3	Adapt project plans for stakeholders to respond to unexpected events and risks				
		5.4	Provide interim reports on project progress to relevant stakeholders				
		5.5	Achieve required outcomes for relevant stakeholders on time and to budget				
		5.6	Seek advice in response to unexpected events, if required				
		5.7	Keep records of project activity				
6	Be able to contribute to evaluating the outcomes of a project	6.1	Evaluate project for all stakeholders				
		6.2	Report on the degree to which a project met its aims and objectives for all stakeholders				
		6.3	Report on project strengths and areas for improvement for all stakeholders				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____

Unit 52:

Agree a Budget

Unit reference number: J/601/2552

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

This unit is about developing and agreeing a budget for a department or section within a business.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.6	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.2	Evidence may be supplied via learner reports/reflective accounts
	2.3	Evidence may be supplied via learner reports/reflective accounts, professional discussion and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• draft budget
	2.4	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• budget

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to develop budgets	1.1	Explain how to use estimations when developing a draft budget				
		1.2	Explain how to identify priorities and financial resources needed when preparing a budget				
		1.3	Explain the purpose and benefits of identifying priorities when preparing a budget				
		1.4	Explain the purpose and benefits of evaluating and justifying estimated costs and income				
		1.5	Describe procedures for negotiating superseded budgets				
		1.6	Describe skills needed for agreeing budgets				
2	Be able to agree a budget	2.1	Identify financial resources needed to achieve goals and objectives for agreeing a budget				
		2.2	Evaluate and justify costs and risks				
		2.3	Prepare a draft budget				
		2.4	Negotiate and agree a budget				

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to review human resource requirements to meet business objectives in own area of responsibility	1.1	Examine the human resources required to meet objectives in own area of responsibility				
		1.2	Identify gaps between current and required human resources to meet objectives				
		1.3	Assess the options for human resource requirements to meet objectives				
2	Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements	2.1	Explain how to ensure recruitment and selection processes are fair				
		2.2	Explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met				
		2.3	Explain when to seek specialist expertise throughout the recruitment process				
3	Be able to participate in the recruitment and selection process	3.1	Consult with relevant others to produce or update job descriptions				
		3.2	Agree with colleagues the stages in the recruitment and selection process for identified vacancies				
		3.3	Identify the methods and criteria that will be used in the recruitment and selection process				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to evaluate the recruitment and selection process and identify improvements for the future	4.1	Assess and select learners using agreed methods and criteria				
		4.2	Evaluate the recruitment and selection methods and criteria used in own area of responsibility				
		4.3	Identify ways of improving future recruitment and selection				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 54: Use Customer Service as a Competitive Tool

Unit reference number: D/601/1228

QCF level: 3

Credit value: 8

Guided learning hours: 53

Unit aim

Customer service contributes to an organisation's competitive position. Customers of many organisations have choice about the services or products they use and who supplies them. Often the technical features and cost of the service or product are almost identical. If this is the case, the quality of the customer service offered makes all the difference about which supplier the customer chooses. This unit is about how the learner can play their part in ensuring that their organisation makes the best possible use of the competitive advantage that can be gained from offering superior customer service. It covers how the learner can use customer service as a tool to compete effectively with other providers of similar services and products. The unit is not for a learner whose organisation does not compete actively with others.

Evidence requirements

The Institute of Customer Service (ICS) developed this unit and accompanying evidence requirements. Learners must produce evidence for each of the requirements stated.

- 1 Learners' evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence within this unit.
- 2 Learners may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 Learners must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for the assessor to be confident that they are competent.

- 4 Learners must provide examples of when the benefits of using customer service as a competitive tool enjoyed by customers are:
 - a tangible in that they can be measured
 - b intangible in that they are represented solely by feelings and perceptions of the customer experience.
- 5 Learners' evidence must include examples of competitive analysis involving:
 - a direct competitors
 - b competitors offering substitute services or products.
- 6 Learners' evidence must include examples of when they have used customer service actions as a competitive tool to attract or maintain:
 - a loyal customers
 - b customers returning from competitors
 - c new customers.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Organise customer service to gain a competitive advantage	1.1	Develop their own and colleagues' understanding of the services and products offered by their organisation				
		1.2	Define their organisation's service offer and the ways in which it compares with those of their competitors				
		1.3	Set an example for colleagues and present an image to their customers that reinforces their organisation's service offer				
		1.4	Encourage customer service actions that create and develop customer loyalty				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Deliver a competitive service	2.1	Take positive actions and encourage colleagues to take actions that provide individual customers with added value within their organisation's service offer		
	2.2	Remind customers about their service offer and the extra benefit it provides over those of their competitors		
	2.3	Offer additional technical advice to customers within their organisation's service offer		
	2.4	Show awareness of the financial implications of any added value actions that they or their colleagues might offer		
	2.5	Meet customer service targets to ensure that customers see the benefit of dealing with them rather than with a competitor		
	2.6	Re-direct customers to other service providers without offence when their expectations cannot be met by the organisation's service offer		
	2.7	Ensure that customers who have shown a previous interest in repeat and additional services are reminded of this		
	2.8	Encourage colleagues to offer complementary services and products when customer satisfaction indicates that customers would be interested in them		

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how to use customer service as a competitive tool	3.1	Identify the factors that lead to customers' belief that they are enjoying value for money				
		3.2	Describe the services and products offered by their organisation				
		3.3	Describe the services and products offered by competitors				
		3.4	Identify the features and benefits of services and products that are seen by customers as added value				
		3.5	Explain the purpose of adding non-chargeable items to the service offer in order to impress customers and develop customer loyalty				
		3.6	Explain how to portray a positive image that reinforces their organisation's competitive position				
		3.7	Explain their organisation's customer service targets and cost implications of added value actions to improve the organisation's competitive position				
		3.8	Describe complementary services and products that may be of interest to their customers				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 55: Monitor and Solve Customer Service Problems

Unit reference number: J/601/1515

QCF level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Evidence requirements

The Institute of Customer Service (ICS) developed this unit and accompanying evidence requirements. Learners must produce evidence for each of the requirements stated.

- 1 The evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. Evidence collected in a realistic working environment or a work placement is not permissible for this unit. Simulation is not allowed for any performance evidence within this unit.
- 2 Learners may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 Learners must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for the assessor to be confident that they are competent.
- 4 The evidence must include examples of problems which are:
 - a brought to learners' attention by customers
 - b are identified first by the learner and/or by a colleague.

- 5 The problems included in the evidence must include examples of a:
 - a difference between customer expectations and what is offered by the organisation
 - b problem resulting from a system or procedure failure
 - c problem resulting from a shortage of resources or human error.
- 6 Learners must show that they have considered the options for solving problems from the point of view of:
 - a the customer
 - b the potential benefits to the organisation
 - c the potential risks to the organisation.
- 7 Learners must provide evidence that they have made use of options that:
 - a follow organisational procedures or guidelines
 - b make agreed and authorised exceptions to usual practice.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Solve immediate customer service problems	1.1	Respond positively to customer service problems following organisational guidelines				
		1.2	Solve customer service problems when they have sufficient authority				
		1.3	Work with others to solve customer service problems				
		1.4	Keep customers informed of the actions being taken				
		1.5	Check with customers that they are comfortable with the actions being taken				
		1.6	Solve problems with service systems and procedures that might affect customers before customers become aware of them				
		1.7	Inform managers and colleagues of the steps taken to solve specific problems				
2	Identify repeated customer service problems and options for solving them	2.1	Identify repeated customer service problems				
		2.2	Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option				
		2.3	Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Take action to avoid the repetition of customer service problems	3.1	Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated			
		3.2	Action their agreed solution			
		3.3	Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems			
		3.4	Monitor the changes they have made and adjust them if appropriate			
4	Understand how to monitor and solve customer service problems	4.1	Describe organisational procedures and systems for dealing with customer service problems			
		4.2	Describe the organisational procedures and systems for identifying repeated customer service problems			
		4.3	Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers			
		4.4	Explain how to negotiate with and reassure customers while their problems are being solved			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 56: Monitor and Review Business Processes

Unit reference number: A/600/9759

QCF level: 5

Credit value: 3

Guided learning hours: 20

Unit aim

This unit enables learners to monitor, implement and review business processes in their own area of responsibility.

Assessment guidance

The Management Standards Centre (MSC) developed this unit. No further assessment guidance or evidence requirements have been provided for this unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to monitor business processes in own area of responsibility.	1.1	Develop measures that are appropriate and provide suitable information to assess business processes				
		1.2	Monitor the quality of work against key success criteria working with relevant stakeholders				
2	Be able to review and improve business processes in own area of responsibility.	2.1	Review business processes				
		2.2	Take corrective action and revise plans where necessary				
		2.3	Implement revised business processes to all relevant stakeholders				
		2.4	Measure the effects of change in business processes in own area of responsibility				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 57: Plan and Organise an Event

Unit reference number: R/601/2540

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit aim

This unit is about planning and organising an event.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.6	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1	
3	3.1 – 3.3	
4	4.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• briefs• budgets

Learning outcomes	Assessment criteria	Assessment guidance
	4.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • plans
	4.3 – 4.16	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • event packs • training schedules

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the role of an event organiser in planning an event	1.1	Explain the purpose and benefits of planning an event				
		1.2	Explain the role of the event organiser in: <ul style="list-style-type: none"> a meeting the objectives of the event b agreeing a brief and budget for the event 				
	1.3	Identify and evaluate the types of risks associated with events and explain how to minimise these					
	1.4	Explain the purpose and benefits of a contingency plan for an event					
	1.5	Describe the types of problems that may occur when organising an event and how to solve them					
	1.6	Categorise different types of events and their main features					

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand the arrangements to be made when planning and organising an event	2.1 Explain the role of the event organiser for: <ul style="list-style-type: none"> anticipating and planning for all delegate provision and needs before and during the event, including investigating and providing for any special requirements meeting relevant health, safety and security arrangements meeting legal and organisational requirements for contracts organising resources and the production of event materials the types of activities and resources that may be needed during an event liaison with the venue and the supporting team to make sure all requirements are met and roles are understood 		
4	Be able to plan and organise an event	3.2 Describe a range of resources that may be needed for events and illustrate how they may be used		
		3.3 Identify examples and explain the purpose and benefits of selection criteria when choosing a venue and resources for an event		
		4.1 Agree an event brief and budget		
		4.2 Agree a plan for an event, which will meet agreed objectives and address any identified risks and contingencies		
		4.3 Identify and agree resources and support needed for organising an event		
		4.4 Agree requirements for venue(s)		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 Identify venue and agree costings			
	4.6 Liaise with the venue to confirm event requirements and/or any special delegate requirements			
	4.7 Agree requirements for resources			
	4.8 Co-ordinate resources and production of event materials			
	4.9 Make sure arrangements are in place for the event to meet relevant health, safety and security requirements			
	4.10 Make sure legal and organisational requirements for contracts are met			
	4.11 Make sure that all those involved are briefed and trained to fulfil their roles			
	4.12 Delegate functions to the event team as required			
	4.13 Make arrangements for rehearsals to make sure the event runs smoothly, if required			
	4.14 Make sure invitations are sent out to delegates			
	4.15 Manage delegate responses			
	4.16 Prepare joining instructions and event materials to be sent to delegates			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 58: Order Products and Services

Unit reference number: D/601/2539

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

This unit is about the ordering and supply of products and services for an organisation, ensuring that the products and services supplied meet the needs of the organisation and represent the best value for money.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.8	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.3	
3	3.1 – 3.3	
4	4.1 4.3 – 4.4	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• information used
	4.2	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• budgets

Learning outcomes	Assessment criteria	Assessment guidance
	4.5	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • orders • delivery notes
	4.6	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos
	4.7	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • contract
5	5.1	Evidence may be supplied via learner reports/reflective accounts and professional discussion
	5.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • records of monitoring.
	5.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos

Learning outcomes	Assessment criteria	Assessment guidance
6	6.1	Evidence may be supplied via learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • records of monitoring
	6.2	Evidence may be supplied via learner reports/reflective accounts and professional discussion
	6.3	Evidence may be supplied via witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • appraisals • performance review

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to identify, select and negotiate the supply of products and services	1.1	Identify different sources of information on products and services for an organisation				
		1.2	Explain how to use different sources of information on products and services				
		1.3	Describe how to write a specification for a product or service				
		1.4	Identify sources of products and services that meet the quality expectations of an organisation				
		1.5	Explain the purpose of selecting products and services that represent best value for money				
		1.6	Describe how to negotiate best value for money				
		1.7	Explain the purpose of developing and maintaining good relationships with suppliers, and ways of doing so				
		1.8	Describe a supply chain and how it works				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand organisational requirements and policies for the ordering and supply of products and services	2.1	Describe the procedures for the ordering and supply of products and services for an organisation				
		2.2	Describe the needs and priorities for the ordering and supply of products and services for an organisation				
		2.3	Explain the purpose of having organisational policies for the acceptance of gifts and hospitality				
3	Understand how to monitor, evaluate and improve procedures for the ordering and supply of products and services	3.1	Explain the purpose of monitoring and evaluating procedures for the ordering and supply of products and services, and ways of doing so				
		3.2	Describe actions that may be taken to improve efficiency in the ordering and supply of products and services				
		3.3	Describe ways of getting better value for money for products and services provided				
4	Be able to follow organisational procedures for the ordering and supply of products and services	4.1	Use available information to keep up to date with products and services in own area of work				
		4.2	Agree a budget and specification for products or services to be ordered				
		4.3	Identify sources of products and services that meet the quality specification(s) of the organisation				
		4.4	Select the product or service which represents best value for money				
		4.5	Procure product(s) or service(s) following organisational procedures				
		4.6	Negotiate with selected supplier(s) to reach an agreement which offers good value for money and which is acceptable to both parties, within limits of own authority				
		4.7	Agree a contract for the supply of product(s) or service(s), within limits of own authority				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to maintain relationships with suppliers of products and services and deal with problems	5.1	Take actions to create and maintain partnerships with suppliers to improve quality and cut costs, within limits of own authority				
		5.2	Monitor the performance of suppliers in line with the terms of the contract				
		5.3	Deal with problems as they occur, seeking support from others where necessary				
6	Be able to monitor, evaluate and make recommendations to improve the ordering and supply of products and services	6.1	Monitor the ordering and supply of products and services for effectiveness and efficiency				
		6.2	Evaluate the ordering and supply of products and services and identify areas for improvement				
		6.3	Suggest ways to improve effectiveness and efficiency and obtain better value for money for the supply of products and services				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 59: Co-ordinate an Event

Unit reference number: Y/601/2541

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit is about co-ordinating the delivery of an event.

Assessment guidance

The following is a guide; the evidence suggested is neither mandatory nor exclusive.

Learning outcomes	Assessment criteria	Assessment guidance
1	1.1 – 1.2	Evidence may be supplied via learner reports/reflective accounts, professional discussion and questioning
2	2.1 – 2.2	
3	3.2 – 3.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	3.8 – 3.10 3.12 – 3.13	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• event records

Learning outcomes	Assessment criteria	Assessment guidance
	3.11	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos • budget • reconciliations

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the role of an event co-ordinator in managing an event to meet the objectives of the brief	1.1	Explain the responsibilities of an event co-ordinator				
		1.2	Describe the purpose of agreeing a plan that meets the objectives of the event brief				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the activities required when co-ordinating an event	2.1 Explain the role of the event co-ordinator during the event for: <ul style="list-style-type: none"> • all delegate provision and needs • meeting relevant health, safety and security requirements • observing legal and organisational requirements for contracts • co-ordinating resources and the use of event materials • liaising with the venue and supporting team during an event to make sure all requirements are met and roles are carried out • resolving problems • overseeing the work of key staff 			
	2.2 Explain the role of an event co-ordinator after an event for: <ul style="list-style-type: none"> • clearing and vacating the venue • organising follow up papers and activities, if required • reconciling accounts to budget • evaluating an event and the methods that can be used to do this 			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
3 Be able to co-ordinate an event	3.1	Prepare the venue and make sure all necessary resources are in place				
	3.2	Co-ordinate activities during an event, in line with agreed plans				
	3.3	Help delegates to feel welcome				
	3.4	Respond to delegates' needs throughout an event				
	3.5	Resolve problems, as required				
	3.6	Oversee the work of key staff during the event				
	3.7	Monitor compliance with relevant health, safety and security requirements				
	3.8	Liaise with the management of the venue to make sure facility resources are in place				
	3.9	Arrange clearing and vacating the venue according to the terms of the contract				
	3.10	Prepare and circulate papers, or complete other follow up actions following the event, if required				
	3.11	Reconcile accounts to budget, if required				
	3.12	Evaluate an event identifying recommendations and passing these on to relevant colleagues, where relevant				
	3.13	Agree key learning points and use these to improve the running of future events				

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 60: Support Individuals with Specific Communication Needs

Unit reference number: T/601/8282

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand specific communication needs and factors affecting them	1.1	Explain the importance of meeting an individual's communication needs				
		1.2	Explain how own role and practice can impact on communication with an individual who has specific communication needs				
		1.3	Analyse features of the environment that may help or hinder communication				
		1.4	Analyse reasons why an individual may use a form of communication that is not based on a formal language system				
		1.5	Identify a range of communication methods and aids to support individuals to communicate				
		1.6	Describe the potential effects on an individual of having unmet communication needs				
2	Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them	2.1	Work in partnership with the individual and others to identify the individual's specific communication needs				
		2.2	Contribute to identifying the communication methods or aids that will best suit the individual				
		2.3	Explain how and when to access information and support about identifying and addressing specific communication needs				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to interact with individuals using their preferred communication	3.1	Prepare the environment to facilitate communication				
		3.2	Use agreed methods of communication to interact with the individual				
		3.3	Monitor the individual's responses during and after the interaction to check the effectiveness of communication				
		3.4	Adapt own practice to improve communication with the individual				
4	Be able to promote communication between individuals and others	4.1	Support the individual to develop communication methods that will help them to understand others and be understood by them				
		4.2	Provide opportunities for the individual to communicate with others				
		4.3	Support others to understand and interpret the individual's communication				
		4.4	Support others to be understood by the individual by use of agreed communication methods				
5	Know how to support the use of communication technology and aids	5.1	Identify specialist services relating to communication technology and aids				
		5.2	Describe types of support that an individual may need in order to use communication technology and aids				
		5.3	Explain the importance of ensuring that communication equipment is correctly set up and working properly				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to review an individual's communication needs and the support provided to address them	6.1	Collate information about an individual's communication and the support provided				
		6.2	Contribute to evaluating the effectiveness of agreed methods of communication and support provided				
		6.3	Work with others to identify ways to support the continued development of communication				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: www.edexcel.com/contactus
- Pearson BTEC: www.btec.co.uk/contactus
- Pearson Work Based Learning: www.pearsonwbl.com/contactus
- Books, software and online resources for UK schools and colleges: www.pearsonschoools.co.uk/contactus

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual – (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications.

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, www.pearsonwbl.edexcel.com/training-events. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at www.pearsonwbl.edexcel.com/Our-support.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment Strategy for the Business and Administration NVQs

1 Introduction

- 1.1 The Business and Administration Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Business and Administration NVQs and competence-based qualifications.

2 External quality control

- 2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Business and Administration NVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.
- 2.2 Awarding organisations must use independent assessment for competence-based qualifications.
- 2.3 Awarding organisations will supply the Council for Administration (CfA) with reports:
 - Quarterly: provide registration and achievement data at unit and qualification levels.

3 Assessing performance

- 3.1 Assessment of all units at any level of Business and Administration NVQs and competence-based qualifications may be based on either learner performance at work or through simulation, as necessary (see Section 4 below).

4 Simulation of NVQ/SVQ units

- 4.1 If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).
- 4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, 'provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed'.
- 4.3 Units which have been imported by the CfA in their Business and Administration NVQs and competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

5 Occupational expertise to assess performance, and moderate and verify assessments

- 5.1 Learners can be assessed, moderated or verified at work either by:
- a **Assessors, moderators or verifiers** who have achieved or are working towards achievement of the appropriate regulatory body approved unit qualifications for assessment, moderation or verification;
- OR
- b A **trainer, supervisor or manager**, employed by an organisation, who must either:
 - 1 Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; or,
 - 2 Seek guidance and approval from an awarding organisation to demonstrate that the:
 - Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
 - Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based.
- 5.2 **Assessors** must be occupationally competent to make Business and Administration assessment judgements about the level and scope of individual learner performance at work or in RWEs; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.
- 5.3 **External Moderators/Verifiers or Internal Moderators/Verifiers** must be occupationally competent to make Business and Administration moderation and verification judgements about the quality of assessment and the assessment process.
- 5.4 Awarding organisations will supply full information on the requirements for internal and external moderation/verification activities to Business and Administration assessment centres.
- 5.5 The sector requires all assessors, moderators and verifiers to maintain current Business and Administration competence to deliver these functions. The CfA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Business and Administration assessment centres.

Assessment Strategy for Customer Service Units

This assessment strategy relates to the following units:

D/601/1228 – Use Customer Service as a Competitive Tool

J/601/1515 – Monitor and Solve Customer Service Problems

A/601/1236 – Plan, Organise and Control Customer Service Problems

This document gives details of the Assessment Strategy for the Customer Service S/NVQs at Levels 1, 2, 3 and 4. It gives the key requirements for Customer Service Awarding Organisations/Bodies, External and Internal Verifiers, Assessors and S/NVQ Centres regarding:

- 1 External Quality Control
- 2 Assessor and Verifier Occupational Competence
- 3 Workplace Performance and Simulation
- 4 Employer Direct Model

1 External Quality Control

1a Monitoring Centre Performance

Awarding Organisations/Bodies should:

- carry out thorough risk assessments of organisations applying to become Approved Centres for the Customer Service Level 1, 2, 3 and 4 S/NVQs
- apply quality control management measures appropriate to assess each centre's risk.

1b External Verification

Awarding Organisations/Bodies will appoint External Verifiers and will monitor all External Verifier practices.

In particular the AO/B will:

- seek centre feedback regarding the performance of External Verifiers and act on this feedback
- ensure that centres have requested feedback from their employers in the feedback process
- ensure that External Verifiers follow the relevant regulatory code of practice for EVs and if no code of practice is developed Awarding Organisations/Bodies will develop their own and apply it
- ensure that where a Realistic Working Environment is used IVs and EVs carry out a full examination of the working practices and the assessment process.¹

¹ *Additional Requirements for Qualifications using the title NVQ within the QCF: Version 2 August 2009*

2 Assessor, Internal and External Verifier Occupational Competence

2a Customer Service Awarding Organisations/Bodies will facilitate Assessment, Internal and External Verification by ensuring that EVs have:

- a thorough knowledge of the Level 1, 2, 3 or 4 National Occupational Standards for Customer Service, appropriate to the Level the EV is working at, and the ability to interpret them across a wide variety of Customer Service environments;
- experience and working knowledge of the operational and assessment processes of the Customer Service S/NVQ at the Level the EV is working at;
- relevant and credible Customer Service experience across the level and breadth of the National Occupational Standards and S/NVQs at the Level the EV is working at;
- knowledge of current Customer Service practice and emerging issues in the Customer Service arena;
- high levels of communication and interpersonal skills.

Level 1 – the table at Appendix A shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 1.

Level 2 – the table at Appendix B shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 2.

Level 3 – the table at Appendix C shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 3.

Level 4 – the table at Appendix D shows the ICS requirements for the Occupational Competence of Assessors, Internal and External Verifiers at Level 4.

In these tables the ICS has suggested some ways in which Awarding Organisations/Bodies can gain evidence to meet these requirements – **these are not compulsory, just a guide**. The tick boxes on the right show whether the evidence applies to Assessors (A), Internal Verifiers (IV) or External Verifiers (EV).

- 2b Awarding Organisations/Bodies and the ICS will work together to:
- circulate and disseminate information appropriate to the job role, from the ICS, to all EVs when this supports the Awarding Organisations'/Bodies' communication strategy/schedule
 - advise EVs of the availability of the ICS web pages
 - hold briefings for External Verifiers about the revised Customer Service Standards and S/NVQs
 - encourage EVs to take part in ICS events regarding the Customer Service Standards and S/NVQs whenever this is felt appropriate.

3 Workplace Performance and Simulation

Wherever possible, assessment of the Customer Service National S/NVQ Units should be carried out in a **real job (either paid or voluntary)**. Where this is not possible this Assessment Strategy does allow for:

- 3a The use of **simulation** for the following Level 1 S/NVQ Units only:
- C1 Recognise and deal with customer queries, requests and problems
 - C2 Take details of customer service problems

To undertake assessment of simulated activities for the units above the Guidelines for Simulation shown at **Appendix E** must be met.

- 3b The use of a **Realistic Working Environment including work experience and work placement** is allowed for all units in the Level 1 and Level 2 S/NVQ

To undertake assessment in a Realistic Working Environment the Guidelines shown at **Appendix F** must be met.

All other units must be achieved in a real working situation (either paid or voluntary)

4 The Employer Direct Model

The ICS feels that the Employer Direct Model of in-house assessment will encourage more employers to offer the Customer Service SVQs and NVQs, particularly when they often have highly trained and experienced assessors, managers and trainers already in situ who meet or exceed the requirements of the A1 and V1 qualifications. Wherever possible, the ICS works with employers to encourage assessment to be carried out by colleagues, supervisors and/or managers in a workplace environment. However, many employers see gaining the A1 and V1 units as an obstacle and unnecessary given the experience and quality of their own internal assessors and trainers.

The Employer Direct Model has been developed to meet the needs of specific employers based on their knowledge of the Customer Service NOS and qualifications and their history of internal assessor/internal verifier expertise.

The ICS supports this model with several provisos:

- The organisation must:
- liaise with an Awarding Organisation/Body who will be offering the qualification prior to beginning the process
- prepare, validate and review the assessment/verification roles

- carry out 100% mapping of the employer's training to the National Occupational Standards for the A and V units which the qualifications are based on
- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification.

The Awarding Organisation/Body must:

- offer this model to employers only
- inform the ICS of employers who are using this model
- supply the ICS with statistical data including take-up, sector, size of organisation etc. when requested
- keep the ICS informed of any problems/issues incurred in the delivery of this model.

Appendix A to Assessment Strategy for Customer Service NVQs

The Assessor, IV and EV working at Level 1 must have:		This can be evidenced by:	A	IV	EV
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 1 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 1	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓

The Assessor, IV and EV working at Level 1 must have:		This can be evidenced by:	A	IV	EV
5	Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 1	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	<p>Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.</p> <p>In Scotland all Assessors and Verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

Appendix B to Assessment Strategy for Customer Service NVQs

The Assessor, IV and EV working at Level 2 must have:		This can be evidenced by:	A	IV	E V
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 2 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓

The Assessor, IV and EV working at Level 2 must have:		This can be evidenced by:	A	IV	E V
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 2	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5	Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 2	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	<p>Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.</p> <p>In Scotland all Assessors and Verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

Appendix C to Assessment Strategy for Customer Service NVQs

The Assessor, IV and EV working at Level 3 must have:		This can be evidenced by:	A	IV	E V
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 3 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓

The Assessor, IV and EV working at Level 3 must have:		This can be evidenced by:	A	IV	E V
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 3	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5	Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 3	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	<p>Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.</p> <p>In Scotland all Assessors and Verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from candidates, employers or peers	✓	✓	✓

Appendix D to Assessment Strategy for Customer Service NVQs

The Assessor, IV and EV working at Level 4 must have:		This can be evidenced by:	A	IV	E V
1	A thorough understanding of the National Occupational Standards in Customer Service at Level 4 with the ability to interpret them within the environments and sectors they are working in	gathering feedback from a variety of centres			✓
		explaining and putting the National Occupational Standards into the contexts they are working in	✓	✓	✓
2	Knowledge of current practice and emerging issues and changes in the VQ area across the UK	taking active participation in consultations and briefings with Awarding Organisations/Bodies, UKCES, Accreditation Bodies and the ICS		✓	✓
		explaining the differences between the 4 UK countries	✓	✓	✓
3	Knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries	gathering feedback from a variety of employers and centres			✓
		attending conferences or workshops where trends and developments in Customer Service are on the agenda	✓	✓	✓
		reading Customer Service publications and articles	✓	✓	✓
		regularly looking at the ICS website for new developments	✓	✓	✓
		keeping up to date with media news regarding Customer Service	✓	✓	✓
		joining the ICS	✓	✓	✓

The Assessor, IV and EV working at Level 4 must have:		This can be evidenced by:	A	IV	E V
4	Experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 4	having a successful track record of assessing or verifying the current Standards across a variety of organisations	✓	✓	✓
		achieving or working towards the Level 2, 3 or 4 Customer Service S/NVQ	✓	✓	✓
5	Sufficient relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 4	gathering feedback from a variety of employers and centres	✓	✓	✓
		curriculum vitae and references/testimonies	✓	✓	✓
6	<p>Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVS and within 12 months for EVs.</p> <p>In Scotland all Assessors and Verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.</p>	producing certificates or evidence of working towards these units or by taking part in an Employer Direct Model in partnership with an Awarding Organisation/Body	✓	✓	✓
7	Demonstrated high levels of communication and interpersonal skills	gathering feedback from learners, employers or peers	✓	✓	✓

Appendix E to the Customer Service Assessment Strategy

Simulated Activities Guidelines for Customer Service National Occupational Standards

Simulation can only be applied to the Level 1 S/NVQ Units listed below:

- C1 Recognise and deal with customer queries, requests and problems
 - C2 Take details of customer service problems
-

Simulation is defined by the ICS as any activities where dealing with customers and work activities are carried out through using individuals acting the part of the customer or scenarios which are not 'real' customer transactions.

To undertake the assessment of simulated activities for these two units the following guidelines must be met:

- a when role playing, candidates and anybody taking part as a customer must have a brief that gives sufficient information for them to recognise the equivalent real situation and decide what they would do and say;
- b the simulated situation should represent normal and routine experience wherever possible and not exceptional or unusually difficult circumstances that might be faced;
- c the person taking part in the simulation as a customer must be credible for the situation that is being simulated;
- d any resources or equipment that would normally be in real work should be available and in working order for the simulation;
- e candidates should complete the required tasks to the National Occupational Standards and in the timescales that would normally be expected in real work;
- f candidates should complete the required tasks taking account of legislation and regulation that would apply in real work;
- g candidates must carry out the simulated activity in a professional manner taking into account establishment requirements such as appearance and dress code, personal conduct, hygiene, reliability and punctuality;
- h whilst the primary purpose of the simulation is for assessment, feedback must be given in a way that builds confidence.

Appendix F to the Customer Service Assessment Strategy

Realistic Working Environment Guidelines for Customer Service National Occupational Standards

RWE can be applied to all units in the Level 1 and 2 NVQs.

It is essential that organisations wishing to operate a Realistic Working Environment (RWE) operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- a assessments must be carried out under realistic business pressures, using real customers and within a defined service offer;
- b all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- c candidates must be expected to achieve a volume of work comparable to normal business practices;
- d the range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards;
- e account must be taken of any legislation or regulations in relation to the type of work that is being carried out;
- f candidates must be given workplace responsibilities to enable them to meet the requirements of the Customer Service National Occupational Standards at Level 2;
- g candidates must show that their productivity reflects that found in the work situation being represented.

Assessment Strategy for Management and Leadership Units

This Assessment Strategy relates to the following units:

K/600/9711 – Manage Physical Resources

M/600/9712 – Manage the Environmental Impact of Work Activities

K/600/9661 – Develop Working Relationships with Colleagues and Stakeholders

T/600/9601 – Provide Leadership and Direction for Own Area of Responsibility

M/600/9676 – Support Learning and Development within Own Area of Responsibility

A/600/9759 – Monitor and Review Business Processes

T/600/9663 – Recruit Staff in Own Area of Responsibility

The Management Standards Centre (MSC) is the Government-recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1 Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of **risk management**. The MSC will expect awarding bodies to apply risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks.
- The existing **Management and Leadership Qualifications Forum** (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership.
- The MSC encourages **Standardisation activities/exercises** across centres (Assessors and Internal Verifiers) and External Verifiers where appropriate.

2 Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying.
- keep themselves up-to-date with developments in management and leadership practice;

- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications. MSC will work with Awarding Bodies through the Awarding Body forum to ensure that there is effective development and management through the QCF process.

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