

Pearson Edexcel Level 4 NVQ Diploma in Management (QCF)

Specification

NVQ/Competence-based qualification

First registration February 2014

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our qualification websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries in 100 languages we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

Authorised by Martin Stretton

Prepared by Simon Quinn

ISBN 978 1 446 910900

All the material in this publication is copyright

© Pearson Education Limited 2014

Contents

Purpose of this specification	1
1 Introducing Pearson Edexcel NVQ/Competence-based qualifications	2
What are NVQ/Competence-based qualifications?	2
2 Qualification summary and key information	3
QCF qualification number and qualification title	4
Qualification objectives	4
Relationship with previous qualifications	4
Apprenticeships	4
Progression opportunities	5
Industry support and recognition	5
Relationship with National Occupational Standards	5
3 Qualification structure	6
Pearson Edexcel Level 4 NVQ Diploma in Management (QCF)	6
4 Assessment	9
Assessment strategy	10
Types of evidence	10
Credit transfer	10
5 Centre resource requirements	11
6 Centre recognition and approval	12
Centre recognition	12
Approvals agreement	12
7 Quality assurance of centres	13
8 Programme delivery	14
9 Access and recruitment	15
10 Access to qualifications for learners with disabilities or specific needs	16
11 Unit format	17
Unit title	17
Unit reference number	17
QCF level	17
Credit value	17
Guided learning hours	17
Unit aim	17
Unit assessment requirements/evidence requirements	17

Learning outcomes	18
Assessment criteria	18
Unit 1: Manage own Professional Development within an Organisation	19
Unit 2: Develop Working Relationships with Colleagues and Stakeholders	21
Unit 3: Plan, Allocate and Monitor Work in own Area of Responsibility	25
Unit 4: Provide Leadership and Direction for own Area of Responsibility	29
Unit 5: Negotiate in a Business Environment	33
Unit 6: Develop, Maintain and Review Personal Networks	39
Unit 7: Manage Risk in own Area of Responsibility	41
Unit 8: Review Risk Management Processes in own Area of Responsibility	45
Unit 9: Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements	47
Unit 10: Implement Change in own area of Responsibility	51
Unit 11: Support Individuals to Develop and Take Responsibility for their Performance	53
Unit 12: Know how to Follow Disciplinary Procedures	57
Unit 13: Managing Grievance Procedures	61
Unit 14: Support the Management of Redundancies in own Area of Responsibility	65
Unit 15: Support Learning and Development within own Area of Responsibility	67
Unit 16: Address Performance Problems Affecting Team Members	71
Unit 17: Build, Support and Manage a Team	75
Unit 18: Manage a Tendering Process	79
Unit 19: Develop and Implement a Risk Assessment Plan in own Area of Responsibility	83
Unit 20: Manage Physical Resources	87
Unit 21: Manage the Environmental Impact of Work Activities	91
Unit 22: Plan and Manage a Project	95
Unit 23: Manage the Achievement of Customer Satisfaction	99
Unit 24: Prepare for and Support Quality Audits	103
Unit 25: Develop and Implement Marketing Plans	107
Unit 26: Analyse the Market in which your Organisation Operates	111
Unit 27: Manage Health and Safety in own area of responsibility	115
Unit 28: Manage Budgets	119
Unit 29: Lead and Manage Meetings	123
Unit 30: Manage Conflict in a Team	125
Unit 31: Manage a Budget for own Area or Activity of Work	129
Unit 32: Develop and Evaluate Operational Plans for own Area of Responsibility	131

Unit 33: Establish Risk Management Processes for an Organisation	133
Unit 34: Plan Change in own Area of Responsibility	137
Unit 35: Developing Collaborative Relationships with Other Organisations	141
Unit 36: Work Productively with Colleagues and Stakeholders	145
Unit 37: Recruit Staff in own Area of Responsibility	149
Unit 38: Examine Staff Turnover Issues in own Area of Responsibility	153
Unit 39: Promote the Use of Technology within an Organisation	155
Unit 40: Develop a Customer-Focused organisation	159
Unit 41: Manage Product Development and Marketing	163
Unit 42: Monitor and Review Business Processes	167
Unit 43: Promote Equality of Opportunity, Diversity and Inclusion across an Organisation	169
Unit 44: Manage Health and Safety across an Organisation	173
12 Further information and useful publications	176
13 Professional development and training	177
14 Contact us	178
Annexe A: Assessment strategy	179

Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) 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 Management (QCF)
QCF Qualification Number (QN)	601/2453/2
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	220-329
Grading information	The qualification and units are graded pass/fail.
Entry requirements	For details of entry requirements see below. This qualification is suitable for job roles in any sector that involve management and leadership responsibilities. At Level 4 , the learner can expect to be a middle manager and to hold a more central management role in an organisation. 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 Management (QCF) is for learners who work in, or want to work in Management and Leadership.

It gives learners the opportunity to:

- demonstrate competence in a central management role in an organisation.
- develop knowledge and skills related to the specified job roles in management and leadership.
- have existing management and leadership 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 Diploma in Management (QCF) 37 credit qualification.

Apprenticeships

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

Progression opportunities

Learners who have achieved the Pearson Edexcel Level 4 NVQ Diploma can progress to the Pearson Edexcel Level 5 NVQ Diploma in Management (QCF) and the Pearson Edexcel 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 Leadership and Management, 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 Management (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	34
Number of mandatory credits that must be achieved	18
Number of optional credits from group B that must be achieved	20
Number of further optional credits from either group B or group C that must be achieved	15

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/600/9586	Manage own Professional Development within an Organisation	3	4	20
2	K/600/9661	Develop Working Relationships with Colleagues and Stakeholders	4	4	20
3	H/600/9674	Plan, Allocate and Monitor Work in own Area of Responsibility	4	5	25
4	T/600/9601	Provide Leadership and Direction for own Area of Responsibility	4	5	30
Unit	Unit reference number	Optional units – Group B	Level	Credit	Guided learning hours
5	K/601/2561	Negotiate in a Business Environment	4	7	40
6	R/600/9587	Develop, Maintain and Review Personal Networks	4	4	25
7	L/600/9619	Manage Risk in own Area of Responsibility	4	4	25
8	L/600/9622	Review Risk Management Processes in own Area of Responsibility	4	3	20
9	H/600/9609	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements	4	5	25

Unit	Unit reference number	Optional units – Group B	Level	Credit	Guided learning hours
10	M/600/9659	Implement Change in own Area of Responsibility	4	6	25
11	D/600/9690	Support Individuals to Develop and Take Responsibility for their Performance	4	4	20
12	H/600/9691	Know how to Follow Disciplinary Procedures	4	4	20
13	K/600/9692	Managing Grievance Procedures	4	3	10
14	M/600/9693	Support the Management of Redundancies in own Area of Responsibility	4	3	15
15	M/600/9676	Support Learning and Development within own Area of Responsibility	4	5	25
16	F/600/9679	Address Performance Problems Affecting Team Members	4	3	20
17	F/600/9682	Build, Support and Manage a Team	4	4	20
18	H/600/9738	Manage a Tendering Process	4	4	20
19	L/600/9703	Develop and Implement a Risk Assessment Plan in own Area of Responsibility	4	6	20
20	K/600/9711	Manage Physical Resources	4	3	25
21	M/600/9712	Manage the Environmental Impact of Work Activities	4	5	10
22	J/600/9750	Plan and Manage a Project	4	8	30
23	A/600/9793	Manage the Achievement of Customer Satisfaction	4	5	25
24	Y/600/9798	Prepare for and Support Quality Audits	4	4	20
25	K/600/9790	Develop and Implement Marketing Plans	4	6	25
26	M/600/9791	Analyse the Market in which your Organisation Operates	4	5	25
27	D/504/4056	Manage Health and Safety in own Area of Responsibility	4	5	15

28	T/601/2580	Manage Budgets Barred combination with unit 31: Manage a Budget for own Area or Activity of Work.	4	5	29
Unit	Unit reference number	Optional units – Group C	Level	Credit	Guided learning hours
29	Y/600/9686	Lead and Manage Meetings	3	4	20
30	R/600/9685	Manage Conflict in a Team	3	3	20
31	A/600/9695	Manage a Budget for own Area or Activity of Work Barred combination with unit 28: Manage Budgets	5	7	30
32	Y/600/9588	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6	25
33	A/600/9616	Establish Risk Management Processes for an Organisation	5	6	30
34	R/600/9654	Plan Change in own Area of Responsibility	5	6	30
35	T/600/9694	Developing Collaborative Relationships with Other Organisations	5	7	30
36	M/600/9662	Work Productively with Colleagues and Stakeholders	5	6	30
37	T/600/9663	Recruit Staff in own Area of Responsibility	5	4	25
38	A/600/9664	Examine Staff Turnover Issues in own Area of Responsibility	5	4	25
39	J/600/9702	Promote the Use of Technology within an Organisation	5	6	30
40	T/600/9792	Develop a Customer-Focused Organisation	5	5	25
41	R/600/9802	Manage Product Development and Marketing	5	7	30
42	A/600/9759	Monitor and Review Business Processes	5	3	20
43	T/600/9632	Promote Equality of Opportunity, Diversity and Inclusion Across an Organisation	5	6	30
44	H/600/9707	Manage Health and Safety Across an Organisation	5	6	25

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 strategy.
- 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 strategy

The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains 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 requirements/strategy, 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 strategy 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 strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- 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 the *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.

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 own Professional Development within an Organisation

Unit reference number: L/600/9586

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will help learners to produce, implement and review a personal professional development plan that supports development.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 assess own career goals and personal development	1.1	Identify own career and personal goals.				
		1.2	Assess how own career goals affect work role and professional development.				
2	Be able to set personal work objectives	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.				
3	Be able to produce a personal development plan	3.1	Identify gaps between objectives set, own current knowledge and skills.				
		3.2	Produce a development plan.				
4	Be able to implement and monitor own personal development plan	4.1	Plan activities identified in own development plan.				
		4.2	Explain how to monitor and review own personal development plan.				

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

Unit 2: **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 requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: 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 help learners to plan, allocate and monitor work in their own area of responsibility, and make any necessary changes to original work plans.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 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.				
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 4: 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 will help learners to provide leadership and direction for their area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: 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 requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 negotiations	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: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: **Develop, Maintain and Review Personal Networks**

Unit reference number: R/600/9587

QCF level: 4

Credit value: 4

Guided learning hours: 25

Unit aim

This unit will help learners to develop, maintain and review networking relationships based on personal contacts.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 benefits of networking and the need for data privacy	1.1	Evaluate the benefits of networking with individuals and organisations.			
		1.2	Identify individuals and organisations that would provide benefits to own organisation and networks.			
		1.3	Explain the need for confidentiality with networking contacts.			
2	Be able to develop a personal network of contacts	2.1	Develop and maintain networks that will provide personal and organisational benefit.			
		2.2	Develop guidelines for working with networks in line with organisational procedures.			
3	Be able to review networking relationships	3.1	Assess the value own current personal network.			
		3.2	Evaluate own experience with existing contacts and use these to inform future actions.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 7: Manage Risk in own Area of Responsibility

Unit reference number: L/600/9619

QCF level: 4

Credit value: 4

Guided learning hours: 25

Unit aim

This unit will enable learners to evaluate and manage risk in their own area of responsibility, and to communicate information on risks to relevant stakeholders.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 undertake a risk evaluation for current and planned activities within own area of responsibility	1.1	Identify potential risks in current and planned activities within own area of responsibility.				
		1.2	Assess the nature of identified risks and potential consequences.				
		1.3	Evaluate the probability of identified risks occurring.				
2	Be able to minimise the impact and likelihood of potential risks occurring in own area of responsibility	2.1	Identify ways and means of minimising the impact and likelihood of potential risks.				
		2.2	Allocate responsibility for risk management to relevant individuals within own area of responsibility.				
3	Be able to communicate identified risks	3.1	Provide information on identified risks to relevant stakeholders.				

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

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

Unit 8: Review Risk Management Processes in own Area of Responsibility

Unit reference number:	L/600/9622
QCF level:	4
Credit value:	3
Guided learning hours:	20

Unit aim

This unit will enable learners to monitor, evaluate and improve risk management processes within their own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 and evaluate risk management processes within own area of responsibility	1.1	Identify information from own area of responsibility to review the risk management process.			
		1.2	Assess the effectiveness of the risk management process.			
2	Be able to improve the risk management process	2.1	Implement changes to the risk management process where potential improvements have been identified.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

Unit reference number: H/600/9609

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit will help learners to identify and correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1	Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.			
		2	Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility			
2		2.1	Identify areas of non-compliance with legal, regulatory, ethical and social procedures.			
		2.2	Examine reasons for non-compliance with procedures.			
		2.3	Make recommendations for corrections to ensure compliance with procedures.			

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

Unit 10: Implement Change in own area of Responsibility

Unit reference number: M/600/9659

QCF level: 4

Credit value: 6

Guided learning hours: 25

Unit aim

This unit will help learners to implement and evaluate a plan for change in their area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 change in own area of responsibility	1.1	Explain the main models and methods for managing change.			
		2	Be able to involve and support others through the change process	2.1 Communicate the benefits of and reasons for change and how they relate to business objectives. 2.2 Implement and agree a plan to support change.		
3	Be able to implement and monitor a plan for change in own area of responsibility	3.1	Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change.			
		3.2	Assess opportunities and barriers to change.			
		3.3	Review action plans and activities according to identified opportunities and barriers to change.			

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

Unit 11: Support Individuals to Develop and Take Responsibility for their Performance

Unit reference number: D/600/9690

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will enable learners to support individuals in assessing and implementing a development plan. It will also enable learners to monitor an individual's progress and provide feedback.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 agree their performance development needs with an individual	1.1	Explain the standards of performance required for current or future role with an individual.				
		1.2	Identify and agree the performance development needs for the individual.				
2	Be able to understand how to help an individual create a development plan	2.1	Identify options available to support an individual in meeting desired standards of performance.				
		2.2	Explain specific actions needed to achieve objectives.				
		2.3	Explain the process for an individual to create a development plan.				
3	Be able to support an individual in implementing their development plan	3.1	Describe the opportunities provided for an individual to improve performance.				
		3.2	Explain the outcome to an individual for improved performance.				
4	Be able to evaluate an individual's progress against a development plan and provide feedback for continual performance improvement	4.1	Monitor and evaluate an individual's progress against their development plan.				
		4.2	Implement feedback to make development plan revisions.				
		4.3	Explain how to encourage individuals to take responsibility for continuing their performance development.				

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

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

Unit 12: Know how to Follow Disciplinary Procedures

Unit reference number: H/600/9691

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will ensure that learners understand how to follow disciplinary procedures and inform individuals of expected performance.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 understand performance expectations of an organisation	1.1	Explain an organisation's required standards of conduct and performance.				
		1.2	Explain an organisation's formal disciplinary procedure.				
2	Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance	2.1	Explain how to identify when an individual's performance falls below organisational standards.				
		2.2	Identify communication methods used to gather information on potential cases of misconduct or unsatisfactory performance.				
3	Be able to know how to informally with cases of minor misconduct or unsatisfactory performance	3.1	Identify the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled.				
		3.2	Evaluate whether a case of misconduct or unsatisfactory performance can be dealt with informally.				
		3.3	Assess methods available to improve performance or behaviour.				
		3.4	Explain the importance of recording informal disciplinary proceedings.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to follow an organisation's formal disciplinary procedure	4.1	Explain the importance of seeking advice and guidance from specialists prior to taking action.				
		4.2	Explain when to follow formal disciplinary procedures.				
		4.3	Assess the importance of communicating disciplinary procedures to individuals.				
		4.4	Explain how to record and store information throughout the disciplinary process.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Managing Grievance Procedures

Unit reference number: K/600/9692

QCF level: 4

Credit value: 3

Guided learning hours: 10

Unit aim

This unit will ensure that learners can follow grievance procedures in their own organisation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 prevent potential grievances	1.1	Identify situations that are likely to lead to grievances in an organisation.				
		1.2	Explain how to prevent potential grievances.				
2	Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally	2.1	Explain an organisation's grievance policy and procedure.				
		2.2	Identify the circumstances where a concern may be dealt with informally.				
		2.3	Explain the methods used to deal informally with concerns.				
3	Understand how to follow grievance procedures	3.1	Explain how to follow an organisation's written grievance procedure.				
		3.2	Explain the importance of communicating grievance procedures.				
		3.3	Identify how to seek advice and guidance from specialists or colleagues when dealing with grievances.				
		3.4	Explain how to record and store information throughout the grievance process.				

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

Unit 14: Support the Management of Redundancies in own Area of Responsibility

Unit reference number: M/600/9693

QCF level: 4

Credit value: 3

Guided learning hours: 15

Unit aim

This unit will ensure that learners can manage redundancies, follow organisational procedures, communicate and seek support in own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 follow redundancy policy within own area of responsibility	1.1	Explain own organisation's redundancy policy, processes and any appeals procedures.				
		1.2	Identify how to access support from colleagues or specialists when following redundancy processes.				
2	Communicate information on redundancies to those affected	2.1	Explain how continuous communication with those affected by the redundancy policy.				
		2.2	Explain the form of communication required to inform individuals selected for redundancy.				
		2.3	Assess how to maintain the morale of remaining individuals.				
3	Understand how to support those affected by redundancies	3.1	Identify where support from colleagues or specialists may be accessed by those affected by redundancies.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: 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 will help learners to understand the importance of learning and to develop a learning environment within their own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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.				
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 16: Address Performance Problems Affecting Team Members

Unit reference number: F/600/9679

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit aim

This unit will enable learners to identify, discuss, resolve and record team members' performance problems.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 legal requirements, industry regulations, organisational policies and professional codes concerning performance	1.1	Identify legal requirements, industry regulations, organisational policies and professional codes concerning performance.				
		1.2	Explain limits of own authority relating to performance problems.				
2	Be able to identify performance problems of team members	2.1	Assess team member's performance against performance criteria.				
		2.2	Evaluate causes of identified performance problems.				
3	Be able to discuss performance problems with team members	3.1	Identify performance problems to the attention of the team member concerned.				
		3.2	Explain an organisation's policies for managing performance problems to the team member concerned.				
		3.3	Develop a confidential record of discussions with team members about problems affecting their performance.				
4	Be able to set a course of action to deal with identified problems with team members	4.1	Explain and discuss alternative courses of action with the team member concerned.				
		4.2	Identify the course of action with the team member concerned.				
		4.3	Review and revise confidential records of discussions with team members about problems affecting their performance.				

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

Unit 17: Build, Support and Manage a Team

Unit reference number: F/600/9682

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will enable learners to develop, manage and disband a team through a project cycle.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 required attributes of a team and select those that match the team's requirements	1.1	Explain the role of a team in the achievement of a specific project or activity.				
		1.2	Identify the attributes needed within the team to achieve its objectives.				
		1.3	Analyse the skills and knowledge of potential and current team members against the identified needs.				
		1.4	Identify individuals whose attributes most closely match the identified requirements.				
2	Be able to induct team members and communicate their roles and responsibilities	2.1	Communicate project aims and objectives to team members.				
		2.2	Explain how to introduce team members to each other and discuss each member's role and responsibilities.				
3	Understand how to support team development	3.1	Identify the stages of team development.				
		3.2	Explain how to resolve conflict between team members.				
		3.3	Describe methods of encouraging team members to share knowledge and skills to achieve project objectives.				
		3.4	Explain how to encourage open communication, trust and respect between team members.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to manage team performance and understand how to disband a team	4.1	Monitor and review the performance of a team against its purpose.				
		4.2	Communicate project developments to team members and support any change in roles or responsibilities.				
		4.3	Communicate team and individual successes to all team members.				
5	Understand how to disband team	5.1	Explain how to prepare team members for project conclusion.				
		5.2	Describe how a team is disbanded.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 18: Manage a Tendering Process

Unit reference number: H/600/9738

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will enable learners to manage a tendering process, including developing product or service specifications and tender guidelines, evaluating tenders and selecting a supplier to deliver the required products or services.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 processes	1.1	Explain the legal requirements of a tendering process.				
		1.2	Explain organisational tendering policies and processes.				
		1.3	Explain how to seek specialist support for the tendering process.				
2	Be able to draw up a specification for required products or services	2.1	Consult with colleagues to identify and agree requirements for products or services.				
		2.2	Draw up a specification that describes the products or services required.				
3	Be able to write an invitation to tender document and communicate it to prospective suppliers	3.1	Write an invitation to tender outlining required specifications and organisational tendering processes.				
		3.2	Communicate the invitation to tender to prospective suppliers.				
4	Understand how to respond fairly to pre-tender queries	4.1	Explain how to respond to pre-tender queries in ways that ensure all prospective suppliers have the same information.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to evaluate received tenders	5.1	Establish criteria and assess any risks involved which can be used to evaluate received tenders.			
		5.2	Receive, record and open tenders in line with stated tendering process.			
	5.3	Seek clarification from prospective suppliers where necessary.				
	5.4	Evaluate tenders against established criteria.				
6	Be able to select a supplier and provide post-tender feedback	6.1	Offer a contract to the chosen supplier.			
		6.2	Inform unsuccessful suppliers of the outcome and provide feedback.			

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	Understand the legal requirements and personal responsibilities for health and safety within an organisation	1.1	State the legal requirements that apply to own role in relation to health and safety.				
		1.2	Consult with specialist advisor(s) on health and safety policy and procedures.				
		1.3	Explain an organisation's health and safety responsibilities.				
		1.4	Describe health and safety responsibilities in own area of responsibility.				
2	Be able to promote the importance of health and safety practices	2.1	Communicate an organisation's written health and safety policy to individuals within own area of responsibility.				
		2.2	Allocate sufficient resources to deal with health and safety issues in own area of responsibility.				
3	Be able to ensure that hazards and risks are identified and managed in own area of responsibility	3.1	Consult with colleagues on health and safety hazards and risks in own area of responsibility.				
		3.2	Assess health and safety hazards and risks in own area of responsibility.				
		3.3	Identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements.				
		3.4	Develop and implement a plan in own area of responsibility.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to monitor and review health and safety performance and policy in own area of responsibility	4.1	Establish procedures that monitor health and safety performance in own area of responsibility.				
		4.2	Review the health and safety performance of own area of responsibility.				
		4.3	Review the health and safety policy in own area of responsibility.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 20: Manage Physical Resources

Unit reference number: K/600/9711

QCF level: 4

Credit value: 3

Guided learning hours: 25

Unit aim

This unit will enable learners to identify, obtain, manage and review the use of physical resources. The unit will also teach learners about the environmental impact of resource use.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 resource requirements for own area of responsibility	1.1	Consult with colleagues to identify their planned activities and corresponding resource needs.				
		1.2	Evaluate past resource use to inform expected future demand.				
		1.3	Identify resource requirements for own area of responsibility.				
2	Be able to obtain required resources for own area of responsibility	2.1	Submit a business case to procure required resources.				
		2.2	Review and agree required resources with relevant individuals.				
		2.3	Explain an organisation's processes for procuring agreed resources.				
		2.4	Explain how to order and acquire resources in own area of responsibility.				
3	Understand the importance of sustainability when using physical resources	3.1	Explain the importance of using sustainable resources.				
		3.2	Explain the potential impact of resource use on the environment.				
		3.3	Describe actions one can take to minimise any adverse environmental impact of using physical resources.				
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	Analyse the effectiveness and efficiency of resource use in own area of responsibility.				
		4.3	Make recommendations to improve the effectiveness and efficiency of resource use.				

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

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

Unit 21: 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 enable learners to assess the environmental impact of their work and operate in such a way as to reduce the impact on the environment.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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.				
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.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 22: Plan and Manage a Project

Unit reference number: J/600/9793

QCF level: 4

Credit value: 8

Guided learning hours: 30

Unit aim

This unit will help learners to clarify the scope and objectives of a project, develop a project plan, and consult and agree the plan with others.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 principles, processes, tools and techniques of project management	1.1	Describe the roles and responsibilities of a project manager.				
		1.2	Explain how to apply principles, processes, tools and techniques of project management.				
2	Be able to agree the scope and objectives of a project	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) objectives and scope of the project with stakeholders.				
3	Be able to identify the budget in order to develop a project plan	3.1	Identify budget and time-scales in order to develop the project plan with stakeholders.				
		3.2	Consult with stakeholders to negotiate the project plan.				
		3.3	Identify potential risks and contingencies.				
		3.4	Establish criteria and processes for evaluating the project on completion.				
4	Be able to implement a project plan	4.1	Allocate roles and responsibilities to project team members.				
		4.2	Provide resources identified in the project plan.				
		4.3	Brief project team members on the project plan and their roles and responsibilities.				
		4.4	Implement a project plan using project management tools and techniques.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to manage a project to its conclusion	5.1	Apply a range of project management tools and techniques to monitor, control and review progress.				
		5.2	Provide support to project team members.				
		5.3	Review progress against the plan and wider developments affecting the project.				
		5.4	Make adjustments to the plan or project activities based on the project review.				
		5.5	Communicate progress to the project sponsor(s), stakeholders and project team members.				
		5.6	Confirm completion of project with project sponsor(s) and stakeholders.				
6	Be able to evaluate a project	6.1	Evaluate the project using agreed criteria.				
		6.2	Identify lessons learned for future projects.				
		6.3	Acknowledge the contributions of project team members.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 23: **Manage the Achievement of Customer Satisfaction**

Unit reference number: A/600/9793

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit will help learners to understand the importance of monitoring customer service satisfaction levels to manage the achievement of customer satisfaction.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 understand customer service standards required in own organisation	1.1	Explain customer service standards within own organisation.				
		1.2	Determine customer service best practice in own sector using research techniques.				
2	Be able to implement sustainable processes for customer satisfaction	2.1	Define sustainable processes taking into account environmental issues.				
		2.2	Identify sustainable processes to support customer service standards.				
		2.3	Produce a plan for implementation.				
		2.4	State customer service standards with relevant key stakeholders.				
		2.5	Ensure resources are provided to deliver agreed standards of customer service.				
3	Be able to manage and support colleagues in delivering customer service standards	3.1	Communicate customer service roles and responsibilities with employees in own organisation.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to manage and develop culture in own organisation to support customer service standards	4.1	Evaluate the culture in own organisation.				
		4.2	Identify techniques for improving motivation amongst employees.				
		4.3	Describe motivational strategies for improving customer service standards.				
5	Be able to monitor customer service levels for continuous improvement	5.1	Describe methods of measuring customer satisfaction				
		5.2	Develop processes for monitoring customer satisfaction, including customer feedback mechanisms				
		5.3	Review employee performance to ensure customer service standards and organisational values are met				
		5.4	Analyse and monitor customer service standards in own organisation				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 24: Prepare for and Support Quality Audits

Unit reference number: Y/600/9798

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

The unit will help learners understand the quality standards and are able to participate in a quality audit and take corrective action.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 quality standards and procedures that apply to own area of responsibility	1.1	Describe the quality standards and procedures that apply to own area of responsibility.			
		2	Be able to monitor work in own area of responsibility against quality standards and procedures			
3	Be able to prepare for a quality audit in own area of responsibility	2.1	Select and apply methods for monitoring work.			
		3.1	Prepare and organise records and documentation for the quality auditor.			
4	Be able to discuss quality audit findings with the auditor	3.2	Review previous quality audits and ensure agreed recommendations have been implemented.			
		4.1	Discuss with the auditor the results of the audit and identify any areas for improvement.			
5	Be able to complete agreed actions following a quality audit	4.2	Agree corrective actions to remedy any identified issues, and set a date for their implementation.			
		5.1	Take corrective action based on quality audit findings.			

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

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

Unit 25: **Develop and Implement Marketing Plans**

Unit reference number: K/600/9790

QCF level: 4

Credit value: 6

Guided learning hours: 25

Unit aim

This unit will enable learners to produce a marketing strategy, implement a plan and monitor and evaluate the plan to determine future marketing activities.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 quality standards and procedures that apply to own area of responsibility	1.1	Analyse the organisation's business plan to identify marketing objectives for own area of responsibility.				
		1.2	Explain the organisation's culture, vision and values.				
		1.3	Analyse and prioritise marketing objectives.				
2	Be able to monitor work in own area of responsibility against quality standards and procedures	2.1	Describe and evaluate the target markets for own organisation's products or services.				
		2.2	Identify and consult with marketing specialists if required.				
		2.3	Identify marketing tools and models to develop a strategy.				
		2.4	Develop a marketing strategy based on key success criteria for own area of responsibility.				
3	Be able to prepare for a quality audit in own area of responsibility	3.1	Evaluate the resource requirements for the marketing plan.				
		3.2	Produce a marketing plan based on the strategy.				
		3.3	Agree roles and responsibilities of stakeholders.				
		3.4	Communicate the marketing plan with key stakeholders.				
4	Be able to discuss quality audit findings with the auditor	4.1	Monitor progress of the marketing plan against business objectives.				
		4.2	Assess and evaluate the impact of the marketing plan.				
		4.3	Revise future marketing plans based on the impact evaluation.				

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

Unit 26: Analyse the Market in which your Organisation Operates

Unit reference number: M/600/9791

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit will enable learners to analyse an organisation's market position and trends. Learners will also learn how to analyse customer needs and communicate with key stakeholders.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 analyse customers' needs	1.1	Assess the economic environment in which your organisation operates.				
		1.2	Evaluate your customers' needs and relate to own organisation.				
		1.3	Analyse customer perception of own products/ services in comparison to competitors.				
2	Be able to analyse the market using research tools and techniques	2.1	Identify and utilise market research specialists if necessary.				
		2.2	Analyse current and future macro and micro economic trends in own sector.				
		2.3	Use recognised research tools to assess market trends and opportunities for growth.				
3	Use recognised research tools to assess market trends and opportunities for growth	3.1	Produce a report based on research findings.				
		3.2	Communicate the report to key individuals within own organisation.				
		3.3	Evaluate feedback from key individuals.				
		3.4	Revise and communicate updated report to key individuals.				
		3.5	Monitor the economic environment and changes in customers' needs.				

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

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

Unit 27: **Manage Health and Safety in own area of responsibility**

Unit reference number: D/504/4056

QCF level: 4

Credit value: 5

Guided learning hours: 15

Unit aim

This unit is about managing health and safety for a department or section within an organisation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 responsibilities and liabilities in relation to health and safety legislation	1.1	Evaluate personal responsibilities and liabilities under health and safety legislation.				
		1.2	Describe an organisation's responsibilities and liabilities under health and safety legislation.				
		1.3	Identify specialists to consult with when health and safety issues outside own remit are identified.				
2	Understand how to assess, monitor and minimise health and safety risks in own area of responsibility	2.1	Describe the types of hazards and risks that may arise in relation to health and safety.				
		2.2	Explain how to use systems for identifying hazards and assessing risks.				
		2.3	Explain how to monitor, evaluate and report on health and safety within own area of responsibility.				
		2.4	Describe the types of actions which should be undertaken to control or eliminate health and safety hazards.				
3	Be able to review health and safety policy in own area of responsibility	3.1	Review written health and safety policy against requirements for own area of responsibility.				
		3.2	Communicate any recommendations for changes to health and safety policy to relevant individuals.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to communicate health and safety policy in own area of responsibility	4.1	Communicate written health and safety policy to all people in own area of responsibility and other relevant parties.				
		4.2	Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy.				
5	Be able to monitor health and safety in own area of responsibility	5.1	Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility.				
		5.2	Assess working environment within own area of responsibility against organisation's health and safety policy.				
		5.3	Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility.				
		5.4	Take appropriate action to eliminate or control identified hazards and identified risks.				
		5.5	Evaluate health and safety requirements in project or operational plans within own area of responsibility.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 28: 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 requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 29: Lead and Manage Meetings

Unit reference number: Y/600/9686

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will enable learners to prepare for, lead and follow up issues identified in meetings.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 prepare to lead a meeting	1.1	Perform activities needed to be carried out in preparation for leading a meeting.				
		1.2	Produce documentation in support of activities.				
2	Be able to manage meeting procedures	2.1	Identify any formal procedures that apply in own organisation.				
		3.1	Manage the agenda in co-operation with participants to ensure meeting objectives are met.				
3	Be able to chair a meeting	3.2	Produce minutes of the meeting and allocate action points after discussions.				
		4.1	Explain that the minutes of the meeting provide an accurate record of proceedings.				
4	Be able to undertake post-meeting tasks	4.2	Communicate and follow up meeting outcomes to relevant individuals.				
		4.3	Evaluate whether the meeting's objectives were met and identify potential improvements.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 30: Manage Conflict in a Team

Unit reference number: R/600/9685

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

This unit will help learners understand how to identify potential and actual conflicts within a team and take action to resolve them.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 support team members' understanding of their role and position within a team	1.1	Communicate to team members the standards of work and behaviour expected of them.				
		1.2	Explain how team members can work together and support each other.				
2	Be able to take measures to minimise conflict within a team	2.1	Identify issues with organisational structures, systems or procedures that are likely to give rise to conflict.				
		2.2	Identify potential conflict between team members.				
		2.3	Explain action required to avoid potential conflict and agree strategies for conflict resolution.				
3	Be able to understand how to encourage team members to resolve their own conflicts	3.1	Explain how team members can be encouraged to identify and resolve their own problems and conflicts.				
		3.2	Explain how respect can be developed and maintained between team members.				
4	Be able to understand legal and organisational requirements concerning conflict	4.1	Explain legal and organisational requirements concerning conflict in own team.				
		4.2	Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes.				

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

Unit 31: Manage a Budget for own Area or Activity of Work

Unit reference number: A/600/9695

QCF level: 5

Credit value: 7

Guided learning hours: 30

Unit aim

This unit will help learners to prepare a budget, address variance and monitor a budget for their own area or activity of work.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 prepare a budget for own area of responsibility	1.1	Evaluate information on resource requirements for own area of activity or work.				
		1.2	Produce a draft budget.				
		1.3	Communicate the final budget with relevant stakeholders.				
2	Be able to manage a budget	2.1	Analyse variances between planned and actual expenditure.				
		2.2	Provide information on performance to relevant stakeholders.				
		2.3	Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.				
		2.4	Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.				
3	Be able to review budget management performance	3.1	Review performance against budget.				
		3.2	Assess improvements for future budget planning and management.				
		3.3	Monitor budget performance and implement changes within the limits of own authority or obtain agreement.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 32: **Develop and Evaluate Operational Plans for own Area of Responsibility**

Unit reference number: Y/600/9588

QCF level: 5

Credit value: 6

Guided learning hours: 25

Unit aim

This unit will help learners to develop, implement, monitor and review operational plans for their own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 align objectives of own area of responsibility with those of own organisation	1.1	Identify operational objectives within own area of responsibility.			
		1.2	Analyse objectives of own area of responsibility in relation to those of own organisation.			
2	Be able to implement operational plans in own area of responsibility	2.1	Assess risks associated with operational plans and include contingency arrangements.			
		2.2	Identify support from relevant stakeholders.			
		2.3	Implement operational plan within own area of responsibility.			
3	Be able to monitor and evaluate operational plans in own area of responsibility	3.1	Monitor procedures within the operational plan.			
		3.2	Evaluate operational plans and implement any necessary actions.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 33: Establish Risk Management Processes for an Organisation

Unit reference number: A/600/9616

QCF level: 5

Credit value: 6

Guided learning hours: 30

Unit aim

This unit will enable learners to establish and communicate a risk management process within an organisation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 risk management within own area of responsibility	1.1	Explain the types of risk that can impact on an organisation.				
		1.2	Review the knowledge and awareness of risks within an organisation.				
2	Be able to establish a risk management process for an organisation	2.1	Identify the risks that impact on an organisation.				
		2.2	Identify criteria to enable evaluation of the impact of identified risks.				
		2.3	Establish processes to manage risk within an organisation.				
3	Be able to allocate resources to enable risk management activities to take place	3.1	Plan resources across an organisation for risk management activity.				
4	Be able to communicate risk management processes across an organisation	4.1	Communicate risk management processes and policy across an organisation.				

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

Unit 34: Plan Change in own Area of Responsibility

Unit reference number: R/600/9654

QCF level: 5

Credit value: 6

Guided learning hours: 30

Unit aim

This unit will help learners to develop a communications strategy and plan for change within their area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 plan change	1.1	Analyse, compare and evaluate tools and techniques for planning change.			
	2	Be able to develop plans for change in own area of responsibility	2.1	Identify and explain the change required.		
2.2			Develop a plan to effect the required change.			
2.3			Assess development requirements needed to ensure the success of the planned change.			
2.4			Evaluate the risks and benefits associated with the plan and consider contingency arrangements based on identified risks.			
3	Be able to develop systems for monitoring and assessing progress	3.1	Determine appropriate systems to monitor and assess the progress of change.			
4	Be able to evaluate barriers and determine ways to overcome resistance to planned change	4.1	Evaluate barriers that may hinder the planned change.			
		4.2	Determine ways to overcome resistance to planned change.			
5	Be able to develop a communication strategy to facilitate the process for change	5.1	Evaluate a range of communication methods to support the process of change.			
		5.2	Develop a communication strategy to facilitate the process for change and review with feedback to continue the process for change.			

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

Unit 35: **Developing Collaborative Relationships with Other Organisations**

Unit reference number: T/600/9694

QCF level: 5

Credit value: 7

Guided learning hours: 30

Unit aim

This unit will enable learners to set up, maintain and review collaborative relationships between their own and other organisations.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 potential collaborative opportunities with other organisations	1.1	Identify organisations that share common or complementary objectives to own organisation.				
		1.2	Explain the feasibility of collaboration with identified organisations.				
		1.3	Evaluate the potential benefits of collaboration.				
		1.4	Develop a business case for collaboration with identified organisation.				
2	Be able to agree the strategic aims and objectives of collaboration	2.1	Explain the strategic aims and objectives of collaboration internally and with other organisations.				
		2.2	Identify the benefits each organisation expects to receive from collaboration.				
3	Be able to agree methods and expected outcomes of collaboration	3.1	Explain the actions each organisation will take and agree the outcome.				
		3.2	Revise the collaboration review plan.				
4	Be able to instigate and sustain a collaborative relationship with another organisation	4.1	Identify how to implement agreed actions.				
		4.2	Explain how to maintain communication and provide support to other organisation.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to review and evaluate the collaboration with another organisation	5.1	Evaluate the extent to which the aims and objectives of collaboration have been achieved.				
		5.2	Explain how to make a decision on whether to continue with the collaboration.				
		5.3	Implement any changes to be made to the collaboration if it were to continue.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 36: Work Productively with Colleagues and Stakeholders

Unit reference number: M/600/9662

QCF level: 5

Credit value: 6

Guided learning hours: 30

Unit aim

This unit will help learners to maintain, monitor, review and improve working relationships with colleagues and stakeholders.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 provide colleagues and stakeholders with information	1.1	Identify information to be communicated to selected colleagues and stakeholders.			
		1.2	Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.			
2	Be able to consult with colleagues and stakeholders in relation to decisions or activities	2.1	Communicate with colleagues and stakeholders regarding any decisions or activities.			
3	Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders	3.1	Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled.			
		3.2	Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.			
4	Understand how to manage potential conflicts of interest	4.1	Explain how to identify and manage potential conflicts of interest.			
5	Understand how to be able to monitor working relationships	5.1	Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders.			
		5.2	Explain how to monitor change in the working environment.			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
6	Be able to review and improve the effectiveness of working relationships	6.1	Analyse feedback on working relationships from colleagues and stakeholders.				
		6.2	Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness.				
		6.3	Identify and implement improvements to working relationships.				

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 candidates 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 38: Examine Staff Turnover Issues in own Area of Responsibility

Unit reference number: A/600/9664

QCF level: 5

Credit value: 4

Guided learning hours: 25

Unit aim

This unit will help learners who are facing high staff turnover to examine the reasons and potential solutions to this.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 examine the reasons for, and impact of, staff turnover whilst maintaining confidentiality in own area of responsibility	1.1	Identify information about staff turnover.				
		1.2	Examine the reasons for staff turnover in own area of responsibility.				
		1.3	Analyse the impact of staff turnover on business objectives in own area of responsibility maintaining confidentiality.				
2	Be able to compare staff turnover rates across organisations	2.1	Examine staff turnover rate with similar organisations.				
		2.2	Assess staff turnover in own organisation against other organisations.				
3	Understand how to turn unexpected staffing turnover into opportunities rather than threats	3.1	Analyse unexpected staffing turnover and use research tools or techniques as appropriate.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 39: Promote the Use of Technology within an Organisation

Unit reference number: J/600/9702

QCF level: 5

Credit value: 6

Guided learning hours: 30

Unit aim

This unit will enable learners to develop, implement, monitor and review a technology strategy for an organisation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 develop a strategy to promote the use of technology, in line with organisational values and customer needs	1.1	Examine current use of technology in meeting customer needs within an organisation.				
		1.2	Identify good practice in the use of technology through benchmarking activities.				
		1.3	Assess opportunities to increase productivity through the use of technology.				
		1.4	Develop a technology strategy to increase productivity through promotion of technology in line with organisational values and customer needs.				
		1.5	Develop criteria to evaluate the success of the technology strategy.				
2	Be able to implement a strategy for promoting technology across an organisation	2.1	Communicate a technological strategy across an organisation.				
		2.2	Ensure resources and support are provided across an organisation to implement the strategy.				
3	Be able to monitor and review the impact of an organisation's technology strategy, in line with best practice	3.1	Monitor the implementation of a technology strategy across an organisation.				
		3.2	Evaluate the success of a technology strategy against success criteria.				

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

Unit 40: **Develop a Customer-Focused organisation**

Unit reference number: T/600/9792

QCF level: 5

Credit value: 5

Guided learning hours: 25

Unit aim

This unit will enable learners to develop and maintain a vision for customer service.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 develop and communicate a vision for customer-based values in own organisation	1.1	Examine own organisation's vision in meeting customer needs.				
		1.2	Analyse how employees communicate with customers in own organisation.				
		1.3	Identify areas for improvement using tools and techniques.				
		1.4	Produce a mission statement that sets out customer-based values and beliefs.				
		1.5	Communicate shared vision on customer focus in own organisation.				
2	Be able to develop success criteria and maintain a customer focus across an organisation	2.1	Develop a set of new or revised customer service standards.				
		2.2	Determine success criteria in meeting revised customer service standards.				
		2.3	Develop schemes across own organisation that promote a commitment to customer service.				
3	Be able to monitor customer focus and identify areas for improvement across own organisation	3.1	Evaluate revised standards against success criteria.				
		3.2	Analyse customer service levels using benchmarking tools and techniques.				
		3.3	Make recommendations for improving customer focus in own organisation.				

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

Unit 41: Manage Product Development and Marketing

Unit reference number: R/600/9802

QCF level: 5

Credit value: 7

Guided learning hours: 30

Unit aim

This unit will enable learners to determine customer requirements by developing and evaluating products and/or services.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 assess whether products or services meet the needs of existing and potential customers in own organisation	1.1	Identify the products and/or services required by customers.				
		1.2	Analyse customer needs by using research tools and techniques.				
		1.3	Evaluate customer satisfaction levels.				
		1.4	Examine how the competitive environment impacts on organisation.				
2	Be able to identify and implement potential opportunities to meet customer requirements in own organisation	2.1	Review products and/or services that can benefit from amendments or additions.				
		2.2	Conduct a feasibility study.				
		2.3	Develop a plan to implement identified amendments or additions.				
3	Be able to co-ordinate the marketing and development of own products or services	3.1	Prepare a plan based on prioritising goods or services that offer the best return on investment.				
		3.2	Co-ordinate the development of high priority goods in line with marketing objectives.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor demand for own products or services and adjust marketing accordingly	4.1	Evaluate and monitor demand and obtain customer feedback.			
		4.2	Implement change to the marketing tactics as required.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 42: 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 will enable learners to monitor, implement and review business processes in their own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 43: Promote Equality of Opportunity, Diversity and Inclusion across an Organisation

Unit reference number: T/600/9632

QCF level: 5

Credit value: 6

Guided learning hours: 30

Unit aim

This unit will enable learners to promote and implement any change to equality, diversity and inclusion policies and procedures in their own organisation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 understand the benefits of an inclusive and diverse workforce	1.1	Examine the benefits of an inclusive and diverse workforce.			
2	Be able to understand organisation's responsibilities under equality legislation and relevant codes of practice	2.1	Explain how legislation, equality, diversity, inclusion and relevant codes of practice apply to own organisation.			
3	Be able to benchmark equality, diversity and inclusion	3.1	Explain how to benchmark equality, diversity and inclusion in own organisation.			
4	Be able to communicate equality, diversity and inclusion policy and procedures	4.1	Communicate written equality, diversity and inclusion policy and procedures to all relevant stakeholders.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to review effectiveness of equality, diversity and inclusion issues	5.1	Analyse effectiveness of policy and procedures for equality, diversity and inclusion issues.			
		5.2	Implement any change to the policy and procedures.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 44: Manage Health and Safety across an Organisation

Unit reference number: H/600/9707

QCF level: 5

Credit value: 6

Guided learning hours: 25

Unit aim

This unit will ensure that learners understand their organisation's responsibilities and liabilities under health and safety legislation. It will also enable learners to implement and monitor health and safety policy across an organisation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit must be assessed in the workplace or in conditions resembling the workplace, where permitted and as specified in the assessment requirements/strategy for the sector. 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 own and organisation's responsibilities and liabilities in relation to health and safety	1.1	Evaluate personal and organisation's responsibilities and liabilities under health and safety legislation.				
		1.2	Consult with specialist advisor(s) on health and safety responsibilities and requirements.				
2	Be able to promote health and safety across an organisation	2.1	Communicate an organisation's written health and safety policy across an organisation.				
		2.2	Allocate sufficient resources to deal with health and safety issues across an organisation.				
3	Be able to ensure that health and safety requirements are met across an organisation	3.1	Allocate responsibility for health and safety to representatives across an organisation.				
		3.2	Establish procedures to gather data on health and safety performance across an organisation.				
4	Be able to monitor, review and report on health and safety	4.1	Analyse health and safety data.				
		4.2	Identify and evaluate non-compliance with health and safety policy and practices.				
		4.3	Consult with specialists on proposed actions.				
		4.4	Collate data and report on own organisation's health and safety performance.				
		4.5	Review health and safety policy and make revisions as required.				

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.pearsonschools.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).*

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

Introduction

The Management & Leadership Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Management & Team Leading NVQs/SVQs and competence-based qualifications.

1 External quality control

Awarding organisations will provide qualifications and quality assurance that support their delivery to all Management & Team Leading NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

Awarding organisations will regularly carry out standard risk assessments in each Management & Team Leading NVQ/SVQ and competence-based qualification assessment centre and manage all identified risks appropriately.

Awarding organisations will consistently apply external verification processes at all Management & Team Leading NVQ/SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

Awarding organisations will supply the Skills CFA with quarterly reports on:

- Registration and achievement data at qualification level, and unit level where available

2 Assessing performance

Assessment of all units at any level of Management & Team Leading NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

Units which have been imported by Skills CFA in their Management & Team Leading NVQs / SVQs and competence-based qualifications will be assessed in compliance with the imported assessment strategies.

3 Simulation of NVQ/SVQ units

Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur. Agreement must be gained from the awarding organisation for the use of any simulation. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

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

Candidates work achievements must be assessed, moderated or verified at work by:

- **Assessors, moderators or verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification;
- OR**
- A **trainer, supervisor or manager**, elected by an employer, who must either:
 - (a) Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

- (b) Seek guidance and approval from their 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 National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland.

Assessors must be occupationally competent to make Management & Team Leading assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

External Moderators/Verifiers or Internal Moderators/Verifiers must be occupationally competent to make Management & Team Leading moderation and verification judgements about the quality of assessment and the assessment process.

Awarding organisations will supply information on the requirements for internal and external moderation/verification activities to Management & Team Leading assessment centres.

Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Management & Team Leading competence to deliver these functions. Skills CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management & Team Leading assessment centres.

February 2014

For more information on Edexcel and BTEC qualifications please visit our websites: www.edexcel.com and www.btec.co.uk

Edexcel is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE.
VAT Reg No GB 278 537121**