Specification

Edexcel Level 3 NVQ Certificate in Management (QCF)

For first registration August 2010

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

Contents

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 NVQ in Management (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 3 NVQ Certificate in Management (QCF)	500/8850/6	01/08/2010

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This title replaces the following qualification from 1st August 2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 3 NVQ in Management	100/5296/3	01/09/2005	31/07/2010

Key features of the Edexcel Level 3 NVQ Certificate in Management (QCF)

This qualification:

- is nationally recognised

- is based on the Management and Leadership National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure is owned by the Management Standards Centre (MSC).

The Edexcel Level 3 NVQ Certificate in Management (QCF) has been approved as a component required for the Leadership and Management Advanced Apprenticeship framework.

What is the purpose of this qualification?

This qualification is designed to recognise occupational competence in Management and Leadership. It allows learners to apply knowledge, understanding and skills to a national occupation level required by employers, thus proving competency in their job role.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

The Edexcel Level 3 NVQ in Management (QCF) is a 'cross-sector' qualification. This means that this Edexcel NVQ can be taken by team leaders and managers across a wide variety of work areas in both the public and private sectors.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression

- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of this qualification to the learner and employer?

This qualification will allow learners to develop management, leadership and employability skills, which are all essential for the workplace. There is a wide range of optional units covering different aspects of management and leadership, which allows the learner choice to select units in a specialist area, or to spread their choice of units across several specialist areas.

What are the potential job roles for those working towards this qualification?

This qualification is suitable for job roles in any sector that involve management and leadership responsibilities.

As a **Level 3** learner they can expect to be working as a supervisor or first line manager.

What progression opportunities are available to learners who achieve this qualification?

Learners can progress to the Edexcel Level 5 NVQ Diploma in Management (QCF) and the Edexcel BTEC Level 5 Award/Certificate/Diploma in Management and Leadership (QCF).

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 NVQ Certificate in Management (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

A minimum of 25 credits is required overall for completion of this qualification, which must include a minimum of 14 credits at, or above, Level 3.

The mandatory units for this qualification are units A2 (4 credits), B5 (5 credits) and D5 (5 credits). Learners must also choose optional units with a combined minimum total of 11 credits in order to achieve the qualification.

Mandatory units (credit value 14)

Unit	Unit code	Title	Credit	Level	GLH
1	A2	Manage own professional development within an organisation	4	3	20
2	B5	Set objectives and provide support for team members	5	3	35
3	D5	Plan, allocate and monitor work of a team	5	3	25

Optional units (total credit value 11)

Unit	Unit code	Title	Credit	Level	GLH
4	A3	Develop, maintain and review personal networks	4	4	25
5	B6	Provide leadership and direction for own area of responsibility	5	4	30
6	B8b	Ensure compliance with legal, regulatory, ethical and social requirements	5	4	25
7	B10b	Manage risk in own area of responsibility	4	4	25
8	B10c	Review risk management processes in own area of responsibility	3	4	20
9	A1	Manage personal development	4	2	20

Unit	Unit code	Title	Credit	Level	GLH
10	B11	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	4	3	20
11	C1	Support team members in identifying, developing and implementing new ideas	4	3	20
12	C6	Implement change in own area of responsibility	6	4	25
13	D2a	Develop working relationships with colleagues and stakeholders	4	4	20
14	D3a	Recruit staff in own area of responsibility	4	5	25
15	D1	Develop working relationships with colleagues	3	2	15
16	D6	Plan, allocate and monitor work in own area of responsibility	5	4	25
17	D7	Support learning and development within own area of responsibility	5	4	25
18	D8	Address performance problems affecting team members	3	4	20
19	D9	Build, support and manage a team	4	4	20
20	D10	Manage conflict in a team	3	3	20
21	D11	Lead and manage meetings	4	3	20
22	D12	Participate in meetings	2	2	10
23	D13	Support individuals to develop and take responsibility for their performance	4	4	20
24	D14	Know how to follow disciplinary procedures	4	4	20
25	D15	Managing grievance procedures	3	4	10
26	D16	Support the management of redundancies in own area of responsibility	3	4	15
27	E6	Develop and implement a risk assessment plan in own area of responsibility	6	4	20
28	E8	Manage physical resources	3	4	25
28	E9	Manage the environmental impact of work activities	5	4	10
30	E10	Make effective decisions	3	3	10

Unit	Unit code	Title	Credit	Level	GLH
31	E12	Manage knowledge in own area of responsibility	4	3	15
32	E11	Communicate information and knowledge	3	2	10
33	E15	Procure supplies	2	3	20
34	E16	Manage a tendering process	4	4	20
35	F1	Plan and manage a project	8	4	30
36	F4	Develop and implement marketing plans	6	4	25
37	F9	Analyse the market in which your organisation operates	5	4	25
38	F11	Manage the achievement of customer satisfaction	5	4	25
39	F14	Prepare for and support quality audits	4	4	20
40	F17	Manage customer service in own area of responsibility	4	3	25

How is the qualification graded and assessed?

The overall grade for this qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment strategy

The assessment requirements/strategy for this qualification has been included in *Annexe D*. It has been developed by the Management Standards Centre (MSC) in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- external quality control

- assessment through performance in the workplace

- simulation of NVQ units

- occupational expertise to assess performance and moderate and verify assessments

Evidence of competence may come 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/training programme whether at or away from the workplace

- 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 learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence 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.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- 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, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

What do you need to offer this qualification?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel 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.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required to deliver this qualification?

This qualification is designed to support learners working in the management and leadership sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

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

Unit code:

> This is the unit owner's reference number for the specified unit.

Unit reference number:

> This code is a unique reference number for the unit.

QCF level:

> All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

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

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1:   Manage own professional development within an organisation

Unit code: A2

Unit reference number: L/600/9586

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

	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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 2: Set objectives and provide support for team members

Unit code: B5

Unit reference number: M/600/9600

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit helps learners to set and support individuals and teams to achieve objectives.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate a team's purpose and objectives to the team members.	1.1	Describe the purpose of a team.			
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).			
		1.3	Communicate the team's purpose and objectives to its members.			
2	Be able to develop a plan with team members showing how team objectives will be met.	2.1	Discuss with team members how team objectives will be met.			
		2.2	Ensure team members participate in the planning process and think creatively.			
		2.3	Develop plans to meet team objectives.			
		2.4	Set SMART personal work objectives with team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support team members identifying opportunities and providing support.	3.1	Identify opportunities and difficulties faced by team members.			
		3.2	Discuss identified opportunities and difficulties with team members.			
		3.3	Provide advice and support to team members to overcome identified difficulties and challenges.			
		3.4	Provide advice and support to team members to make the most of identified opportunities.			
4	Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1	Monitor and evaluate individual and team activities and progress.			
		4.2	Provide recognition when individual and team objectives have been achieved.			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 3: Plan, allocate and monitor work of a team

Unit code: D5

Unit reference number: Y/600/9669

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan work for a team.	1.1	Agree team objectives with own manager.			
		1.2	Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.			
2	Be able to allocate work across a team.	2.1	Discuss team plans with a team.			
		2.2	Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.			
		2.3	Agree standard of work required by team.			
3	Be able to manage team members to achieve team objectives.	3.1	Support all team members in order to achieve team objectives.			
4	Be able to monitor and evaluate the performance of team members.	4.1	Assess team members' work against agreed standards and objectives.			
		4.2	Identify and monitor conflict within a team.			
		4.3	Identify causes for team members not meeting team objectives.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to improve the performance of a team.	5.1	Identify ways of improving team performance.			
		5.2	Provide constructive feedback to team members to improve their performance.			
		5.3	Implement identified ways of improving team performance.			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 4: Develop, maintain and review personal networks

Unit code: A3

Unit reference number: R/600/9587

QCF level: 4

Credit value: 4

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

	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 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 of 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 5: Provide leadership and direction for own area of responsibility

Unit code: B6

Unit reference number: T/600/9601

QCF level: 4

Credit value: 5

Guided learning hours: 30

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) _____ Date: _____

Unit 6: Ensure compliance with legal, regulatory, ethical and social requirements

Unit code: B8b

Unit reference number: H/600/9609

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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.	2.1	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 7: Manage risk in own area of responsibility

Unit code: B10b

Unit reference number: L/600/9619

QCF level: 4

Credit value: 4

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 8: Review risk management processes in own area of responsibility

Unit code: B10c

Unit reference number: L/600/9622

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit summary

This unit will ensure that learners are able to monitor, evaluate and improve risk management processes within own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

	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: Manage personal development

Unit code: A1

Unit reference number: F/600/9469

QCF level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify and agree performance requirements of own work role.	1.1	Outline work role performance requirements with those they report to.			
2	Be able to measure and progress against objectives.	2.1	Identify ways that progress will be measured against own work objectives.			
3	Be able to identify gaps in skills and knowledge in own performance.	3.1	Explain knowledge and skills required for own work role.			
		3.2	Identify opportunities and resources available for personal development.			
		3.3	Produce a development plan to address own needs and agree with line manager.			
4	Be able to carry out and assess activities within own development plan.	4.1	Plan activities in own development plan that address identified needs.			
		4.2	Collect feedback from colleagues on the result of development activities on own performance.			
		4.3	Assess the success of activities carried out as part of own development plan.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Manage or support equality of opportunity, diversity and inclusion in own area of responsibility

Unit code:	B11
Unit reference number:	M/600/9628
QCF level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit helps learners understand how to manage equality, diversity and inclusion in own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies.	1.1	Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies.			
		1.2	Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility.			
2	Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility.	2.1	Outline an organisation's equality, diversity and inclusion policy and procedures.			
3	Be able to monitor equality, diversity and inclusion within own area of responsibility.	3.1	Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation.			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 11: Support team members in identifying, developing and implementing new ideas

Unit code: C1

Unit reference number: L/600/9636

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit helps learners to support team members in identifying, developing and implementing new ideas. It also helps learners to provide recognition for innovation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to develop team ideas and develop the creativity of team members	1.1	Encourage team members to identify ideas.			
		1.2	Record team members' ideas.			
2	Be able to assess the viability of team members' ideas.	2.1	Assess with team members the potential benefits and risks associated with an idea, and the resources required.			
3	Be able to support team members to implement ideas.	3.1	Explain how to support team members in submitting formal proposals for approval.			
		3.2	Explain to team members how to identify and overcome barriers to implementing an idea.			
4	Be able to implement team ideas.	4.1	Monitor the implementation of ideas by own team.			
		4.2	Communicate the progress of implementation to relevant others own organisation.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 12: Implement change in own area of responsibility

Unit code: C6

Unit reference number: M/600/9659

QCF level: 6

Credit value: 4

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: Develop working relationships with colleagues and stakeholders

Unit code:	D2a
Unit reference number:	K/600/9661
QCF level:	4
Credit value:	4
Guided learning hours:	20

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 14:   Recruit staff in own area of responsibility

Unit code: D3a

Unit reference number: T/600/9663

QCF level: 5

Credit value: 4

Guided learning hours: 25

Unit summary

This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 15: Develop working relationships with colleagues

Unit code: D1

Unit reference number: H/600/9660

QCF level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the benefits of working with colleagues.	1.1	Describe the benefits of productive working relationships.			
2	Be able to establish working relationships with colleagues.	2.1	Identify colleagues within own and other organisations.			
		2.2	Agree the roles and responsibilities for colleagues.			
3	Be able to act in a professional and respectful manner when working with colleagues.	3.1	Explain how to display behaviour that shows professionalism.			
4	Be able to communicate with colleagues.	4.1	Identify, information to others clearly and concisely.			
		4.2	Explain how to receive and clarify own understanding of information.			
5	Be able to identify potential work-related difficulties and explore solutions.	5.1	Identify potential work-related difficulties and conflicts of interest.			
		5.2	Explain how to resolve identified potential difficulties.			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 16: Plan, allocate and monitor work in own area of responsibility

Unit code: D6

Unit reference number: H/600/9674

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 17: Support learning and development within own area of responsibility

Unit code: D7

Unit reference number: M/600/9676

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 18: Address performance problems affecting team members

Unit code: D8

Unit reference number: F/600/9679

QCF level: 4

Credit value: 3

Guided learning hours: 20

Unit summary

This unit will ensure that learners are able to identify, discuss, resolve and record team members' performance problems.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 members 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 19: Build, support and manage a team

Unit code: D9

Unit reference number: F/600/9682

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit will ensure that learners are able to develop and manage and disband a team through a project cycle.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 the team members.			
5	Understand how to disband team.	5.1	Explain how to prepare team members for project conclusion.			
		5.2	Describe how team is disbanded.			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 20:   Manage conflict in a team

Unit code: D10

Unit reference number: R/600/9685

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit will ensure that 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 way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

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 21: Lead and manage meetings

Unit code:	D11
Unit reference number:	Y/600/9686
QCF level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

This unit will ensure that learners are able to prepare for, lead and follow up issues identified in meetings.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

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	Be able to chair a meeting.	3.1	Manage the agenda in cooperation with participants to ensure meeting objectives are met.			
		3.2	Produce minutes of the meeting and allocate action points after discussions.			
4	Be able to undertake post-meeting tasks.	4.1	Explain that the minutes of the meeting provide an accurate record of proceedings.			
		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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 22: Participate in meetings

Unit code: D12

Unit reference number: H/600/9688

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit will ensure that learners are able to prepare for, take part in and communicate information arising from meetings.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for a meeting.	1.1	Explain meeting objectives prior to the meeting.			
		1.2	Identify own role and prepare as necessary.			
2	Be able to participate in a meeting.	2.1	Contribute to meeting discussions using evidence to support own opinions.			
		2.2	Acknowledge other viewpoints presented at a meeting.			
		2.3	Seek clarification or confirmation of own understanding of outcomes.			
3	Be able to communicate information to relevant stakeholders.	3.1	Communicate information from the meeting to those who have an interest, in line with any organisational protocol.			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 23: Support individuals to develop and take responsibility for their performance

Unit code: D13

Unit reference number: D/600/9690

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 24:   Know how to follow disciplinary procedures

Unit code: D14

Unit reference number: H/600/9691

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 deal 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 25:   Managing grievance procedures

Unit code: D15

Unit reference number: K/600/9692

QCF level: 4

Credit value: 3

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 26:   Support the management of redundancies in own area of responsibility

Unit code: D16

Unit reference number: M/600/9693

QCF level: 4

Credit value: 3

Guided learning hours: 15

Unit summary

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 way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

	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 27: Develop and implement a risk assessment plan in own area of responsibility

Unit code: E6

Unit reference number: L/600/9703

QCF level: 4

Credit value: 6

Guided learning hours: 20

Unit summary

This unit helps learners promote, monitor and review health and safety in own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			
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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 28: Manage physical resources

Unit code:	E8
Unit reference number:	K/600/9711
QCF level:	4
Credit value:	3
Guided learning hours:	25

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 29: Manage the environmental impact of work activities

Unit code: E9

Unit reference number: M/600/9712

QCF level: 4

Credit value: 5

Guided learning hours: 10

Unit summary

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

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

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 30: Make effective decisions

Unit code: E10

Unit reference number: F/600/9715

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit will ensure that learners understand the process of decision making, and can identify and analyse information to enable them to come to a final decision.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify circumstances that require a decision to be made.	1.1	Explain the circumstances requiring a decision to be made.			
		1.2	State the desired objective(s) for making a decision.			
		1.3	Establish criteria on which to base the decision, in line with own organisation.			
2	Be able to collect information to inform decision making.	2.1	Identify information needed to inform the decision-making process.			
		2.2	Communicate with stakeholders affected by the decision.			
		2.3	Explain how to inform stakeholders about the decision-making process.			
3	Be able to analyse information to inform decision making.	3.1	Identify information for validity and relevance to the decision-making process.			
		3.2	Analyse information and against established criteria.			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to make a decision.	4.1	Apply decision-making technique(s) to determine a decision.			
	4.2	Explain the decision made in line with desired objectives.			
	4.3	Communicate the decision taken to relevant stakeholders.			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 31: Communicate information and knowledge

Unit code: E11

Unit reference number: H/600/9724

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit will ensure that learners are able to communicate selected information and knowledge to a target audience using appropriate communication techniques and methods.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify the information required, and its reliability, for communication.	1.1	Explain the information and knowledge that needs communicating.			
		1.2	Identify the target audience requiring the information and knowledge.			
2	Be able to understand communication techniques and methods.	2.1	Identify what techniques and methods can be be used to communicate information and knowledge.			
		2.2	Explain how to select the most appropriate technique and method.			
3	Be able to communicate information and knowledge using appropriate techniques and methods.	3.1	Communicate to target audience using the appropriate techniques and methods.			
		3.2	Explain how the target audience has received and understood the information communicated.			
4	Be able to adapt communication techniques and methods according to target audience response.	4.1	Explain how to modify communication techniques and methods in response to verbal and non-verbal feedback.			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 32: Manage knowledge in own area of responsibility

Unit code: E12

Unit reference number: T/600/9730

QCF level: 3

Credit value: 4

Guided learning hours: 15

Unit summary

This unit will ensure that learners are able to understand how knowledge is managed, using agreed procedures and processes in own organisation.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to understand existing knowledge management in own area of responsibility.	1.1	Describe how knowledge is gained and applied in own area of responsibility.			
		1.2	Explain how knowledge is shared in own area of responsibility.			
		1.3	Outline how intellectual property is protected in own area of responsibility.			
2	Be able to develop knowledge	2.1	Identify established processes and procedures which can develop knowledge.			
		2.2	Explain how to support individuals to ensure knowledge development processes are followed.			
3	Be able to share knowledge.	3.1	Communicate established processes and procedures which share knowledge across own area of responsibility.			
		3.2	Explain how to support individuals to ensure knowledge-sharing processes are followed.			
4	Be able to monitor and evaluate knowledge management in own area of responsibility.	4.1	Assess the knowledge development process in own area of responsibility.			
		4.2	Implement any changes to improve knowledge management.			
		4.3	Monitor change and development in the knowledge development process.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 33: Procure supplies

Unit code: E15

Unit reference number: L/600/9734

QCF level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

This unit will ensure that learners are able to identify required supplies, procure supplies and monitor their delivery.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify requirements for supplies.	1.1	Select colleagues to agree requirements for supplies.			
		1.2	Produce a specification for supply requirements.			
2	Be able to evaluate suppliers that meet identified requirements.	2.1	Identify suppliers that meet resource, organisational and legal requirements.			
		2.2	Evaluate suppliers against requirements.			
3	Be able to select suppliers and obtain supplies.	3.1	Select supplier(s) that best meet requirements.			
		3.2	Explain how to agree with the contractual terms with selected supplier(s).			
4	Be able to monitor supplier performance.	4.1	Identify how to monitor supplier performance and delivery against agreed contractual terms.			
		4.2	Explain the procedure for dealing with breaches of contract.			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 34:　　　Manage a tendering process

Unit code:　　　　　　　E16

Unit reference number:　H/600/9738

QCF level:　　　　　　　4

Credit value:　　　　　　4

Guided learning hours:　20

Unit summary

This unit will ensure that learners are able 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 way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			
5	Be able to evaluate received tenders.	5.1	Establish criteria with which 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: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 35: Plan and manage a project

Unit code: F1

Unit reference number: J/600/9750

QCF level: 4

Credit value: 8

Guided learning hours: 30

Unit summary

This unit helps 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 way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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 project sponsor(s) and stakeholders.			
3	Be able to identify the budget in order to develop a project plan.	3.1	Identify budget and timescales 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			
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.			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 36: Develop and implement marketing plans

Unit code: F4

Unit reference number: K/600/9790

QCF level: 4

Credit value: 6

Guided learning hours: 25

Unit summary

This unit will ensure that learners can 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 way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify and prioritise marketing objectives for 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 produce a marketing strategy in own area of responsibility.	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 produce and implement a marketing plan for 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.			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Monitor and evaluate the marketing plan in own area of responsibility.	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 37:   Analyse the market in which your organisation operates

Unit code: F9

Unit reference number: M/600/9791

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit will ensure that learners are able to analyse an organisation's market position and trends. Learners can analyse customer needs and communicate to stakeholders.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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	Be able to communicate research findings to inform managerial decisions.	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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 38: Manage the achievement of customer satisfaction

Unit code: F11

Unit reference number: A/600/9793

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps 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 way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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	Describe 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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			
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			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 39: Prepare for and support quality audits

Unit code:	F14
Unit reference number:	Y/600/9798
QCF level:	4
Credit value:	4
Guided learning hours:	20

Unit summary

The unit will ensure that 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 way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

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.	2.1	Select and apply methods for monitoring work.			
3	Be able to prepare for a quality audit in own area of responsibility.	3.1	Prepare and organise records and documentation for the quality auditor.			
		3.2	Review previous quality audits and ensure agreed recommendations have been implemented.			
4	Be able to discuss quality audit findings with the auditor.	4.1	Discuss with the auditor the results of the audit and identify any areas for improvement.			
		4.2	Agree corrective actions to remedy any identified issues, and set a date for their implementation.			
5	Be able to complete agreed actions following a quality audit.	5.1	Take corrective action based on quality audit findings.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 40: Manage customer service in own area of responsibility

Unit code:	F17
Unit reference number:	D/600/9804
QCF level:	3
Credit value:	4
Guided learning hours:	25

Unit summary

This unit will ensure that learners are able to explain customer service standards to support staff and monitor customer service performance in own area of responsibility.

Assessment requirements/evidence requirements

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

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

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to establish and communicate measurable customer service standards for own area of responsibility.	1.1	State organisational, legal and regulatory requirements for customer service standards.			
		1.2	Explain expected standards for customer service performance to employees in own area of responsibility.			
		1.3	Describe measurement criteria to monitor customer service performance.			
2	Be able to support staff in meeting customer service standards.	2.1	Identify staff and other resources to meet customer service standards.			
		2.2	Communicate roles and responsibilities to employees and provide support.			
		2.3	Describe how to resolve customer service queries within own organisation's policy.			
3	Be able to monitor and evaluate customer service performance, systems and processes.	3.1	Monitor customer service performance against established criteria.			
		3.2	Analyse feedback from staff and customers on the quality of customer service.			
		3.3	Evaluate customer feedback and identify areas for improvement.			
		3.4	Recommend changes to customer service processes or standards based on performance evaluation.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Information on the Management Standards NOS can now be obtained from the pan-sector SSC:

The Council for Administration (CfA)
6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 020 7091 9620
Website: www.cfa.uk.com

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory 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 and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for Management and Leadership within the Business sector.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7				BTEC Award/Certificate/ Diploma/Extended Diploma in Strategic Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
6					
5			BTEC HND Diploma in Business (Management)	BTEC Award/Certificate/ Diploma in Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
4			BTEC HNC Diploma in Business		
3	GCE Applied Business GCE Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/ Subsidiary Diploma/ Diploma/Extended Diploma in Business (QCF) (Management)	BTEC Award/Certificate in Management (QCF)	NVQ Certificate in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2	GCSE Business GCSE Applied Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/Extended Certificate and Diploma in Business (QCF)	BTEC Award/Certificate in Team Leading (QCF)	NVQ Certificate in Team Leading (QCF)
1		Principal Learning in Business, Administration and Finance			Level 1 NVQ Award/Certificate in Business and Administration (QCF)
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.

- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.

- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications

- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer

- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details, www.edexcel.com.

Annexe D: Assessment requirements/strategy for Management and Leadership

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

Scottish Vocational Qualifications (SVQs) and National Vocational Qualifications (QCF) and Units

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

1 Achieving External Quality Control of Assessment

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

- Application of **risk management**. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks.

- The existing **Management and Leadership Qualifications Forum** (M&LQF) will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership

- MSC encourages **Standardisation activities**/**exercises** across centres (assessors and internal verifiers) and external verifiers where appropriate.

2 Assessment through Performance in the Workplace

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

3 Assessment by Simulation

Simulation is not allowed.

4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying.

- keep themselves up-to-date with developments in management and leadership practice;

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

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or

- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or

- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications. MSC will work with Awarding Bodies through the Awarding Body forum to ensure that there is effective development and management through the QCF process.

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title'*

Llywodraeth Cynulliad Cymru
Welsh Assembly Government