

# **Pearson Edexcel Level 5 NVQ Diploma in Management (QCF)**

## **Specification**

NVQ/Competence-based qualification

First registration February 2014

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

Pearson: helping people progress, everywhere

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

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

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

Authorised by Martin Stretton

Prepared by Simon Quinn

ISBN 978 1 446 91091 7

All the material in this publication is copyright

© Pearson Education Limited 2014

# Contents

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

Learning outcomes	18
Assessment criteria	18
Unit 1: Develop and Evaluate Operational Plans for own Area of Responsibility	19
Unit 2: Provide Leadership and Direction for own Area of Responsibility	21
Unit 3: Plan Change in own Area of Responsibility	25
Unit 4: Work Productively with Colleagues and Stakeholders	29
Unit 5: Establish Risk Management Processes for an Organisation	33
Unit 6: Promote Equality of Opportunity, Diversity and Inclusion Across an Organisation	37
Unit 7: Examine Staff Turnover Issues in own Area of Responsibility	41
Unit 8: Developing Collaborative Relationships with Other Organisations	43
Unit 9: Promote the Use of Technology within an Organisation	47
Unit 10: Manage Health and Safety Across an Organisation	51
Unit 11: Monitor and Review Business Processes	55
Unit 12: Develop a Customer-Focused Organisation	57
Unit 13: Conduct a Quality Audit	61
Unit 14: Manage Product Development and Marketing	65
Unit 15: Develop, Maintain and Review Personal Networks	69
Unit 16: Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements	71
Unit 17: Manage Risk in own Area of Responsibility	73
Unit 18: Review Risk Management Processes in own Area of Responsibility	75
Unit 19: Implement Change in own Area of Responsibility	77
Unit 20: Develop Working Relationships with Colleagues and Stakeholders	79
Unit 21: Recruit Staff in own Area of Responsibility	81
Unit 22: Plan, Allocate and Monitor Work in own Area of Responsibility	85
Unit 23: Support Learning and Development within own Area of Responsibility	89
Unit 24: Address Performance Problems Affecting Team Members	93
Unit 25: Build, Support and Manage a Team	97
Unit 26: Support Individuals to Develop and Take Responsibility for their Performance	101
Unit 27: Know how to Follow Disciplinary Procedures	105
Unit 28: Managing Grievance Procedures	109
Unit 29: Support the Management of Redundancies in own Area of Responsibility	111
Unit 30: Develop and Implement a Risk Assessment Plan in own Area of Responsibility	113
Unit 31: Manage Physical Resources	117
Unit 32: Manage the Environmental Impact of Work Activities	121

Unit 33: Manage a Tendering Process	125
Unit 34: Plan and Manage a Project	129
Unit 35: Develop and Implement Marketing Plans	133
Unit 36: Analyse the Market in which your Organisation Operates	137
Unit 37: Manage the Achievement of Customer Satisfaction	141
Unit 38: Prepare for and Support Quality Audits	145
Unit 39: Inform Strategic Decision Making	149
Unit 40: Support the Culture of an Organisation	151
Unit 41: Lead Innovation within an Organisation	153
Unit 42: Manage a Budget for own Area or Activity of Work	157
Unit 43: Outsource Organisational Processes	161
Unit 44: Manage a Programme of Complementary Projects	165
<b>12 Further information and useful publications</b>	<b>168</b>
<b>13 Professional development and training</b>	<b>169</b>
<b>14 Contact us</b>	<b>170</b>
<b>Annexe A: Assessment strategy for Management and Leadership</b>	<b>171</b>



# Purpose of this specification

This specification sets out:

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

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

---

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

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

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

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

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

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

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

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

The credit value of a unit is based on:

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



## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 5 NVQ Diploma in Management (QCF)
QCF Qualification Number (QN)	601/2454/4
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	03/01/2014
Operational start date	01/02/2014
Approved age ranges	16-18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	53
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	225-315
Grading information	The qualification and units are graded pass/fail.
Entry requirements	For details of entry requirements see below. This qualification is suitable for job roles in any sector that involve management and leadership responsibilities. At <b>Level 5</b> , the learner can expect to be a middle manager and thus hold a more central management role in an organisation.  Centres must also follow the <i>Pearson Access and Recruitment</i> policy (see <i>Section 9, Access and Recruitment</i> )
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## QCF qualification number and qualification title

---

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

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

## Qualification objectives

---

The Pearson Edexcel Level 5 NVQ Diploma in Management (QCF) is for learners who work in, or want to work in Management and Leadership.

It gives learners the opportunity to:

- demonstrate competence in a central management role in an organisation.
- develop knowledge and skills related to the specified job roles in management and leadership.
- have existing management and leadership skills recognised
- achieve a nationally-recognised Level 5 qualification
- develop their own personal growth and engagement in learning

## Relationship with previous qualifications

---

This qualification is a direct replacement for the Pearson Edexcel Level 5 NVQ Diploma in Management 38 credit qualification.

## Apprenticeships

---

Skills CFA include the Pearson Edexcel Level 5 NVQ Diploma in Management as the competence component for the Higher Apprenticeship in Management.

## **Progression opportunities**

---

Learners who have achieved the Pearson Edexcel Level 5 NVQ Diploma can progress to the Pearson Edexcel 7 NVQ Diploma in Management (QCF) and the Edexcel BTEC Level 7 Award/Certificate/ Diploma/Extended Diploma in Strategic Management and Leadership (QCF).

## **Industry support and recognition**

---

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

## **Relationship with National Occupational Standards**

---

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

### 3 Qualification structure

#### Pearson Edexcel Level 5 NVQ Diploma in Management (QCF)

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

Minimum number of credits that must be achieved	53
Minimum number of credits that must be achieved at level 5 or above	30
Number of mandatory credits that must be achieved	23
Number of optional credits that must be achieved	30

Unit	Unit reference number	Mandatory units – Group A	Level	Credit	Guided learning hours
1	Y/600/9588	Develop and Evaluate Operational Plans for own Area of Responsibility	5	6	25
2	T/600/9601	Provide Leadership and Direction for own Area of Responsibility	4	5	30
3	R/600/9654	Plan Change in own Area of Responsibility	5	6	30
4	M/600/9662	Work Productively with Colleagues and Stakeholders	5	6	30
Unit	Unit reference number	Optional units – Group B	Level	Credit	Guided learning hours
5	A/600/9616	Establish Risk Management Processes for an Organisation	5	6	30
6	T/600/9632	Promote Equality of Opportunity, Diversity and Inclusion Across an Organisation	5	6	30
7	A/600/9664	Examine Staff Turnover Issues in own Area of Responsibility	5	4	25
8	T/600/9694	Developing Collaborative Relationships with Other Organisations	5	7	30
9	J/600/9702	Promote the Use of Technology Within an Organisation	5	6	30
10	H/600/9707	Manage Health and Safety Across an Organisation	5	6	25

Unit	Unit reference number	Optional units – Group B	Level	Credit	Guided learning hours
11	A/600/9759	Monitor and Review Business Processes	5	3	20
12	T/600/9792	Develop a Customer-Focused Organisation	5	5	25
13	J/600/9800	Conduct a Quality Audit	6	6	30
14	R/600/9802	Manage Product Development and Marketing	5	7	30
15	R/600/9587	Develop, Maintain and Review Personal Networks	4	4	25
16	H/600/9609	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements	4	5	25
17	L/600/9619	Manage Risk in own Area of Responsibility	4	4	25
18	L/600/9622	Review Risk Management Processes in own Area of Responsibility	4	3	20
19	M/600/9659	Implement Change in own Area of Responsibility	4	6	25
20	K/600/9661	Develop Working Relationships with Colleagues and Stakeholders	4	4	20
21	T/600/9663	Recruit Staff in own Area of Responsibility	5	4	25
22	H/600/9674	Plan, Allocate and Monitor Work in own Area of Responsibility	4	5	25
23	M/600/9676	Support Learning and Development within own Area of Responsibility	4	5	25
24	F/600/9679	Address Performance Problems Affecting Team Members	4	3	20
25	F/600/9682	Build, Support and Manage a Team	4	4	20
26	D/600/9690	Support Individuals to Develop and Take Responsibility for their Performance	4	4	20
27	H/600/9691	Know how to Follow Disciplinary Procedures	4	4	20
28	K/600/9692	Managing Grievance Procedures	4	3	10

Unit	Unit reference number	Optional units – Group B	Level	Credit	Guided learning hours
29	M/600/9693	Support the Management of Redundancies in own Area of Responsibility	4	3	15
30	L/600/9703	Develop and Implement a Risk Assessment Plan in own Area of Responsibility	4	6	20
31	K/600/9711	Manage Physical Resources	4	3	25
32	M/600/9712	Manage the Environmental Impact of Work Activities	4	5	10
33	H/600/9738	Manage a Tendering Process	4	4	20
34	J/600/9750	Plan and Manage a Project	4	8	30
35	K/600/9790	Develop and Implement Marketing Plans	4	6	25
36	M/600/9791	Analyse the Market in which your Organisation Operates	4	5	25
37	A/600/9793	Manage the Achievement of Customer Satisfaction	4	5	25
38	Y/600/9798	Prepare for and Support Quality Audits	4	4	20
39	D/600/9592	Inform Strategic Decision Making	6	7	40
40	M/600/9614	Support the Culture of an Organisation	6	5	30
41	D/600/9642	Lead Innovation within an Organisation	6	10	40
42	A/600/9695	Manage a Budget for own Area or Activity of Work	5	7	30
43	T/600/9744	Outsource Organisational Processes	6	8	40
44	K/600/9756	Manage a Programme of Complementary Projects	6	8	30

## 4 Assessment

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

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

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

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

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

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

Learners can provide evidence of occupational competence from:

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

## Assessment strategy

---

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

## Types of evidence

---

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

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

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

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

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

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

## Credit transfer

---

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

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



## 5 Centre resource requirements

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

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

## 6 Centre recognition and approval

### Centre recognition

---

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

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

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

---

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

## 7 Quality assurance of centres

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

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

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

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

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

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

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

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

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

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

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

## 9 Access and recruitment

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

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

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

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

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

## 10 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments. Further information regarding Access Arrangements can be found in the *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ)). Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

# 11 Unit format

Each unit has the following sections.

## Unit title

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

## Unit reference number

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

## QCF level

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

## Credit value

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

## Guided learning hours

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

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

## **Learning outcomes**

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

## **Assessment criteria**

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



# **Unit 1: Develop and Evaluate Operational Plans for own Area of Responsibility**

**Unit reference number: Y/600/9588**

**QCF level: 5**

**Credit value: 6**

**Guided learning hours: 25**

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to align objectives of own area of responsibility with those of own organisation	1.1	Identify operational objectives within own area of responsibility.			
		1.2	Analyse objectives of own area of responsibility in relation to those of own organisation.			
2	Be able to implement operational plans in own area of responsibility	2.1	Assess risks associated with operational plans and include contingency arrangements.			
		2.2	Identify support from relevant stakeholders.			
		2.3	Implement operational plan within own area of responsibility.			
3	Be able to monitor and evaluate operational plans in own area of responsibility	3.1	Monitor procedures within the operational plan.			
		3.2	Evaluate operational plans and implement any necessary actions.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 2: Provide Leadership and Direction for own Area of Responsibility**

**Unit reference number: T/600/9601**

**QCF level: 4**

**Credit value: 5**

**Guided learning hours: 30**

---

### **Unit aim**

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

### **Unit assessment requirements/evidence requirements**

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

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

### **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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

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



# Unit 3: Plan Change in own Area of Responsibility

**Unit reference number:** R/600/9654

**QCF level:** 5

**Credit value:** 6

**Guided learning hours:** 30

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to plan change	1.1	Analyse, compare and evaluate tools and techniques for planning change.				
2	Be able to develop plans for change in own area of responsibility	2.1	Identify and explain the change required.				
		2.2	Develop a plan to effect the required change.				
		2.3	Assess development requirements needed to ensure the success of the planned change.				
		2.4	Evaluate the risks and benefits associated with the plan and consider contingency arrangements based on identified risks.				
3	Be able to develop systems for monitoring and assessing progress	3.1	Determine appropriate systems to monitor and assess the progress of change.				
4	Be able to evaluate barriers and determine ways to overcome resistance to planned change	4.1	Evaluate barriers that may hinder the planned change.				
		4.2	Determine ways to overcome resistance to planned change.				
5	Be able to develop a communication strategy to facilitate the process for change	5.1	Evaluate a range of communication methods to support the process of change.				
		5.2	Develop a communication strategy to facilitate the process for change and review with feedback to continue the process for change.				



Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



# Unit 4: Work Productively with Colleagues and Stakeholders

**Unit reference number:** M/600/9662

**QCF level:** 5

**Credit value:** 6

**Guided learning hours:** 30

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to provide colleagues and stakeholders with information	1.1	Identify information to be communicated to selected colleagues and stakeholders.				
		1.2	Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.				
2	Be able to consult with colleagues and stakeholders in relation to decisions or activities	2.1	Communicate with colleagues and stakeholders regarding any decisions or activities.				
3	Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders	3.1	Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled.				
		3.2	Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.				
4	Understand how to manage potential conflicts of interest	4.1	Explain how to identify and manage potential conflicts of interest.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Understand how to be able to monitor working relationships	5.1	Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders.				
		5.2	Explain how to monitor change in the working environment.				
6	Be able to review and improve the effectiveness of working relationships	6.1	Analyse feedback on working relationships from colleagues and stakeholders.				
		6.2	Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness.				
		6.3	Identify and implement improvements to working relationships.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# **Unit 5: Establish Risk Management Processes for an Organisation**

**Unit reference number:** A/600/9616

**QCF level:** 5

**Credit value:** 6

**Guided learning hours:** 30

---

## **Unit aim**

This unit will ensure that learners can establish and communicate a risk management process within an organisation.

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand risk management within own area of responsibility	1.1	Explain the types of risk that can impact on an organisation.			
		1.2	Review the knowledge and awareness of risks within an organisation.			
2	Be able to establish a risk management process for an organisation	2.1	Identify the risks that impact on an organisation.			
		2.2	Identify criteria to enable evaluation of the impact of identified risks.			
		2.3	Establish processes to manage risk within an organisation.			
3	Be able to allocate resources to enable risk management activities to take place	3.1	Plan resources across an organisation for risk management activity.			
4	Be able to communicate risk management processes across an organisation	4.1	Communicate risk management processes and policy across an organisation.			



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



# Unit 6: Promote Equality of Opportunity, Diversity and Inclusion Across an Organisation

**Unit reference number:** T/600/9632

**QCF level:** 5

**Credit value:** 6

**Guided learning hours:** 30

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to understand the benefits of an inclusive and diverse workforce	1.1	Examine the benefits of an inclusive and diverse workforce.			
2	Be able to understand organisation's responsibilities under equality legislation and relevant codes of practice	2.1	Explain how legislation, equality, diversity, inclusion and relevant codes of practice apply to own organisation.			
3	Be able to benchmark equality, diversity and inclusion	3.1	Explain how to benchmark to equality, diversity and inclusion in own organisation.			
4	Be able to communicate equality, diversity and inclusion policy and procedures	4.1	Communicate written equality, diversity and inclusion policy and procedures all relevant stakeholders.			
5	Be able to review effectiveness of equality, diversity and inclusion issues	5.1	Analyse effectiveness of policy and procedures for equality, diversity and inclusion issues.			
		5.2	Implement any change to the policy and procedures.			

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



# **Unit 7: Examine Staff Turnover Issues in own Area of Responsibility**

**Unit reference number:** A/600/9664

**QCF level:** 5

**Credit value:** 4

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to examine the reasons for, and impact of, staff turnover whilst maintaining confidentiality in own area of responsibility	1.1	Identify information about staff turnover.				
		1.2	Examine the reasons for staff turnover in own area of responsibility.				
		1.3	Analyse the impact of staff turnover on business objectives in own area of responsibility maintaining confidentiality.				
2	Be able to compare staff turnover rates across organisations	2.1	Examine staff turnover rate with similar organisations.				
		2.2	Assess staff turnover in own organisation against other organisations.				
3	Understand how to turn unexpected staffing turnover into opportunities rather than threats.	3.1	Analyse unexpected staffing turnover and use research tools or techniques as appropriate.				

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



# Unit 8: **Developing Collaborative Relationships with Other Organisations**

**Unit reference number:** T/600/9694

**QCF level:** 5

**Credit value:** 7

**Guided learning hours:** 30

---

## **Unit aim**

This unit will ensure that learners are able to identify, set up, maintain, review and evaluate collaborative relationships between their own and other organisations.

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify potential collaborative opportunities with other organisations	1.1	Identify organisations that share common or complementary objectives to own organisation.				
		1.2	Evaluate the feasibility of collaboration with identified organisations.				
		1.3	Evaluate the potential benefits of collaboration.				
		1.4	Develop a business case for collaboration with identified organisations.				
2	Be able to agree the strategic aims and objectives of collaboration	2.1	Agree the strategic aims and objectives of collaboration internally and with other organisations.				
		2.2	Agree the benefits each organisation expects to receive from collaboration.				
3	Be able to agree methods and expected outcomes of collaboration	3.1	Agree the actions each organisation will take and when.				
		3.2	Agree the expected outcomes of collaboration.				
		3.3	Agree arrangements for communication.				
		3.4	Agree process of collaboration review.				
4	Be able to instigate and sustain a collaborative relationship with another organisation	4.1	Implement agreed actions at agreed times.				
		4.2	Maintain communication and provide support to other organisations.				

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

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*



# **Unit 9: Promote the Use of Technology within an Organisation**

**Unit reference number: J/600/9702**

**QCF level: 5**

**Credit value: 6**

**Guided learning hours: 30**

---

## **Unit aim**

This unit will ensure that learners are able to develop, implement, monitor and review a technology strategy for an organisation.

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to develop a strategy to promote the use of technology, in line with organisational values and customer needs	1.1	Examine current use of technology in meeting customer needs within an organisation.				
		1.2	Identify good practice in the use of technology through benchmarking activities.				
		1.3	Assess opportunities to increase productivity through the use of technology.				
		1.4	Develop a technology strategy to increase productivity through the promotion of technology in line with organisational values and customer needs.				
		1.5	Develop criteria to evaluate the success of the technology strategy.				
2	Be able to implement a strategy for promoting technology across an organisation	2.1	Communicate a technological strategy across an organisation.				
		2.2	Ensure resources and support are provided across an organisation to implement the strategy.				
3	Be able to monitor and review the impact of an organisation's technology strategy, in line with best practice	3.1	Monitor the implementation of a technology strategy across an organisation.				
		3.2	Evaluate the success of a technology strategy against success criteria.				

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_





# **Unit 10: Manage Health and Safety Across an Organisation**

**Unit reference number:** H/600/9707

**QCF level:** 5

**Credit value:** 6

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand an organisation's responsibilities and liabilities in relation to health and safety	1.1	Evaluate an organisation's responsibilities and liabilities under health and safety legislation.			
		1.2	Consult with specialist advisor(s) on health and safety responsibilities and requirements.			
2	Be able to promote health and safety across an organisation	2.1	Communicate an organisation's written health and safety policy across an organisation.			
		2.2	Allocate sufficient resources to deal with health and safety issues across an organisation.			
3	Be able to ensure that health and safety requirements are met across an organisation	3.1	Allocate responsibility for health and safety to representatives across an organisation.			
		3.2	Establish procedures to gather data and information on health and safety performance across an organisation.			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to monitor, review and report on health and safety policy and practices	4.1	Analyse health and safety data and information.				
		4.2	Review health and safety policy and make revisions as required.				
		4.3	Identify and evaluate non-compliance with health and safety policy and practices.				
		4.4	Consult with specialists on proposed actions.				
		4.5	Collate data and information and report on own organisation's health and safety performance.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*



# Unit 11: Monitor and Review Business Processes

**Unit reference number:** A/600/9759

**QCF level:** 5

**Credit value:** 3

**Guided learning hours:** 20

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed

## Learning outcomes and assessment criteria

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

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

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

# Unit 12: **Develop a Customer-Focused Organisation**

**Unit reference number:** T/600/9792

**QCF level:** 5

**Credit value:** 5

**Guided learning hours:** 25

---

## **Unit aim**

This unit will ensure that learners are able to develop and maintain a vision for customer service.

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to develop and communicate a vision for customer-based values in own organisation	1.1	Examine own organisation's vision in meeting customer needs.				
		1.2	Analyse how employees communicate with customers in own organisation.				
		1.3	Identify areas for improvement using tools and techniques.				
		1.4	Produce a mission statement that sets out customer-based values and beliefs.				
		1.5	Communicate shared vision on customer focus in own organisation.				
2	Be able to develop success criteria and maintain a customer focus across an organisation	2.1	Develop a set of new or revised customer service standards.				
		2.2	Determine success criteria in meeting revised customer service standards.				
		2.3	Develop schemes across own organisation that promote a commitment to customer service.				
3	Be able to monitor customer focus and identify areas for improvement across own organisation	3.1	Evaluate revised standards against success criteria.				
		3.2	Analyse customer service levels using benchmarking tools and techniques.				
		3.3	Make recommendations for improving customer focus in own organisation.				



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



# Unit 13: Conduct a Quality Audit

**Unit reference number:** J/600/9800

**QCF level:** 6

**Credit value:** 6

**Guided learning hours:** 30

---

## Unit aim

This unit will ensure that learners understand the principles and process of quality auditing. Learners will be able to report on, evaluate and monitor a quality audit.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand quality management	1.1	Define the principles, tools and techniques used when undertaking quality audits.				
		1.2	Evaluate the most appropriate method for carrying out a quality audit.				
		1.3	Describe the personal characteristics needed to achieve the objectives of the audit.				
2	Be able to prepare to carry out a quality audit	2.1	Provide the required period of notice to the auditee, prior to carrying out a quality audit.				
		2.2	Establish the scope and objectives of the audit, and any previous audit history.				
		2.3	Prepare a contingency plan for the quality audit process.				
		2.4	Communicate the audit processes to the auditee, including their role and responsibilities.				
3	Be able to carry out a quality audit	3.1	Identify the audit procedures and highlight the quality processes.				
		3.2	Prepare a report on the findings of the quality audit.				
4	Be able to communicate results of a quality audit	4.1	Communicate the results of the audit to stakeholders.				
		4.2	Agree corrective action.				
		4.3	Identify any immediate risk to stakeholders and consult with specialists if necessary.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to monitor corrective action and maintain records	5.1	Monitor the implementation of the corrective action agreed.			
		5.2	Maintain records of the quality audit trail.			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_



# Unit 14: Manage Product Development and Marketing

**Unit reference number:** R/600/9802

**QCF level:** 5

**Credit value:** 7

**Guided learning hours:** 30

---

## Unit aim

This unit will ensure that learners are able to determine customer requirements by developing and evaluating products and/or services.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to assess whether products or services meet the needs of existing and potential customers in own organisation	1.1	Identify the products and/or services required by customers.				
		1.2	Analyse customer needs by using research tools and techniques.				
		1.3	Evaluate customer satisfaction levels.				
		1.4	Examine how the competitive environment impacts on organisation.				
2	Be able to identify and implement potential opportunities to meet customer requirements in own organisation	2.1	Review products and/or services that can benefit from amendments or additions.				
		2.2	Conduct a feasibility study.				
		2.3	Develop a plan to implement identified amendments or additions.				
3	Be able to coordinate the marketing and development of own products or services	3.1	Prepare a plan based on prioritising goods or services that offer the best return on investment.				
		3.2	Coordinate the development of high-priority goods in line with marketing objectives.				



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

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# **Unit 15: Develop, Maintain and Review Personal Networks**

**Unit reference number:** R/600/9587

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the benefits of networking and the need for data privacy	1.1	Evaluate the benefits of networking with individuals and organisations.				
		1.2	Identify individuals and organisations that would provide benefits to own organisation and networks.				
		1.3	Explain the need for confidentiality with networking contacts.				
2	Be able to develop a personal network of contacts	2.1	Develop 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 16: Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

**Unit reference number:** H/600/9609

**QCF level:** 4

**Credit value:** 5

**Guided learning hours:** 25

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1	Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.			
		2	Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility			
2		2.1	Identify areas of non-compliance with legal, regulatory, ethical and social procedures.			
		2.2	Examine reasons for non-compliance with procedures.			
		2.3	Make recommendations for corrections to ensure compliance with procedures.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 17: **Manage Risk in own Area of Responsibility**

**Unit reference number:** L/600/9619

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to undertake a risk evaluation for current and planned activities within own area of responsibility	1.1	Identify potential risks in current and planned activities within own area of responsibility.				
		1.2	Assess the nature of identified risks and potential consequences.				
		1.3	Evaluate the probability of identified risks occurring.				
2	Be able to minimise the impact and likelihood of potential risks occurring in own area of responsibility	2.1	Identify ways and means of minimising the impact and likelihood of potential risks.				
		2.2	Allocate responsibility for risk management to relevant individuals within own area of responsibility.				
3	Be able to communicate identified risks	3.1	Provide information on identified risks to relevant stakeholders.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# **Unit 18:** **Review Risk Management Processes in own Area of Responsibility**

**Unit reference number:** L/600/9622

**QCF level:** 4

**Credit value:** 3

**Guided learning hours:** 20

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor and evaluate risk management processes within own area of responsibility	1.1	Identify information from own area of responsibility to review the risk management process.			
		1.2	Assess the effectiveness of the risk management process.			
2	Be able to improve the risk management process	2.1	Implement changes to the risk management process where potential improvements have been identified.			

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

# Unit 19: Implement Change in own Area of Responsibility

**Unit reference number:** M/600/9659

**QCF level:** 4

**Credit value:** 6

**Guided learning hours:** 25

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to implement change in own area of responsibility	1.1	Explain the main models and methods for managing change.				
		2	Communicate the benefits of and reasons for change and how they relate to business objectives.				
2	Be able to involve and support others through the change process	2.1	Implement and agree a plan to support change.				
		2.2	Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change.				
3	Be able to implement and monitor a plan for change in own area of responsibility	3.1	Assess opportunities and barriers to change.				
		3.2	Review action plans and activities according to identified opportunities and barriers to change.				
		3.3					

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 20: **Develop Working Relationships with Colleagues and Stakeholders**

**Unit reference number:** K/600/9661

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 20

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 21: **Recruit Staff in own Area of Responsibility**

**Unit reference number:** T/600/9663

**QCF level:** 5

**Credit value:** 4

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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



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

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 22: Plan, Allocate and Monitor Work in own Area of Responsibility

**Unit reference number:** H/600/9674

**QCF level:** 4

**Credit value:** 5

**Guided learning hours:** 25

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken.				
		1.2	Identify the skills base and the resources available.				
		1.3	Examine priorities and success criteria needed for the team.				
		1.4	Produce a work plan for own area of responsibility.				
2	Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities.				
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.				
3	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work.				
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members.				
4	Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed.				
		4.2	Communicate changes to team members.				

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



# Unit 23: Support Learning and Development within own Area of Responsibility

**Unit reference number:** M/600/9676

**QCF level:** 4

**Credit value:** 5

**Guided learning hours:** 25

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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



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

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 24: Address Performance Problems Affecting Team Members

**Unit reference number:** F/600/9679

**QCF level:** 4

**Credit value:** 3

**Guided learning hours:** 20

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance	1.1	Identify legal requirements, industry regulations, organisational policies and professional codes concerning performance.			
		1.2	Explain limits of own authority relating to performance problems.			
2	Be able to identify performance problems of team members	2.1	Assess team 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.			
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: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



# Unit 25: Build, Support and Manage a Team

**Unit reference number:** F/600/9682

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 20

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the purpose and required attributes of a team and select those that match the team's requirements	1.1	Explain the role of a team in the achievement of a specific project or activity.				
		1.2	Identify the attributes needed within the team to achieve its objectives.				
		1.3	Analyse the skills and knowledge of potential and current team members against the identified needs.				
		1.4	Identify individuals whose attributes most closely match the identified requirements.				
2	Be able to induct team members and communicate their roles and responsibilities	2.1	Communicate project aims and objectives to team members.				
		2.2	Explain how to introduce team members to each other and discuss each member's role and responsibilities.				
3	Understand how to support team development	3.1	Identify the stages of team development.				
		3.2	Explain how to resolve conflict between team members.				
		3.3	Describe methods of encouraging team members to share knowledge and skills to achieve project objectives.				
		3.4	Explain how to encourage open communication, trust and respect between team members.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to manage team performance and understand how to disband a team	4.1	Monitor and review the performance of a team against its purpose.				
		4.2	Communicate project developments to team members and support any change in roles or responsibilities.				
		4.3	Communicate team and individual successes to all 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: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



# Unit 26: Support Individuals to Develop and Take Responsibility for their Performance

**Unit reference number:** D/600/9690

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 20

---

## Unit aim

This unit will 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.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to agree their performance development needs with an individual	1.1	Explain the standards of performance required for current or future role with an individual.			
		1.2	Identify and agree the performance development needs for the individual.			
2	Be able to understand how to help an individual create a development plan	2.1	Identify options available to support an individual in meeting desired standards of performance.			
		2.2	Explain specific actions needed to achieve objectives.			
		2.3	Explain the process for an individual to create a development plan.			
3	Be able to support an individual in implementing their development plan	3.1	Describe the opportunities provided for an individual to improve performance.			
		3.2	Explain the outcome to an individual for improved performance.			
4	Be able to evaluate an individual's progress against a development plan and provide feedback for continual performance improvement	4.1	Monitor and evaluate an individual's progress against their development plan.			
		4.2	Implement feedback to make development plan revisions.			
		4.3	Explain how to encourage individuals to take responsibility for continuing their performance development.			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



# Unit 27: Know how to Follow Disciplinary Procedures

**Unit reference number:** H/600/9691

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 20

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to understand performance expectations of an organisation	1.1	Explain an organisation's required standards of conduct and performance.			
		1.2	Explain an organisation's formal disciplinary procedure.			
2	Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance	2.1	Explain how to identify when an individual's performance falls below organisational standards.			
		2.2	Identify communication methods used to gather information on potential cases of misconduct or unsatisfactory performance.			
3	Be able to know how to informally 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: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 28: Managing Grievance Procedures

**Unit reference number:** K/600/9692

**QCF level:** 4

**Credit value:** 3

**Guided learning hours:** 10

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to prevent potential grievances	1.1	Identify situations that are likely to lead to grievances in an organisation.				
		1.2	Explain how to prevent potential grievances.				
2	Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally	2.1	Explain an organisation's grievance policy and procedure.				
		2.2	Identify the circumstances where a concern may be dealt with informally.				
3	Understand how to follow grievance procedures	2.3	Explain the methods used to deal informally with concerns.				
		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 29: Support the Management of Redundancies in own Area of Responsibility**

**Unit reference number: M/600/9693**

**QCF level: 4**

**Credit value: 3**

**Guided learning hours: 15**

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to follow redundancy policy within own area of responsibility	1.1	Explain own organisation's redundancy policy, processes and any appeals procedures.			
		1.2	Identify how to access support from colleagues or specialists when following redundancy processes.			
2	Communicate information on redundancies to those affected	2.1	Explain how continuous communication with those affected by the redundancy policy.			
		2.2	Explain the form of communication required to inform individuals selected for redundancy.			
		2.3	Assess how to maintain the morale of remaining individuals.			
3	Understand how to support those affected by redundancies	3.1	Identify where support from colleagues or specialists may be accessed by those affected by redundancies.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 30: **Develop and Implement a Risk Assessment Plan in own Area of Responsibility**

**Unit reference number:** L/600/9703

**QCF level:** 4

**Credit value:** 6

**Guided learning hours:** 20

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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



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

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 31: Manage Physical Resources

**Unit reference number:** K/600/9711

**QCF level:** 4

**Credit value:** 3

**Guided learning hours:** 25

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



# **Unit 32: Manage the Environmental Impact of Work Activities**

**Unit reference number: M/600/9712**

**QCF level: 4**

**Credit value: 5**

**Guided learning hours: 10**

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

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



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

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 33: Manage a Tendering Process

**Unit reference number:** H/600/9738

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 20

---

## Unit aim

This unit will 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.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand tendering processes	1.1	Explain the legal requirements of a tendering process.				
		1.2	Explain organisational tendering policies and processes.				
		1.3	Explain how to seek specialist support for the tendering process.				
2	Be able to draw up a specification for required products or services	2.1	Consult with colleagues to identify and agree requirements for products or services.				
		2.2	Draw up a specification that describes the products or services required.				
3	Be able to write an invitation to tender document and communicate it to prospective suppliers	3.1	Write an invitation to tender outlining required specifications and organisational tendering processes.				
		3.2	Communicate the invitation to tender to prospective suppliers.				
4	Understand how to respond fairly to pre-tender queries	4.1	Explain how to respond to pre-tender queries in ways that ensure all prospective suppliers have the same information.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to evaluate received tenders	5.1	Establish criteria 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: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 34: Plan and Manage a Project

**Unit reference number:** J/600/9750

**QCF level:** 4

**Credit value:** 8

**Guided learning hours:** 30

---

## Unit aim

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.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the principles, processes, tools and techniques of project management	1.1	Describe the roles and responsibilities of a project manager.				
		1.2	Explain how to apply principles, processes, tools and techniques of project management.				
2	Be able to agree the scope and objectives of a project	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) objectives and scope of the project with 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.				
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.				



Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5 Be able to manage a project to its conclusion	4.4	Implement a project plan using project management tools and techniques.			
	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 35: **Develop and Implement Marketing Plans**

**Unit reference number:** K/600/9790

**QCF level:** 4

**Credit value:** 6

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify 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.				
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: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



# **Unit 36: Analyse the Market in which your Organisation Operates**

**Unit reference number:** M/600/9791

**QCF level:** 4

**Credit value:** 5

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to analyse customers' needs	1.1	Assess the economic environment in which your organisation operates.				
		1.2	Evaluate your customers' needs and relate to own organisation.				
		1.3	Analyse customer perception of own products/services in comparison to competitors.				
2	Be able to analyse the market using research tools and techniques	2.1	Identify and utilise market research specialists if necessary.				
		2.2	Analyse current and future macro- and micro-economic trends in own sector.				
		2.3	Use recognised research tools to assess market trends and opportunities for growth.				
3	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: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



# Unit 37: **Manage the Achievement of Customer Satisfaction**

**Unit reference number:** A/600/9793

**QCF level:** 4

**Credit value:** 5

**Guided learning hours:** 25

---

## **Unit aim**

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

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to understand customer service standards required in own organisation	1.1	Explain customer service standards within own organisation.				
		1.2	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.				
3	Be able to manage and support colleagues in delivering customer service standards	3.1	Communicate customer service roles and responsibilities with employees in own organisation.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to manage and develop culture in own organisation to support customer service standards	4.1	Evaluate the culture in own organisation.				
		4.2	Identify techniques for improving motivation among 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: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 38: Prepare for and Support Quality Audits

**Unit reference number:** Y/600/9798

**QCF level:** 4

**Credit value:** 4

**Guided learning hours:** 20

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the quality standards and procedures that apply to own area of responsibility	1.1	Describe the quality standards and procedures that apply to own area of responsibility.			
		2.1	Select and apply methods for monitoring work.			
2	Be able to monitor work in own area of responsibility against quality standards and procedures	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.			
3	Be able to prepare for a quality audit in own area of responsibility	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.			
4	Be able to discuss quality audit findings with the auditor	5.1	Take corrective action based on quality audit findings.			
		5.1	Take corrective action based on quality audit findings.			



Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_



# Unit 39: Inform Strategic Decision Making

**Unit reference number:** D/600/9592

**QCF level:** 6

**Credit value:** 7

**Guided learning hours:** 40

---

## Unit aim

This unit helps learners to identify and evaluate information about an organisations environment and inform strategic decision-making.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand an organisation's environment to inform strategic decision-making	1.1	Identify information about an organisation's environment.			
		1.2	Analyse organisation to inform the strategic decision making process.			
2	Be able to evaluate the current strategic direction of an organisation	2.1	Assess feedback from key stakeholders on the current strategic direction of an organisation.			
3	Be able to use information to inform strategic decision making	3.1	Implement recommendations to inform strategic decision making.			
		3.2	Communicate recommendations to all key stakeholders regarding the strategic decision-making process.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 40: Support the Culture of an Organisation

**Unit reference number:** M/600/9614

**QCF level:** 6

**Credit value:** 5

**Guided learning hours:** 30

---

## Unit aim

This unit helps learners to understand organisational culture to ensure the achievement of business objectives.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the concept of organisational culture	1.1	Explain different definitions of organisational culture.			
		1.2	Evaluate internal and external factors that can influence organisational cultures.			
2	Be able to agree values and objectives in support of an organisation's culture	2.1	Analyse the culture and objectives of an organisation.			
		2.2	Communicate agreed values and objectives across an organisation.			
		2.3	Reflect on personal behaviours and actions that reinforce agreed values.			
3	Be able to monitor objectives and their effectiveness	3.1	Monitor the values and objective effectiveness against the business objectives and implement any necessary change.			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 41: Lead Innovation within an Organisation**

**Unit reference number: D/600/9642**

**QCF level: 6**

**Credit value: 10**

**Guided learning hours: 40**

---

## **Unit aim**

This unit helps learners to lead, develop and promote innovation within an organisation.

## **Unit assessment requirements/evidence requirements**

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

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

## **Assessment methodology**

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to analyse an organisation's current approach to innovation practice	1.1	Analyse and review the approaches to innovation employed by an organisation.				
		1.2	Evaluate organisational approaches to innovation.				
2	Be able to design an innovation process for an organisation and demonstrate its implications for long-term success	2.1	Identify and pursue opportunities for the own organisation.				
		2.2	Design an innovation process which fits with own organisation.				
		2.3	Communicate the implications of the innovation process for long-term success for own organisation.				
3	Be able to support others in implementing innovative ideas	3.1	Support others in ensuring that innovative ideas are fed into the operational process.				
		3.2	Assess resourcing agreed ideas.				
		3.3	Support others in implementing agreed ideas.				
4	Be able to review and improve the performance of the innovation process	4.1	Evaluate feedback from all stakeholders to improve the innovation process.				
5	Be able to provide recognition for the innovative success	5.1	Explain how to recognise achievements that are successfully implemented.				



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



# Unit 42: Manage a Budget for own Area or Activity of Work

**Unit reference number:** A/600/9695

**QCF level:** 5

**Credit value:** 7

**Guided learning hours:** 30

---

## Unit aim

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

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to prepare a budget for own area of responsibility	1.1	Evaluate information on resource requirements for own area of activity or work.				
		1.2	Produce a draft budget.				
		1.3	Communicate the final budget with relevant stakeholders.				
2	Be able to manage a budget	2.1	Analyse variances between planned and actual expenditure.				
		2.2	Provide information on performance to relevant stakeholders.				
		2.3	Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.				
		2.4	Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.				
3	Be able to review budget management performance	3.1	Review performance against budget.				
		3.2	Assess improvements for future budget planning and management.				
		3.3	Monitor budget performance and implement changes within the limits of own authority or obtain agreement.				

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



# Unit 43: Outsource Organisational Processes

<b>Unit reference number:</b>	<b>T/600/9744</b>
<b>QCF level:</b>	<b>6</b>
<b>Credit value:</b>	<b>8</b>
<b>Guided learning hours:</b>	<b>40</b>

---

## Unit aim

This unit will ensure that learners are able to: identify potential processes that can be outsourced, assess the impact of doing so, and identify vendors to outsource processes to, and undertake and monitor the outsourcing.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify non-core processes within an organisation	1.1	Analyse an organisation's activities and identify processes that can be outsourced.				
		2	Be able to evaluate the implications of outsourcing non-core processes	2.1	Evaluate and assess risks for outsourcing identified non-core processes.		
3	Be able to select a vendor to outsource non-core processes to	2.2	Develop a business case for outsourcing non-core processes.				
		3.1	Draw up specifications and communicate to potential vendors.				
		3.2	Establish criteria for evaluating potential vendors.				
		3.3	Appraise potential vendors against criteria.				
4	Be able to outsource non-core processes	3.4	Select the vendor that best meets the criteria.				
		4.1	Develop a contract that meets legal and commercial requirements with the selected vendor.				
		4.2	Negotiate contract clauses to meet the interests of the organisation.				
		4.3	Produce plans to transfer agreed processes to the contracted vendor.				
		4.4	Communicate the outsourcing plans to stakeholders.				
		4.5	Transfer the agreed processes to contracted vendor.				



Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
5	Be able to monitor and review the outsourcing of non-core processes	5.1	Monitor and review the vendor's performance at agreed times, in line with agreed contract.				
		5.2	Agree changes to improve performance, in line with contractual agreements.				
		5.3	Produce a report on the effectiveness of outsourcing non-core processes.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



# Unit 44: Manage a Programme of Complementary Projects

**Unit reference number:** K/600/9756

**QCF level:** 6

**Credit value:** 8

**Guided learning hours:** 30

---

## Unit aim

This unit helps learners to understand the principles of programme management and how to implement these principles in terms of communication, monitoring and evaluating a programme of complementary projects.

## Unit assessment requirements/evidence requirements

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

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

## Assessment methodology

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

Simulation is not allowed.

## Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand principles, tools and techniques of programme management	1.1	Explain the roles and responsibilities of a programme manager.				
		1.2	Explain how to apply principles, processes, to programme management.				
2	Be able to develop a programme plan	2.1	Consult with stakeholders and programme sponsor(s) to develop and agree a plan.				
		2.2	Identify potential risks and contingencies.				
		2.3	Establish criteria for evaluating the programme on completion.				
3	Be able to communicate programme aims and plans to project managers	3.1	Communicate how a programme links to an organisation's strategic targets.				
		3.2	Communicate how individual projects link to the programme and each other.				
		3.3	Communicate plans, roles and responsibilities to programme team members.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to monitor project and programme progress	4.1	Collect and analyse feedback on individual projects' progress.				
		4.2	Review progress against the plan and wider developments affecting the programme.				
		4.3	Communicate progress to the programme sponsor(s) and key stakeholders.				
		4.4	Confirm completion of programme with programme sponsor(s) and stakeholders.				
5	Be able to evaluate a programme	5.1	Evaluate the programme using agreed criteria.				
		5.2	Identify lessons learned for future programmes.				
		5.3	Acknowledge the contributions of programme team members.				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## 12 Further information and useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

## 13 Professional development and training

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

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

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

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

### Support services

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

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

### Online forum

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

## 14 Contact us

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

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

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

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

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

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

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



# Annexe A: Assessment strategy for 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 i.e. observable performance, physical products of work (such as reports, plans, correspondence etc.), witness testimony, discussion and questioning etc.

#### 3 Assessment by Simulation

Simulation is not allowed.

#### 4 Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying.
- keep themselves up-to-date with developments in management and leadership practice;
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

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

**February 2014**

**For more information on Edexcel and BTEC qualifications please visit our websites: [www.edexcel.com](http://www.edexcel.com) and [www.btec.co.uk](http://www.btec.co.uk)**

**Edexcel is a registered trademark of Pearson Education Limited**

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