

Pearson Edexcel Level 3 NVQ Diploma in Management (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification 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 3 NVQ Diploma in Management (QCF)
QCF Qualification Number (QN)	600/9671/8
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	11/06/2013
Operational start date	01/08/2014
Approved age ranges	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	37
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	155- 240
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>)
Funding	For details on funding availability, please check the Learning Aim Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

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

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

Qualification objectives

The Pearson Edexcel Level 3 NVQ Diploma in Management (QCF) is for learners who work in, or want to work in a managerial role within any sector.

It gives learners the opportunity to:

- demonstrate competence in managing team performance and providing direction
- develop knowledge and skills to undertake wider managerial responsibilities including: recruitment and selection; budgetary management; learning and development
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop personal growth and engagement in learning

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 NVQ Diploma in Management (QCF).

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 3 NVQ Diploma in Management (QCF) can progress to a level 4 in a related area of study, such as the Edexcel Level 4 NVQ Diploma in Management (QCF).

Industry support and recognition

This qualification is supported by Skills CFA, the Sector Skills Council for business skills.

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 3 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	37
Minimum number of credits that must be achieved at level 3 or above	25
Number of mandatory credits that must be achieved	14
Number of optional credits that must be achieved	23

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/600/9586	Manage own professional development within an organisation	3	4	20
2	M/600/9600	Set objectives and provide support for team members	3	5	35
3	Y/600/9669	Plan, allocate and monitor work of a team	3	5	25
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
4	R/600/9587	Develop, maintain and review personal networks	4	4	25
5	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30
6	A/600/9793	Manage the achievement of customer satisfaction	4	5	25
7	D/600/9690	Support individuals to develop and take responsibility for their performance	4	4	20
8	D/600/9804	Manage customer service in own area of responsibility	3	4	25
9	F/600/9469	Manage personal development	2	4	20
10	F/600/9679	Address performance problems affecting team members	4	3	20

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
11	F/600/9682	Build, support and manage a team	4	4	20
12	F/600/9715	Make effective decisions	3	3	10
13	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5	25
14	H/600/9660	Develop working relationships with colleagues	2	3	15
15	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25
16	H/600/9688	Participate in meetings	2	2	10
17	H/600/9691	Know how to follow disciplinary procedures	4	4	20
18	H/600/9724	Communicate information and knowledge	2	3	10
19	H/600/9738	Manage a tendering process	4	4	20
20	J/600/9750	Plan and manage a project	4	8	30
21	K/600/9661	Develop working relationships with colleagues and stakeholders	4	4	20
22	K/600/9692	Managing grievance procedures	4	3	10
23	K/600/9711	Manage physical resources	4	3	25
24	K/600/9790	Develop and implement marketing plans	4	6	25
25	L/600/9619	Manage risk in own area of responsibility	4	4	25
26	L/600/9622	Review risk management processes in own area of responsibility	4	3	20
27	L/600/9636	Support team members in identifying, developing and implementing new ideas	3	4	20
28	L/600/9734	Procure supplies	3	2	20
29	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4	20
30	M/600/9659	Implement change in own area of responsibility	4	6	25

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
31	M/600/9676	Support learning and development within own area of responsibility	4	5	25
32	M/600/9693	Support the management of redundancies in own area of responsibility	4	3	15
33	M/600/9712	Manage the environmental impact of work activities	4	5	10
34	M/600/9791	Analyse the market in which your organisation operates	4	5	25
35	R/600/9685	Manage conflict in a team	3	3	20
36	T/600/9663	Recruit staff in own area of responsibility	5	4	25
37	T/600/9730	Manage knowledge in own area of responsibility	3	4	15
38	Y/600/9686	Lead and manage meetings	3	4	20
39	Y/600/9798	Prepare for and support quality audits	4	4	20
40	L/600/9703	Develop and implement a risk assessment plan in own area of responsibility	4	6	20

Centres should be aware that within the Pearson Edexcel Level 3 NVQ Diploma in Management qualification in this specification, learners will be required to meet the demands of units at level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level units during delivery and assessment of the qualification.

4 Assessment

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

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

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

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

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

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

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills council's assessment 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 requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by Skills CFA in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

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

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S) (please see guidance in the assessment strategy)
- 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 requirements/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 requirements/strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

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

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

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

Approvals agreement

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

7 Quality assurance of centres

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

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

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

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

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

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

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

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

8 Programme delivery

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

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

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

9 Access and recruitment

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

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

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

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

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

10 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

Further information regarding *Access Arrangements* can be found in the *Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

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

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

QCF level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Unit assessment requirements/evidence requirements

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

Learning outcomes

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

Assessment criteria

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

Unit 1: Manage Own Professional Development within an Organisation

Unit reference number: L/600/9586

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to assess own career goals and personal development.	1.1	Identify own career and personal goals.			
		1.2	Assess how own career goals affect work role and professional development.			
2	Be able to set personal work objectives.	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.			
3	Be able to produce a personal development plan.	3.1	Identify gaps between objectives set, own current knowledge and skills.			
		3.2	Produce a development plan.			
4	Be able to implement and monitor own personal development plan.	4.1	Plan activities identified in own development plan.			
		4.2	Explain how to monitor and review own personal development plan.			

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

Unit 2: Set Objectives and Provide Support for Team Members

Unit reference number: M/600/9600

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 communicate a team's purpose and objectives to the team members.	1.1	Describe the purpose of a team.				
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).				
		1.3	Communicate the team's purpose and objectives to its members.				
2	Be able to develop a plan with team members showing how team objectives will be met.	2.1	Discuss with team members how team objectives will be met.				
		2.2	Ensure team members participate in the planning process and think creatively.				
		2.3	Develop plans to meet team objectives.				
		2.4	Set SMART personal work objectives with team members.				
3	Be able to support team members identifying opportunities and providing support.	3.1	Identify opportunities and difficulties faced by team members.				
		3.2	Discuss identified opportunities and difficulties with team members.				
		3.3	Provide advice and support to team members to overcome identified difficulties and challenges.				
		3.4	Provide advice and support to team members to make the most of identified opportunities.				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1	Monitor and evaluate individual and team activities and progress.			
		4.2	Provide recognition when individual and team objectives have been achieved.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 3: Plan, Allocate and Monitor Work of a Team

Unit reference number: Y/600/9669

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 plan work for a team.	1.1	Agree team objectives with own manager.				
		1.2	Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.				
2	Be able to allocate work across a team.	2.1	Discuss team plans with a team.				
		2.2	Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.				
		2.3	Agree standard of work required by team.				
3	Be able to manage team members to achieve team objectives.	3.1	Support all team members in order to achieve team objectives.				
4	Be able to monitor and evaluate the performance of team members.	4.1	Assess team members' work against agreed standards and objectives.				
		4.2	Identify and monitor conflict within a team.				
		4.3	Identify causes for team members not meeting team objectives.				
5	Be able to improve the performance of a team.	5.1	Identify ways of improving team performance.				
		5.2	Provide constructive feedback to team members to improve their performance.				
		5.3	Implement identified ways of improving team performance.				

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

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Unit: 4

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 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: _____

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(if sampled)

Unit: 5

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 understand how to manage equality, diversity and inclusion in own area of responsibility.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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.			

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Unit: 6

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 amongst employees.				
		4.3	Describe motivational strategies for improving customer service standards.				
5	Be able to monitor customer service levels for continuous improvement.	5.1	Describe methods of measuring customer satisfaction.				
		5.2	Develop processes for monitoring customer satisfaction, including customer feedback mechanisms.				
		5.3	Review employee performance to ensure customer service standards and organisational values are met.				
		5.4	Analyse and monitor customer service.				

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit: 7

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

Unit: 8

Manage Customer Service in Own Area of Responsibility

Unit reference number: D600/9804

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

Learner name: _____ Date: _____
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(if sampled)

Unit: 9

Manage Personal Development

Unit reference number: F/600/9469

QCF level: 2

Credit value: 4

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

Learner name: _____ Date: _____
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(if sampled)

Unit: 10

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance.	1.1	Identify legal requirements, industry regulations, organisational policies and professional codes concerning performance.				
		1.2	Explain limits of own authority relating to performance problems.				
2	Be able to identify performance problems of team members.	2.1	Assess team member's performance against performance criteria.				
		2.2	Evaluate causes of identified performance problems.				
3	Be able to discuss performance problems with team members.	3.1	Identify performance problems to the attention of the team member concerned				
		3.2	Explain an organisation's policies for managing performance problems to the team member concerned.				
		3.3	Develop a confidential record of discussions with team members about problems affecting their performance.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to set a course of action to deal with identified problems with team members.	4.1	Explain and discuss alternative courses of action with the team member concerned.				
		4.2	Identify the course of action with the team member concerned.				
		4.3	Review and revise confidential records of discussions with team members about problems affecting their performance.				

Learner name: _____ Date: _____

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(if sampled)

Unit: 11

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 and to team members and support any change in roles or responsibilities.				
		4.3	Communicate team and individual successes to the all 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: _____

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(if sampled)

Unit: 12

Make Effective Decisions

Unit reference number: F/600/9715

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 circumstances that require a decision to be made.	1.1	Explain the circumstances requiring a decision to be made.				
		1.2	State the desired objective(s) for making a decision.				
		1.3	Establish criteria on which to base the decision, in line with own organisation.				
2	Be able to collect information to inform decision-making.	2.1	Identify information needed to inform the decision-making process.				
		2.2	Communicate with stakeholders affected by the decision.				
		2.3	Explain how to inform stakeholders about the decision-making process.				
3	Be able to analyse information to inform decision-making.	3.1	Identify information for validity and relevance to the decision-making process.				
		3.2	Analyse information and against established criteria.				
4	Be able to make a decision.	4.1	Apply decision-making technique(s) to determine a decision.				
		4.2	Explain the decision made in line with desired objectives.				
		4.3	Communicate the decision taken to relevant stakeholders.				

Learner name: _____ Date: _____
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(if sampled)

Unit: 13

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: _____
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Unit: 14

Develop Working Relationships with Colleagues

Unit reference number: H/600/9660

QCF level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

Learner name: _____
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Unit: 15

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

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

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit: 16

Participate in Meetings

Unit reference number: H/600/9688

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 for a meeting.	1.1	Explain meeting objectives prior to the meeting.			
		1.2	Identify own role and prepare as necessary.			
2	Be able to participate in a meeting.	2.1	Contribute to meeting discussions using evidence to support own opinions.			
		2.2	Acknowledge other viewpoints presented at a meeting.			
3	Be able to communicate information to relevant stakeholders.	3.1	Communicate information from the meeting to those who have an interest, in line with any organisational protocol.			

Learner name: _____ Date: _____
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(if sampled)

Unit: 17

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to understand performance expectations of an organisation.	1.1	Explain an organisation's required standards of conduct and performance.			
		1.2	Explain an organisation's formal disciplinary procedure.			
2	Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance.	2.1	Explain how to identify when an individual's performance falls below organisational standards.			
		2.2	Identify communication methods used to gather information on potential cases of misconduct or unsatisfactory performance.			
3	Be able to know how to informally with cases of minor misconduct or unsatisfactory performance.	3.1	Identify the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled.			
		3.2	Evaluate whether a case of misconduct or unsatisfactory performance can be dealt with informally.			
		3.3	Assess methods available to improve performance or behaviour.			
		3.4	Explain the importance of recording informal disciplinary proceedings.			

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

Learner name: _____ Date: _____

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(if sampled)

Unit: 18

Communicate Information and Knowledge

Unit reference number: H/600/9724

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 information required, and its reliability, for communication.	1.1	Explain the information and knowledge that needs communicating.			
		1.2	Identify the target audience requiring the information and knowledge.			
2	Be able to understand communication techniques and methods.	2.1	Identify what techniques and methods can be used to communicate information and knowledge.			
		2.2	Explain how to select the most appropriate technique and method.			
3	Be able to communicate information and knowledge using appropriate techniques and methods.	3.1	Communicate to target audience using the appropriate techniques and methods.			
		3.2	Explain how the target audience has received and understood the information communicated.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to adapt communication techniques and methods according to target audience response.	4.1	Explain how to modify communication techniques and methods in response to verbal and non-verbal feedback.			

Learner name: _____

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(if sampled)

Unit: 19

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: 20

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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 time-scales in order to develop the project plan with stakeholders.				
		3.2	Consult with stakeholders to negotiate the project plan.				
		3.3	Establish criteria and processes for evaluating the project on completion.				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
4	Be able to implement a project plan.	4.1	Allocate roles and responsibilities to project team members.				
		4.2	Provide resources identified in the project plan.				
		4.3	Brief project team members on the project plan and their roles and responsibilities.				
		4.4	Implement a project plan using project management tools and techniques.				
5	Be able to manage a project to its conclusion	5.1	Apply a range of project management tools and techniques to monitor, control and review progress.				
		5.2	Provide support to project team members.				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit: 21

Develop Working Relationships with Colleagues and Stakeholders

Unit reference number: K/600/9661

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: 22

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to prevent potential grievances.	1.1	Identify situations that are likely to lead to grievances in an organisation.				
		1.2	Explain how to prevent potential grievances.				
2	Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally.	2.1	Explain an organisation's grievance policy and procedure.				
		2.2	Identify the circumstances where a concern may be dealt with informally.				
		2.3	Explain the methods used to deal informally with concerns.				
3	Understand how to follow grievance procedures.	3.1	Explain how to follow an organisation's written grievance procedure.				
		3.2	Explain the importance of communicating grievance procedures.				
		3.3	Identify how to seek advice and guidance from specialists or colleagues when dealing with grievances.				
		3.4	Explain how to record and store information throughout the grievance process.				

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

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Unit: 23

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

Unit: 24

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

Unit: 25

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: 26

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: 27

Support Team Members in Identifying, Developing and Implementing New Ideas

Unit reference number: L/600/9636

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

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

Unit: 28

Procure Supplies

Unit reference number: L/600/9734

QCF level: 3

Credit value: 2

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit: 29

Manage or Support Equality of Opportunity, Diversity and Inclusion in Own Area of Responsibility

Unit reference number: M/600/9628

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

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

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

Unit: 30

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit: 31

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to identify the learning needs of colleagues in own area of responsibility.	1.1	Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.				
		1.2	Prioritise learning needs of colleagues				
		1.3	Produce personal development plans for colleagues in own area of responsibility.				
2	Understand how to develop a learning environment in own area of responsibility.	2.1	Explain the benefits of continual learning and development.				
		2.2	Explain how learning opportunities can be provided for own area of responsibility.				
3	Be able to support colleagues in learning and its application.	3.1	Identify information, advice and guidance to support learning.				
		3.2	Communicate to colleagues to take responsibility for their own learning.				
		3.3	Explain to colleagues how to gain access to learning resources.				
		3.4	Support colleagues to practise and reflect on what they have learned.				
4	Be able to evaluate learning outcomes and future learning and development of colleagues.	4.1	Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes.				
		4.2	Support colleagues when updating their personal development plan.				

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

Unit: 32

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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.			
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: 33

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: 34

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: _____
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Assessor signature: _____
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(if sampled)

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Unit: 35

Manage Conflict in a Team

Unit reference number: R/600/9685

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to support team members' understanding of their role and position within a team.	1.1	Communicate to team members the standards of work and behaviour expected of them.				
		1.2	Explain how team members can work together and support each other.				
2	Be able to take measures to minimise conflict within a team.	2.1	Identify issues with organisational structures, systems or procedures that are likely to give rise to conflict.				
		2.2	Identify potential conflict between team members.				
		2.3	Explain action required to avoid potential conflict and agree strategies for conflict resolution.				
3	Be able to understand how to encourage team members to resolve their own conflicts.	3.1	Explain how team members can be encouraged to identify and resolve their own problems and conflicts.				
		3.2	Explain how respect can be developed and maintained between team members.				
4	Be able to understand legal and organisational requirements concerning conflict.	4.1	Explain legal and organisational requirements concerning conflict in own team.				
		4.2	Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes.				

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

Unit: 36

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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: 37

Manage Knowledge in Own Area of Responsibility

Unit reference number: T/600/9730

QCF level: 3

Credit value: 4

Guided learning hours: 15

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

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

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

Unit: 38

Lead and Manage Meetings

Unit reference number: Y/600/9686

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to prepare to lead a meeting.	1.1	Perform activities needed to be carried out in preparation for leading a meeting.				
		1.2	Produce documentation in support of activities.				
2	Be able to manage meeting procedures.	2.1	Identify any formal procedures that apply in own organisation.				
3	Be able to chair a meeting.	3.1	Manage the agenda in co-operation with participants to ensure meeting objectives are met.				
		3.2	Produce minutes of the meeting and allocate action points after discussions.				
4	Be able to undertake post-meeting tasks.	4.1	Explain that the minutes of the meeting provide an accurate record of proceedings.				
		4.2	Communicate and follow up meeting outcomes to relevant individuals.				
		4.3	Evaluate whether the meeting's objectives were met and identify potential improvements.				

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

Unit: 39

Prepare for and Support Quality Audits

Unit reference number: Y/600/9798

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

This 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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the quality standards and procedures that apply to own area of responsibility.	1.1	Describe the quality standards and procedures that apply to own area of responsibility.			
		2	Be able to monitor work in own area of responsibility against quality standards and procedures.			
3	Be able to prepare for a quality audit in own area of responsibility.	3.1	Prepare and organise records and documentation for the quality auditor.			
		3.2	Review previous quality audits and ensure agreed recommendations have been implemented.			
4	Be able to discuss quality audit findings with the auditor.	4.1	Discuss with the auditor the results of the audit and identify any areas for improvement.			
		4.2	Agree corrective actions to remedy any identified issues, and set a date for their implementation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to complete agreed actions following a quality audit.	5.1	Take corrective action based on quality audit findings.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit: 40

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

There are no specific assessment requirements for this unit. Please refer to the overall Management and Leadership assessment requirements/strategy.

Learning outcomes and assessment criteria

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

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

12 Further information and useful publications

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

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

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy*.

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

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

13 Professional development and training

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

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

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

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

Support services

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

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

Online forum

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

14 Contact us

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

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

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

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

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

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

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

Annexe A: Assessment requirements/strategy

1. Introduction

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

2. External quality control

- 2.1. Awarding organisations will provide qualifications and quality assurance that support their delivery to all Management & Team Leading NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland
- 2.2. Awarding organisations will regularly carry out standard risk assessments in each Management & Team Leading NVQ / SVQ and competence-based qualification assessment centre and manage all identified risks appropriately
- 2.3. Awarding organisations will consistently apply external verification processes at all Management & Team Leading NVQ / SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes
- 2.4. Awarding organisations will supply the Skills CFA with quarterly reports on registration and achievement data at qualification level and unit level where available

3. Assessing performance

- 3.1. Assessment of all units at any level of Management & Team Leading NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below)
- 3.2. Units which have been imported by Skills CFA in their Management & Team Leading NVQs / SVQs and competence-based qualifications will be assessed in compliance with the imported assessment strategies

4. Simulation of NVQ/SVQ units

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

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

- 5.1. Candidates work achievements must be assessed, moderated or verified at work by:
 - 5.1.1. **Assessors, moderators or verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification **OR**
 - 5.1.2. A **trainer, supervisor or manager**, elected by an employer, who must either:
 - 5.1.2.1. Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification **OR**
 - 5.1.2.2. Seek guidance and approval from their awarding organisation to demonstrate that the:
 - 5.1.2.2.1. Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
 - 5.1.2.2.2. Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland
- 5.2. **Assessors** must be occupationally competent to make Management & Team Leading assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- 5.3. **External Moderators / Verifiers or Internal Moderators / Verifiers** must be occupationally competent to make Management & Team Leading moderation and verification judgements about the quality of assessment and the assessment process
- 5.4. Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Management & Team Leading assessment centres
- 5.5. Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Management & Team Leading competence to deliver these functions. Skills CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management & Team Leading assessment centres

Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS	Units		
	1 L3	2 L3	3 L3
Independent Enquiry			
1 identify questions to answer and problems to resolve	•	•	
2 plan and carry out research, appreciating the consequences of decisions	•		
3 explore issues, events or problems from different perspectives		•	•
4 analyse and evaluate information, judging its relevance and value	•	•	•
5 consider the influence of circumstances, beliefs and feelings on decisions and events		•	•
6 support conclusions, using reasoned arguments and evidence	•	•	•
Creative Thinking			
1 generate ideas and explore possibilities			
2 ask questions to extend their thinking			•
3 connect their own and others' ideas and experiences in inventive ways			
4 question their own and others' assumptions			•
5 try out alternatives or new solutions and follow ideas through			
6 adapt ideas as circumstances change			•
Reflective Learning			
1 assess themselves and others, identifying opportunities and achievements	•	•	•
2 set goals with success criteria for their development and work	•	•	•
3 review progress, acting on the outcomes	•	•	•
4 invite feedback and deal positively with praise, setbacks and criticism			
5 evaluate experiences and learning to inform future progress	•		•
6 communicate their learning in relevant ways for different audiences			•

PLTS	Units		
	1 L3	2 L3	3 L3
Team Workers			
1	collaborate with others to work towards common goals	•	•
2	reach agreements, managing discussions to achieve results	•	•
3	adapt behaviour to suit different roles and situations, including leadership roles	•	•
4	show fairness and consideration to others	•	•
5	take responsibility, showing confidence in themselves and their contribution	•	•
6	provide constructive support and feedback to others	•	•
Self-Managers			
1	seek out challenges or new responsibilities and show flexibility when priorities change		
2	work towards goals, showing initiative, commitment and perseverance	•	•
3	organise time and resources, prioritising actions		
4	anticipate, take and manage risks		
5	deal with competing pressures, including personal and work-related demands		
6	respond positively to change, seeking advice and support when needed		•
7	manage their emotions, and build and maintain relationships		•
Effective Participators			
1	discuss issues of concern, seeking resolution where needed	•	•
2	present a persuasive case for action		
3	propose practical ways forward, breaking these down into manageable steps		
4	identify improvements that would benefit others as well as themselves		
5	try to influence others, negotiating and balancing diverse views to reach workable solutions	•	
6	act as an advocate for views and beliefs that may differ from their own		

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