



SFJ Awards Level 3 Certificate in Management Skills

**Consultation Draft
December 2018**



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Proposed Level 3 Certificate in Management Skills

Draft Qualification Structure and Units

December 2018

1 About SFJ Awards

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years **Skills for Health** and **Skills for Justice** have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

2 Background to proposed SFJ Awards Level 3 Certificate in Management Skills

This new qualification is being developed by SFJ Awards to provide a smaller qualification based on newer standards, that is more suitable to centre requirements. It is based on feedback received from current centres delivering the older qualifications.

SFJ Awards wish to consult with any stakeholders who may have an interest in and wish to comment on the draft qualification.

3 What units include

The draft units included in the **SFJ Awards Level 3 Certificate in Management Skills** are made up of the following main components:

- Unit title – providing a clear indication of the content of the unit
- Unit level – indicating the level of the unit in relation to RQF level descriptors, included in section 7
- Learning outcomes – setting out what a learner is expected to know, understand or be able to do as the result of a process of learning

- Assessment criteria – specifying the standard a learner is expected to meet to demonstrate that the learning outcomes have been achieved
- Guided Learning Hours (GLH) – define the number of hours where the learner is given specific input, usually by a tutor, in order to achieve the learning outcomes
- Credit value – specifying the number of credits that will be awarded to a learner who has achieved the learning outcomes

4 Proposed qualification structure

The proposed qualification consists of 28 credits which have been designed to develop the knowledge and skills required to be a confident and successful manager:

Structure:	7 credits from the mandatory units and 21 credits from optional units (a maximum of 7 credits from optional group C)
Number of Credits:	28
Guided Learning Hours:	83
Total Qualification Time:	280 hours

Mandatory Units

Unit No	Unit Title	Level	Credit Value	GLH
1	Manage team performance	3	4	21
2	Manage personal and professional development	3	3	12

Optional Group B

Unit No	Unit Title	Level	Credit Value	GLH
3	Principles of leadership and management	3	6	40
4	Principles of business	3	10	74
5	Principles of people management	3	5	26
6	Manage knowledge in own area of responsibility	3	4	15
7	Develop working relationships with colleagues	3	4	25
8	Promote equality, diversity and inclusion in the workplace	3	3	15
9	Manage individuals' performance	3	4	20
10	Manage individuals' development in the workplace	3	3	10
11	Chair and lead meetings	3	3	10

Unit No	Unit Title	Level	Credit Value	GLH
12	Manage conflict within a team	3	5	25
13	Procure products and/or services	3	5	35
14	Implement change	3	5	28
15	Implement and maintain business continuity plans and processes	3	4	25
16	Collaborate with other departments	3	3	14
17	Support remote or virtual teams	3	4	18
18	Participate in a project	3	3	19
19	Encourage innovation	3	4	14

Optional Group C

Unit No	Unit Title	Level	Credit Value	GLH
20	Contribute to the improvement of business performance	3	6	33
21	Negotiate in a business environment	3	4	18
22	Develop a presentation	3	3	11
23	Deliver a presentation	3	3	17
24	Contribute to the development and implementation of an information system	3	6	21
25	Resolve customers' problems	3	4	19
26	Resolve customers' complaints	3	4	22
27	Gather, analyse and interpret customer feedback	3	5	24

The draft units are available in Section 6 of this document.

5 Consultation

The development team would welcome feedback on the SFJ Awards Level 3 Certificate in Management Skills.

We are looking for feedback on the following:

- Unit content
- Qualification structure

- Qualification and unit level
- Credit values
- Guided Learning Hours (GLH)
- Total Qualification Time (TQT)¹
- Is the qualification fit for purpose?
- Are there are changes you would recommend?
- Is there anything missing from the qualification?

Please send this consultation on to any colleagues who may also be able to comment on the development.

Comments can be sent by email and/or comments/tracked changes included on the units.

All feedback should be sent to the Qualifications Team at SFJ Awards by **18 January 2019**.

E-mail: QualificationsTeam@sfjawards.com

Address: SFJ Awards
Consult House
Meadow Court Business Park
4 Hayland Street
Sheffield
S9 1BY

If you have any queries on the consultation, please contact us on the above email or by telephone 0114 284 1970.

¹ See Section 8 for information on TQT

6 Draft units

Mandatory Group A

Title	Manage team performance	
Level	3	
Unit Number	A/506/1821	
Credit Value	4	
GLH	21	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the management of team performance	1.1 Explain the use of benchmarks in managing performance 1.2 Explain a range of quality management techniques to manage team performance 1.3 Describe constraints on the ability to amend priorities and plans	
2. Be able to allocate and assure the quality of work	2.1 Identify the strengths, competences and expertise of team members 2.2 Allocate work on the basis of the strengths, competences and expertise of team members 2.3 Identify areas for improvement in team members' performance outputs and standards 2.4 Amend priorities and plans to take account of changing circumstances 2.5 Recommend changes to systems and processes to improve the quality of work	

<p>3. Be able to manage communications within a team</p>	<p>3.1 Explain to team members the lines of communication and authority levels</p> <p>3.2 Communicate individual and team objectives, responsibilities and priorities</p> <p>3.3 Use communication methods that are appropriate to the topics, audience and timescales</p> <p>3.4 Use communication methods that are appropriate to the topics, audience and timescales</p> <p>3.5 Provide support to team members when they need it</p> <p>3.6 Agree with team members a process for providing feedback on work progress and any issues arising</p>
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Title	Manage personal and professional development	
Level	3	
Unit Number	T/506/2952	
Credit Value	3	
GLH	12	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance
1. Be able to identify personal and professional development requirements	1.1 Compare sources of information on professional development trends and their validity 1.2 Identify trends and developments that influence the need for professional development 1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation	
2. Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development 2.2 Explain the basis on which types of development actions are selected 2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis 2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives 2.5 Execute the plan within the agreed budget and timescale	

<p>3. Be able to maintain the relevance of a personal and professional development plan</p>	<p>3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives</p> <p>3.2 Obtain feedback on performance from a range of valid sources</p> <p>3.3 Review progress toward personal and professional objectives</p> <p>3.4 Amend the personal and professional development plan in the light of feedback received from others</p>
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Optional Group B

Title	Principles of leadership and management	
Level	3	
Unit Number	TBC	
Credit Value	6	
GLH	40	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles of effective decision making	1.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
	1.2	Assess the importance of analysing the potential impact of decision making
	1.3	Explain the importance of obtaining sufficient valid information to enable effective decision making
	1.4	Explain the importance of aligning decisions with business objectives, values and policies
	1.5	Explain how to validate information used in the decision-making process
	1.6	Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1	Explain the difference in the influence of managers and leaders on their teams
	2.2	Evaluate the suitability and impact of different leadership styles in different contexts
	2.3	Analyse theories and models of motivation and their application in the workplace

<p>3. Understand the role, functions and processes of management</p>	<p>3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work</p> <p>3.2 Explain how managers ensure that team objectives are met</p> <p>3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives</p> <p>3.4 Analyse theories and models of management</p> <p>3.5 Explain how the application of management theories guide a manager's actions</p> <p>3.6 Explain the operational constraints imposed by budgets</p>
<p>4. Understand performance measurement</p>	<p>4.1 Explain the relationship between business objectives and performance measures</p> <p>4.2 Explain the features of a performance measurement processes</p> <p>4.3 Explain how to set key performance indicators (KPIs)</p>

Title	Principles of business	
Level	3	
Unit Number	D/506/1942	
Credit Value	10	
GLH	74	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand business markets	1.1 Explain the characteristics of different business markets 1.2 Explain the nature of interactions between businesses within a market 1.3 Explain how an organisation's goals may be shaped by the market in which it operates 1.4 Describe the legal obligations of a business	
2. Understand business innovation and growth	2.1 Define business innovation 2.2 Explain the uses of models of business innovation 2.3 Identify sources of support and guidance for business innovation 2.4 Explain the process of product or service development 2.5 Explain the benefits, risks and implications associated with innovation	
3. Understand financial management	3.1 Explain the importance of financial viability for an organisation 3.2 Explain the consequences of poor financial management 3.3 Explain different financial terminology	

4. Understand business budgeting	4.1 Explain the uses of a budget 4.2 Explain how to manage a budget
5. Understand sales and marketing	5.1 Explain the principles of marketing 5.2 Explain a sales process 5.3 Explain the features and uses of market research 5.4 Explain the value of a brand to an organisation 5.5 Explain the relationship between sales and marketing

Title	Principles of people management	
Level	3	
Unit Number	TBC	
Credit Value	5	
GLH	26	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles of workforce planning	1.1	Explain the purpose and benefits of workforce planning
	1.2	Explain the workforce planning process
2. Understand equality, diversity and inclusion	2.1	Explain an organisation's responsibilities and liabilities under equality legislation
	2.2	Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations
3. Understand team building and dynamics	3.1	Explain the difference between a group and a team
	3.2	Summarise the characteristics of an effective team
	3.3	Explain the techniques of building a team
	3.4	Explain the stages of team development
	3.5	Explain techniques to motivate team members
	3.6	Explain the importance of communicating targets and objectives to a team
	3.7	Explain common causes of conflict within a team
	3.8	Explain techniques to manage conflict within a team

<p>4. Understand performance management</p>	<p>4.1 Identify the characteristics of an effective performance management processes</p> <p>4.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities</p> <p>4.3 Describe best practice in conducting appraisals</p> <p>4.4 Explain the factors to be taken into account when managing people’s wellbeing and performance</p> <p>4.5 Explain the importance of following disciplinary and grievance processes</p>
<p>5. Understand training and development</p>	<p>5.1 Explain the benefits of employee development</p> <p>5.2 Explain the advantages and limitations of different types of training and development methods</p> <p>5.3 Explain the role of targets, objectives and feedback in employee development</p> <p>5.4 Explain how personal development plans support the training and development of individuals</p> <p>5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals’ preferred learning styles</p> <p>5.6 Explain how to support individuals’ learning and development</p>
<p>6. Understand motivation and reward in the workplace</p>	<p>6.1 Summarise motivation models</p> <p>6.2 Analyse the relationship between motivation and reward</p>

Title	Manage knowledge in own area of responsibility	
Level	3	
Unit Number	T/600/9730	
Credit Value	4	
GLH	15	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
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

Title	Develop working relationships with colleagues	
Level	3	
Unit Number	TBC	
Credit Value	4	
GLH	25	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the benefits of working with colleagues	1.1	Describe the benefits of productive working relationships
	1.2	Clarify how to agree a common sense of purpose with colleagues
	1.3	Summarise how to create an environment of trust and mutual respect 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
	3.2	Review and revise the needs and motivations of colleagues
	3.3	Interact with colleagues that allows respect for the views and actions of others
4. Be able to communicate with colleagues	4.1	Communicate 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

Title	Promote equality, diversity and inclusion in the workplace	
Level	3	
Unit Number	T/506/1820	
Credit Value	3	
GLH	15	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1	Explain the difference between equality, diversity and inclusion
	1.2	Explain the impact of equality, diversity and inclusion across aspects of organisational policy
	1.3	Explain the potential consequences of breaches of equality legislation
	1.4	Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different forms of discrimination and harassment
	2.2	Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
	2.3	Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Be able to support equality, diversity and inclusion in the workplace	3.1	Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace
	3.2	Identify potential issues relating to equality, diversity and inclusion in the workplace
	3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Title	Manage individuals' performance	
Level	3	
Unit Number	J/506/1921	
Credit Value	4	
GLH	20	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the management of underperformance in the workplace	1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance 1.2 Explain how to identify causes of underperformance 1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively 1.4 Explain how to address issues that hamper individuals' performance 1.5 Explain how to agree a course of action to address underperformance	

<p>2. Be able to manage individuals' performance in the workplace</p>	<p>2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives</p> <p>2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs</p> <p>2.3 Apply motivation techniques to maintain morale</p> <p>2.4 Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards</p> <p>2.5 Monitor individuals' progress towards objectives in accordance with agreed plans</p> <p>2.6 Recognise individuals' achievement of targets and quality standards</p> <p>2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace</p>
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Title	Manage individuals' development in the workplace	
Level	3	
Unit Number	L/506/1922	
Credit Value	3	
GLH	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to carry out performance appraisals	1.1 Explain the purpose of performance reviews and appraisals 1.2 Explain techniques to prepare for and carry out appraisals 1.3 Provide a private environment in which to carry out appraisals 1.4 Carry out performance reviews and appraisals in accordance with organisational policies and procedures 1.5 Provide clear, specific and evidence-based feedback sensitively 1.6 Agree future actions that are consistent with appraisal findings and identified development needs	
2. Be able to support the learning and development of individual team members	2.1 Describe training techniques that can be applied in the workplace 2.2 Analyse the advantages and disadvantages of learning and development interventions and methods 2.3 Explain organisational learning and development policies and resource availability 2.4 Review individuals' learning and development needs at regular intervals 2.5 Suggest learning and development opportunities and interventions that are likely to meet individual and business needs	

Title	Chair and lead meetings	
Level	3	
Unit Number	Y/506/1924	
Credit Value	3	
GLH	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to prepare to lead meetings	1.1 Identify the type, purpose, objectives, and background to a meeting 1.2 Identify those individuals expected, and those required to attend a meeting 1.3 Prepare for any formal procedures that apply to a meeting 1.4 Describe ways of minimising likely problems in a meeting 1.5 Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale	
2. Be able to chair and lead meetings	2.1 Follow business conventions in the conduct of a meeting 2.2 Facilitate meetings so that everyone is involved, and the optimum possible consensus is achieved 2.3 Manage the agenda within the timescale of the meeting 2.4 Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements	

3. Be able to deal with post-meeting matters	3.1 Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale 3.2 Take action to ensure that post-meeting actions are completed 3.3 Evaluate the effectiveness of a meeting and identify points for future improvement
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Title	Manage conflict within a team	
Level	3	
Unit Number	K/506/1927	
Credit Value	5	
GLH	25	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles of conflict management	1.1	Evaluate the suitability of different methods of conflict management in different situations
	1.2	Describe the personal skills needed to deal with conflict between other people
	1.3	Analyse the potential consequences of unresolved conflict within a team
	1.4	Explain the role of external arbitration and conciliation in conflict resolution
2. Be able to reduce the potential for conflict within a team	2.1	Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
	2.2	Explain to team members the constraints under which other colleagues work
	2.3	Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures
	2.4	Take action to minimise the potential for conflict within the limits of their own authority
	2.5	Explain how team members' personalities and cultural backgrounds may give rise to conflict

<p>3. Be able to deal with conflict within a team</p>	<p>3.1 Assess the seriousness of conflict and its potential impact</p> <p>3.2 Treat everyone involved with impartiality and sensitivity</p> <p>3.3 Decide a course of action that offers optimum benefits</p> <p>3.4 Explain the importance of engaging team members' support for the agreed actions</p> <p>3.5 Communicate the actions to be taken to those who may be affected by it</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team</p>
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Title	Procure products and/or services	
Level	3	
Unit Number	M/506/1928	
Credit Value	5	
GLH	35	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to identify procurement requirements	1.1	Explain current and likely future procurement requirements
	1.2	Decide whether the purchase of products and/or services offers the organisation best value
	1.3	Evaluate ethical and sustainability considerations relating to procurement
	1.4	Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits
2. Be able to select suppliers	2.1	Explain the factors to be taken into account in selecting suppliers
	2.2	Explain organisational procurement policies, procedures and standards
	2.3	Explain the effect of supplier choice on the supply chain
	2.4	Use appropriate media to publicise procurement requirements
	2.5	Confirm the capability and track record of suppliers and their products and/or services
	2.6	Select suppliers that meet the procurement specification

3. Be able to buy products and/or services	<ul style="list-style-type: none">3.1 Explain the action to be taken in the event of problems arising3.2 Agree contract terms that are mutually acceptable within their own scope of authority3.3 Record agreements made, stating the specification, contract terms and any post-contract requirements3.4 Adhere to organisational policies and procedures, legal and ethical requirements
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Title	Implement change	
Level	3	
Unit Number	T/506/1929	
Credit Value	5	
GLH	28	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles of change management	1.1 Explain the importance of effective leadership when implementing change 1.2 Explain the role of internal and external stakeholders in the management of change 1.3 Evaluate the suitability of change management models for different contexts 1.4 Explain how to assess the business risks associated with change 1.5 Assess the need for contingency planning when implementing change 1.6 Assess the need for crisis management when implementing change 1.7 Explain the different types of barriers to change and how to deal with these 1.8 Explain how to evaluate change management projects	

<p>2. Be able to plan the implementation of change</p>	<p>2.1 Explain the need for change</p> <p>2.2 Explain the potential consequences of not implementing change</p> <p>2.3 Explain the roles and responsibilities of a change management project team</p> <p>2.4 Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources</p> <p>2.5 Brief team members on their roles and responsibilities and the objectives of the change</p> <p>2.6 Gain acceptance to the need for change from team members and other stakeholders</p>
<p>3. Be able to manage the implementation of a change plan</p>	<p>3.1 Explain organisational escalation processes for reporting problems</p> <p>3.2 Analyse the advantages and disadvantages of monitoring techniques</p> <p>3.3 Implement the plan within the agreed timescale</p> <p>3.4 Provide support to team members and other stakeholders according to identified needs</p> <p>3.5 Monitor the progress of the implementation against the plan</p> <p>3.6 Manage problems in accordance with contingency plans</p>
<p>4. Be able to evaluate the effectiveness of the implementation of change plans</p>	<p>4.1 Assess the suitability of techniques used to analyse the effectiveness of change</p> <p>4.2 Collate valid feedback and information from stakeholders</p> <p>4.3 Analyse feedback and information against agreed criteria</p> <p>4.4 Identify areas for future improvement</p> <p>4.5 Communicate the lessons learned with those who may benefit</p>

Title	Implement and maintain business continuity plans and processes	
Level	3	
Unit Number	K/506/1930	
Credit Value	4	
GLH	25	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to plan for the implementation of business continuity plans and processes	1.1	Describe the components of a business continuity plan
	1.2	Explain the uses of a business continuity plan
	1.3	Explain the features of different business continuity planning models
	1.4	Explain the potential consequences of inadequate business continuity plans and processes
	1.5	Confirm the required aim, scope and objectives of business continuity plans
	1.6	Engage stakeholders in developing business continuity plans and processes
	1.7	Identify business-critical products and/or services and the activities and resources that support them
2. Be able to implement business continuity plans and processes	2.1	Develop a framework for business continuity management
	2.2	Recommend resources that are proportionate to the potential impact of business disruption
	2.3	Communicate the importance and requirements of business continuity plans and processes to stakeholders
	2.4	Meet their own objectives within the plan

<p>3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes</p>	<p>3.1 Provide training for staff who may be affected</p> <p>3.2 Validate and test the strength of business continuity plans and processes</p> <p>3.3 Update plans and processes in the light of feedback from business continuity exercises and other sources of information</p>
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Title	Collaborate with other departments	
Level	3	
Unit Number	M/506/1931	
Credit Value	3	
GLH	14	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand how to collaborate with other departments	1.1	Explain the need for collaborating with other departments
	1.2	Explain the nature of the interaction between their own team and other departments
	1.3	Explain the features of effective collaboration
	1.4	Explain the potential implications of ineffective collaboration with other departments
	1.5	Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2. Be able to identify opportunities for collaboration with other departments	2.1	Analyse the advantages and disadvantages of collaborating with other departments
	2.2	Identify with which departments collaborative relationships should be built
	2.3	Identify the scope for and limitations of possible collaboration
3. Be able to collaborate with other departments	3.1	Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements
	3.2	Work with other departments in a way that contributes to the achievement of organisational objectives

Title	Support remote or virtual teams	
Level	3	
Unit Number	A/506/1933	
Credit Value	4	
GLH	18	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to assess the support needed by remote or virtual teams	1.1 Identify the resource requirements for providing communication tools and processes for remote or virtual working 1.2 Specify effective tools and processes that are capable of supporting remote or virtual teams 1.3 Identify processes and systems that will enable people to connect to information and knowledge remotely and securely 1.4 Plan how to assure the safety of staff in remote teams	

<p>2. Be able to support remote or virtual teams</p>	<p>2.1 Provide guidelines, training, information and coaching to support remote or virtual teams</p> <p>2.2 Identify areas for improvement from monitoring processes and information</p> <p>2.3 Facilitate interactive collaboration amongst stakeholders</p> <p>2.4 Take action to ensure that team members adhere to regulatory, professional and commercial requirements</p> <p>2.5 Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed</p> <p>2.6 Take action to ensure that records management issues arising from remote or virtual working are addressed</p>
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Title	Participate in a project	
Level	3	
Unit Number	F/506/1934	
Credit Value	3	
GLH	19	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand how to manage a project	1.1 Explain the features of a project business case 1.2 Explain the stages of a project lifecycle 1.3 Explain the roles of people involved in a project 1.4 Explain the uses of project-related information 1.5 Explain the advantages and limitations of different project monitoring techniques 1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources	

<p>2. Be able to support the delivery of a project</p>	<p>2.1 Fulfil their role in accordance with a project plan</p> <p>2.2 Collect project-related information in accordance with project plans</p> <p>2.3 Use appropriate tools to analyse project information</p> <p>2.4 Report on information analysis in the agreed format and timescale</p> <p>2.5 Draw issues, anomalies and potential problems to the attention of project managers</p> <p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project</p>
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Title	Encourage innovation	
Level	3	
Unit Number	J/506/2292	
Credit Value	4	
GLH	14	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to identify opportunities for innovation	1.1 Analyse the advantages and disadvantages of techniques used to generate ideas 1.2 Explain how innovation benefits an organisation 1.3 Explain the constraints on their own ability to make changes 1.4 Agree with stakeholders, terms of reference and criteria for evaluating potential innovation and improvement 1.5 Engage team members in finding opportunities to innovate and suggest improvements 1.6 Monitor performance, products and/or services and developments in areas that may benefit from innovation 1.7 Analyse valid information to identify opportunities for innovation and improvement	
2. Be able to generate and test ideas for innovation and improvement	2.1 Generate ideas for innovation or improvement that meet the agreed criteria 2.2 Test selected ideas that meet viability criteria 2.3 Evaluate the fitness for purpose and value of the selected ideas 2.4 Assess potential innovations and improvements against the agreed evaluation criteria	

3. Be able to implement innovative ideas and improvements	3.1 Explain the risks of implementing innovative ideas and improvements 3.2 Justify conclusions of efficiency and value with evidence 3.3 Prepare costings and schedules of work that will enable efficient implementation 3.4 Design processes that support efficient implementation
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Optional Group C

Title	Contribute to the improvement of business performance	
Level	3	
Unit Number	D/506/1911	
Credit Value	6	
GLH	33	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles of resolving business problems	1.1 Explain the use of different problem-solving techniques 1.2 Explain the organisational and legal constraints relating to problem-solving 1.3 Describe the role of stakeholders in problem-solving 1.4 Describe the steps in the business decision-making process 1.5 Analyse the implications of adopting recommendations and implementing decisions to solve business problems	
2. Understand improvement techniques and processes	2.1 Describe the purpose and benefits of continuous improvement 2.2 Analyse the features, use and constraints of different continuous improvement techniques and models 2.3 Explain how to carry out a cost-benefit analysis 2.4 Explain the importance of feedback from customers and other stakeholders in continuous improvement	

<p>3. Be able to solve problems in business</p>	<p>3.1 Identify the nature, likely cause and implications of a problem</p> <p>3.2 Evaluate the scope and scale of a problem</p> <p>3.3 Analyse the possible courses of action that can be taken in response to a problem</p> <p>3.4 Use evidence to justify the approach to problem-solving</p> <p>3.5 Develop a plan and success criteria that are appropriate to the nature and scale of a problem</p> <p>3.6 Obtain approval to implement a solution to a problem</p> <p>3.7 Take action to resolve or mitigate a problem</p> <p>3.8 Evaluate the degree of success and scale of the implications of a solved problem</p>
<p>4. Be able to contribute to the improvement of activities</p>	<p>4.1 Identify the nature, scope and scale of possible contributions to continuous improvement activities</p> <p>4.2 Measure changes achieved against existing baseline data</p> <p>4.3 Calculate performance measures relating to cost, quality and delivery</p> <p>4.4 Justify the case for adopting improvements identified with evidence</p> <p>4.5 Develop standard operating procedures and resource plans that are capable of implementing agreed changes</p>

Title	Negotiate in a business environment	
Level	3	
Unit Number	H/506/1912	
Credit Value	4	
GLH	18	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles underpinning negotiation	1.1 Describe the requirements of a negotiation strategy 1.2 Explain the use of different negotiation techniques 1.3 Explain how research on the other party can be used in negotiations 1.4 Explain how cultural differences might affect negotiations	
2. Be able to prepare for business negotiations	2.1 Identify the purpose, scope and objectives of the negotiation 2.2 Explain the scope of their own authority for negotiating 2.3 Prepare a negotiating strategy 2.4 Prepare fall-back stances and compromises that align with the negotiating strategy and priorities 2.5 Assess the likely objectives and negotiation stances of the other party 2.6 Research the strengths and weaknesses of the other party	

3. Be able to carry out business negotiations	<ul style="list-style-type: none">3.1 Carry out negotiations within responsibility limits in a way that optimises opportunities3.2 Adapt the conduct of the negotiation in accordance with changing circumstances3.3 Maintain accurate records of negotiations, outcomes and agreements made3.4 Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations
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Title	Develop a presentation	
Level	3	
Unit Number	K/506/1913	
Credit Value	3	
GLH	11	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the principles underpinning the delivery of presentations	1.1	Analyse the advantages and limitations of different methods of, and media for, making presentations
	1.2	Explain how the type and size of the audience affects the delivery of a presentation
	1.3	Explain the factors to be taken into account in developing contingency plans when delivering presentations
	1.4	Explain voice projection and timing techniques when delivering presentations
	1.5	Explain the factors to be taken into account in responding to questions from an audience
	1.6	Explain different methods for evaluating the effectiveness of a presentation
2. Be able to prepare to deliver a presentation	2.1	Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation
	2.2	Develop contingency plans for potential equipment and resource failure
	2.3	Take action to ensure that the presentation fits the time slot available

<p>3. Be able to deliver a presentation</p>	<p>3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience</p> <p>3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation</p> <p>3.3 Use body language in a way that reinforces messages</p> <p>3.4 Use equipment and resources effectively when delivering a presentation</p> <p>3.5 Deliver a presentation within the agreed timeframe</p> <p>3.6 Respond to questions in a way that meets the audience's needs</p> <p>3.7 Evaluate the effectiveness of a presentation</p>
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Title	Deliver a presentation	
Level	3	
Unit Number	M/506/1914	
Credit Value	3	
GLH	17	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand how to develop a presentation	1.1	Explain best practice in developing presentations
	1.2	Explain who needs to be consulted on the development of a presentation
	1.3	Explain the factors to be taken into account in developing a presentation
	1.4	Analyse the advantages and limitations of different communication media
2. Be able to develop a presentation	2.1	Identify the purpose, content, style, timing and audience for a presentation
	2.2	Select a communication media that is appropriate to the nature of a presentation, message and audience
	2.3	Tailor a presentation to fit the timescale and audience's needs
	2.4	Prepare a presentation that is logically structured, summarises the content and addresses the brief
	2.5	Take action to ensure that a presentation adheres to organisational guidelines and policies
	2.6	Develop materials that support the content of a presentation

Title	Contribute to the development and implementation of an information system	
Level	3	
Unit Number	A/506/1916	
Credit Value	6	
GLH	21	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the design and implementation of an information system	1.1	Explain the types of information to be managed by a system
	1.2	Explain how information will be used and by whom
	1.3	Explain who needs to be consulted in the design and implementation of an information system and why
	1.4	Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system
2. Be able to contribute to the development of an information system	2.1	Confirm the purpose, use and features of an information system
	2.2	Identify the information that will be managed by the system
	2.3	Confirm requirements for reporting information
	2.4	Recommend the functions that will be used to manipulate and report information
	2.5	Develop guidance for the use of an information system that is accurate and easy to understand
	2.6	Recommend user access and security levels for the information system
	2.7	Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints
	2.8	Participate in system tests in accordance with the specification

<p>3. Be able to contribute to the implementation of an information system</p>	<p>3.1 Implement the information system in accordance with the plan, minimising disruption to business</p> <p>3.2 Confirm that staff are trained to use the system prior to its launch</p> <p>3.3 Resolve or report problems or faults with the information system within the limits of their own authority</p> <p>3.4 Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system</p>
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Title	Resolve customers' problems	
Level	3	
Unit Number	K/506/2169	
Credit Value	4	
GLH	19	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the monitoring and resolution of customers' problems	1.1	Assess the suitability of a range of techniques for monitoring customer problems
	1.2	Explain how to use the resolution of customers' problems to improve products and/or services
	1.3	Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance
	1.4	Explain the features of negotiating techniques used to resolve customers' problems
2. Be able to deal with customers' problems	2.1	Confirm the nature and cause of customers' problems
	2.2	Explain when customers' problems should be treated as complaints
	2.3	Explain the benefits to customers and the organisation of the options available to solve problems
	2.4	Explain the drawbacks to customers and the organisation of the options available to solve problems
	2.5	Explain to customers the options for resolving their problems
	2.6	Agree solutions that meet customers' and organisational requirements within their own levels of authority

	<p>2.7 Inform colleagues of the nature of problems and actions taken</p> <p>2.8 Evaluate the effectiveness of the resolution of customers' problems</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems</p>
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Title	Resolve customers' complaints	
Level	3	
Unit Number	R/506/2151	
Credit Value	4	
GLH	22	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the monitoring and resolution of customers' complaints	1.1	Assess the suitability of a range of monitoring techniques for customers' complaints
	1.2	Explain how to identify those complaints that should prompt a review of the service offer and service delivery
	1.3	Explain negotiating techniques used to resolve customers' complaints
	1.4	Explain conflict management techniques used in dealing with upset customers
	1.5	Explain organisational procedures for dealing with customer complaints
	1.6	Explain when to escalate customers' complaints
	1.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
	1.8	Explain the advantages and limitations of offering compensation or replacement products and/or services

<p>2. Be able to deal with customers' complaints</p>	<p>2.1 Confirm the nature, cause and implications of customers' complaints</p> <p>2.2 Take personal responsibility for dealing with complaints</p> <p>2.3 Communicate in a way that recognises customers' problems and understands their points of view</p> <p>2.4 Explain the advantages and limitations of different complaint response options to customers</p> <p>2.5 Explain the advantages and limitations of different complaint response options to the organisation</p> <p>2.6 Keep customers informed of progress</p> <p>2.7 Agree solutions with customers that address the complaint, and which are within the limits of their own authority</p> <p>2.8 Record the outcome of the handling of complaints for future reference</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p>
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Title	Gather, analyse and interpret customer feedback	
Level	3	
Unit Number	D/506/2170	
Credit Value	5	
GLH	24	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand how to gather, analyse and interpret customer feedback	1.1	Describe methods of collecting data for customer research
	1.2	Explain random sampling techniques used to collect data
	1.3	Explain how to evaluate bias in non-random samples
	1.4	Explain the principles of questionnaire design
	1.5	Assess the suitability of a range of techniques to analyse customer feedback
	1.6	Explain techniques used to monitor the quality of data collected
	1.7	Explain the use of software to record and analyse customer feedback
	1.8	Explain the validation issues associated with customer feedback
	1.9	Explain the importance of anonymising comments from customers who do not wish to be identified
2. Be able to plan the collection of customer feedback on customer service issues	2.1	Identify the objectives of collecting customer feedback
	2.2	Justify the reasons for selecting different data collection methods
	2.3	Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe

<p>3. Be able to gather customer feedback</p>	<p>3.1 Collect customer feedback using the sampling frame identified in a customer service plan</p> <p>3.2 Record data in a way that makes analysis straightforward</p> <p>3.3 Verify that all data is handled in line with legal, organisational and ethical policies and procedures</p>
<p>4. Be able to analyse and interpret customer feedback to recommend improvements</p>	<p>4.1 Use data analysis methods to identify patterns and trends in customer feedback</p> <p>4.2 Use the findings of a data analysis to identify areas for improvement to customer service</p> <p>4.3 Present the findings of an analysis in the agreed format</p> <p>4.4 Recommend improvements in response to the findings of an analysis</p>

7 Level Descriptors²

Level	Knowledge Descriptor (the learner...)	Skills Descriptor (the learner can...)
3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>

² Qualification and Component Levels, Ofqual November 2018
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

8 Total Qualification Time (TQT)

Values for Total Qualification Time³, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

³ Total Qualification Time, Ofqual November 2018
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>