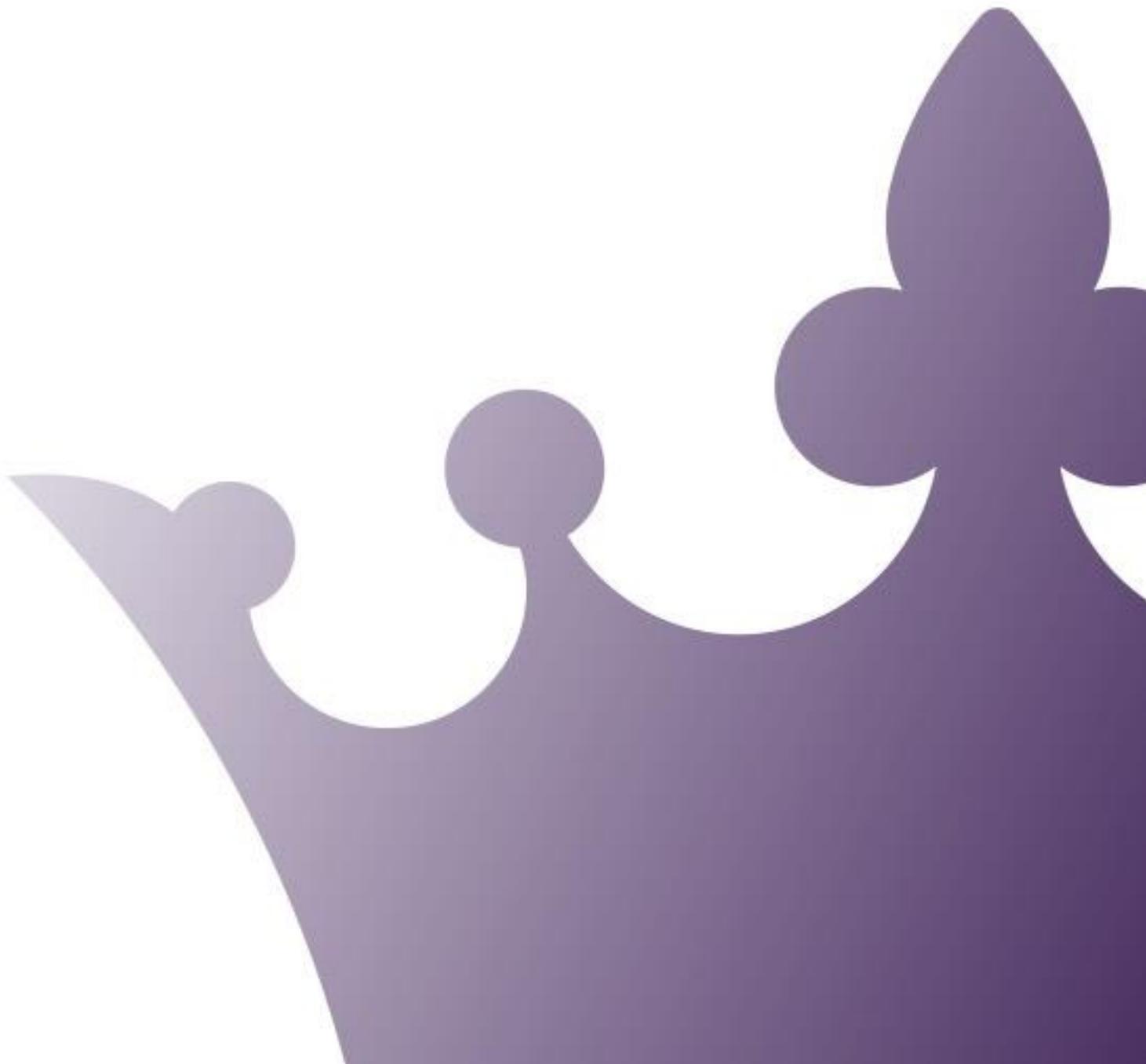




# **SFJ Awards Level 5 Certificate in Management**

**Consultation Draft  
December 2018**



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# Proposed Level 5 Certificate in Management

## 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 title of proposed development

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 5 Certificate in Management** 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 **14** units which have been designed to develop the knowledge and skills required to be a successful manager:

Structure:	10 credits from mandatory units and 12 credits from optional units
Number of Credits:	22
Guided Learning Hours:	99
Total Qualification Time:	220 hours

### Mandatory Group A

Unit No	Unit Title	Level	Credit Value	GLH
1	Design business processes	5	5	23
2	Provide leadership and management	4	5	28

### Optional Group B

Unit No	Unit Title	Level	Credit Value	GLH
3	Contribute to the development of a strategic plan	5	5	31
4	Manage strategic change	5	7	25
5	Plan change in own area of responsibility	5	6	30
6	Develop and evaluate operational plans for own area of responsibility	5	6	25
7	Work productively with colleagues and stakeholders	5	6	30
8	Establish business risk management processes	5	5	29
9	Promote equality of opportunity, diversity and inclusion	5	5	26
10	Develop and manage collaborative relationships with other organisations	5	5	28
11	Optimise the use of technology	5	6	29

Unit No	Unit Title	Level	Credit Value	GLH
12	Manage product and/or service development	5	5	23
13	Manage business risk	4	6	27
14	Manage strategic marketing activities	5	7	28

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

## 5 Consultation

The development team would welcome feedback on the proposed **SFJ Awards Level 5 Certificate in Management**.

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)<sup>1</sup>
- 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](mailto:QualificationsTeam@sfjawards.com)

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 Consult House  
 Meadow Court Business Park  
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 Sheffield  
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<sup>1</sup> See Section 8 for information on TQT

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

## 6 Draft units

### Mandatory Group A

<b>Title</b>	Design business processes	
<b>Level</b>	5	
<b>Unit Number</b>	D/506/2055	
<b>Credit Value</b>	5	
<b>GLH</b>	23	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand techniques and tools that support the design of business processes	1.1 Analyse the principles of business change and business process re-engineering 1.2 Evaluate the concept and application of workflow patterns and usability testing 1.3 Evaluate a range of modelling tools 1.4 Analyse the factors to be taken into account when evaluating the effectiveness of business processes	

<p>2. Be able to develop business processes</p>	<p>2.1 Evaluate the scope for business process improvement and constraints</p> <p>2.2 Generate ideas that meet defined business needs</p> <p>2.3 Test a proposed process through a modelling exercise</p> <p>2.4 Evaluate the feasibility and viability of a proposed process against agreed criteria</p> <p>2.5 Establish the degree of overlap between a proposed process and existing processes and systems</p> <p>2.6 Resolve tensions between existing and proposed systems and processes</p> <p>2.7 Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes</p>
<p>3. Be able to evaluate the effectiveness of business processes</p>	<p>3.1 Analyse valid information using techniques that are appropriate to the process being evaluated</p> <p>3.2 Assess the cost and benefit of a business process to the organisation</p> <p>3.3 Justify recommendations for the rejection, adoption or enhancements to processes with evidence</p>

<b>Title</b>	Provide leadership and management	
<b>Level</b>	4	
<b>Unit Number</b>	L/506/1953	
<b>Credit Value</b>	5	
<b>GLH</b>	28	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the principles supporting leadership and management	1.1 Analyse how leadership and management theories may be applied 1.2 Assess the influence of an organisation's culture on its leadership styles and management practices 1.3 Assess the influence of an organisation's structure on its leadership styles and management practices 1.4 Analyse how theories of motivation may be applied in the practice of leadership 1.5 Evaluate the role of stakeholder engagement in leadership and management 1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation	

<p>2. Be able to engage and inspire stakeholders and colleagues</p>	<p>2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals</p> <p>2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values</p> <p>2.3 Identify who stakeholders are and the nature of their interest</p> <p>2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives</p> <p>2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour</p> <p>2.6 Take action to maintain morale through difficult times</p> <p>2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders</p>
<p>3. Be able to deliver results</p>	<p>3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise</p> <p>3.2 Use delegation techniques whilst delivering targets</p> <p>3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters</p> <p>3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities</p>

## Optional Group B

<b>Title</b>	Contribute to the development of a strategic plan	
<b>Level</b>	5	
<b>Unit Number</b>	A/506/2046	
<b>Credit Value</b>	5	
<b>GLH</b>	31	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the principles of strategic planning	1.1 Evaluate a range of strategic planning models 1.2 Evaluate the advantages and limitations of a range of analytical techniques 1.3 Analyse a range of perspectives of and approaches to business strategy	
2. Be able to analyse the factors affecting the development of strategic plans	2.1 Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans 2.2 Evaluate the market factors that may influence strategic planning decisions 2.3 Evaluate the application of scanning tools to strategy development	
3. Be able to make a contribution to a strategic plan	3.1 Analyse the relationship between strategic intentions, strategic choice and strategy formulation 3.2 Make viable contributions that are consistent with strategic objectives and resource constraints 3.3 Evaluate the impact of a proposed strategy on a business	

<b>Title</b>	Manage strategic change	
<b>Level</b>	5	
<b>Unit Number</b>	H/506/2056	
<b>Credit Value</b>	7	
<b>GLH</b>	25	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the management and evaluation of change	1.1 Evaluate the characteristics and application of a range of change management models for different organisational structures 1.2 Analyse stakeholder mapping techniques used for managing and evaluating change 1.3 Analyse techniques to evaluate change 1.4 Evaluate the relationship between change management, business continuity and crisis management	

<p>2. Be able to plan for strategic change</p>	<p>2.1 Assess the reasons for, scope and inherent risks of a required change</p> <p>2.2 Evaluate the influences of the internal and external environment on a change</p> <p>2.3 Analyse the ethical dimensions of a change</p> <p>2.4 Identify viable alternative strategies for achieving a desired change</p> <p>2.5 Justify with evidence the selected strategy to be taken to manage a change</p> <p>2.6 Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources</p> <p>2.7 Develop a stakeholder engagement plan that addresses their needs and concerns</p> <p>2.8 Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives</p>
<p>3. Be able to manage strategic change</p>	<p>3.1 Allocate resources and responsibilities in accordance with the plan</p> <p>3.2 Take action to ensure the change plan is implemented in accordance with organisational values and procedures</p> <p>3.3 Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy</p> <p>3.4 Take into account the on-going commitment of stakeholders to a change and its implications</p> <p>3.5 Manage friction between stakeholders' needs and interdependencies in accordance with the change plan</p>

<p>4. Be able to evaluate strategic change</p>	<p>4.1 Establish valid evaluation criteria that are capable of measuring the effects of change</p> <p>4.2 Select and use evaluation tools and techniques that are appropriate to the nature of change</p> <p>4.3 Evaluate aspects of change that were successful and ascertain why other aspects were not successful</p> <p>4.4 Justify recommendations made with valid evidence</p> <p>4.5 Identify the implications for knowledge management systems and processes</p>
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<b>Title</b>	Plan change in own area of responsibility	
<b>Level</b>	5	
<b>Unit Number</b>	R/600/9654	
<b>Credit Value</b>	6	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to plan change.	1.1 Analyse, compare and evaluate tools and techniques for planning change.	
2. Be able to develop plans for change in own area of responsibility.	2.1 Identify and explain the change required. 2.2 Develop a plan to effect the required change. 2.3 Assess development requirements needed to ensure the success of the planned change. 2.4 Evaluate the risks and benefits associated with the plan and consider contingency arrangements based on identified risks.	
3. Be able to develop systems for monitoring and assessing progress.	3.1 Determine appropriate systems to monitor and assess the progress of change.	

<p>4. Be able to evaluate barriers and determine ways to overcome resistance to planned change.</p>	<p>4.1 Evaluate barriers that may hinder the planned change. 4.2 Determine ways to overcome resistance to planned change.</p>
<p>5. Be able to develop a communication strategy to facilitate the process for change.</p>	<p>5.1 Evaluate a range of communication methods to support the process of change. 5.2 Develop a communication strategy to facilitate the process for change and review with feedback to continue the process for change.</p>

<b>Title</b>	Develop and evaluate operational plans for own area of responsibility	
<b>Level</b>	5	
<b>Unit Number</b>	Y/600/9588	
<b>Credit Value</b>	6	
<b>GLH</b>	25	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to align objectives of own area of responsibility with those of own organisation.	1.1 Identify operational objectives within own area of responsibility. 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation.	
2. Be able to implement operational plans in own area of responsibility.	2.1 Assess risks associated with operational plans and include contingency arrangements. 2.2 Identify support from relevant stakeholders. 2.3 Implement operational plan within own area of responsibility.	
3. Be able to monitor and evaluate operational plans in own area of responsibility.	3.1 Monitor procedures within the operational plan. 3.2 Evaluate operational plans and implement any necessary actions.	

<b>Title</b>	Work productively with colleagues and stakeholders	
<b>Level</b>	5	
<b>Unit Number</b>	M/600/9662	
<b>Credit Value</b>	6	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to provide colleagues and stakeholders with information.	1.1	Identify information to be communicated to selected colleagues and stakeholders.
	1.2	Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.
2. Be able to consult with colleagues and stakeholders in relation to decisions or activities.	2.1	Communicate with colleagues and stakeholders regarding any decisions or activities.
3. Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.	3.1	Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled.
	3.2	Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.
4. Understand how to manage potential conflicts of interest.	4.1	Explain how to identify and manage potential conflicts of interest.
5. Understand how to be able to monitor working relationships.	5.1	Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders.
	5.2	Explain how to monitor change in the working environment.

6. Be able to review and improve the effectiveness of working relationships.	6.1 Analyse feedback on working relationships from colleagues and stakeholders. 6.2 Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness. 6.3 Identify and implement improvements to working relationships.
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<b>Title</b>	Establish business risk management processes	
<b>Level</b>	5	
<b>Unit Number</b>	J/506/2048	
<b>Credit Value</b>	5	
<b>GLH</b>	29	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand business risk management models and techniques	1.1 Analyse standards relating to the management of business risk 1.2 Analyse the factors influencing different types of risk 1.3 Evaluate the relationship between risk management, business continuity and crisis management 1.4 Evaluate a range of scenario planning and crisis management models 1.5 Analyse methods of calculating risk probability 1.6 Analyse the effectiveness of a range of risk monitoring techniques 1.7 Analyse the significance of risk governance structures and ownership	

<p>7. Be able to develop business risk management processes</p>	<p>2.1 Review periodically the effectiveness of risk management strategy, policy and criteria</p> <p>2.2 Take action to ensure that risk profiles remain current and relevant</p> <p>2.3 Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk</p> <p>2.4 Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation</p> <p>2.5 Take action to ensure that risk management processes are integrated into operational plans and activities</p>
<p>8. Be able to evaluate the effectiveness of business risk management processes</p>	<p>3.1 Appraise the suitability of a range of risk evaluation techniques to business risk management</p> <p>3.2 Evaluate risk using valid quantitative and qualitative information</p> <p>3.3 Identify areas for improvement in identifying and managing risk</p> <p>3.4 Encourage a culture that accepts and manages risk</p>

<b>Title</b>	Promote equality of opportunity, diversity and inclusion	
<b>Level</b>	5	
<b>Unit Number</b>	R/506/2053	
<b>Credit Value</b>	5	
<b>GLH</b>	26	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the principles underpinning equality, diversity and inclusion in the workforce	1.1 Analyse the development of equality, diversity and inclusion policies and practices in the workforce 1.2 Evaluate the application of approaches to equal opportunities 1.3 Evaluate the impact of equality, diversity and inclusion policy on workforce performance 1.4 Evaluate methods of managing ethical conflicts 1.5 Evaluate the business benefits of effective equality, diversity and inclusion policies and practices 1.6 Evaluate the impact of equality, diversity and inclusion on organisational practices 1.7 Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce	

<p>2. Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements</p>	<p>2.1 Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose</p> <p>2.2 Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally</p> <p>2.3 Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes</p> <p>2.4 Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices</p>
<p>3. Be able to promote equality, diversity and inclusion policies and practices</p>	<p>3.1 Devise a communications strategy and plan that covers everyone within their area of responsibility</p> <p>3.2 Use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion</p> <p>3.3 Take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices</p> <p>3.4 Promote a culture where actual and potential discrimination is challenged</p> <p>3.5 Take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination</p>

<b>Title</b>	Develop and manage collaborative relationships with other organisations	
<b>Level</b>	5	
<b>Unit Number</b>	T/506/2059	
<b>Credit Value</b>	5	
<b>GLH</b>	28	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the principles of effective collaboration with other organisations	1.1	Assess the nature of potential stakeholders' interest and needs
	1.2	Evaluate the strengths and weaknesses of stakeholder mapping techniques
	1.3	Assess the value of a range of analytical techniques and alliance modelling
	1.4	Evaluate the implications of collaborative relationships for risk and knowledge management
	1.5	Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements
	1.6	Evaluate the components, use and likely effects of invoking an exit strategy
2. Be able to identify external collaborative relationships to be developed	2.1	Identify potential organisations that are likely to complement or enhance the work or reputation of the organisations involved
	2.2	Analyse the potential synergies and scope for collaboration likely to benefit the organisations involved
	2.3	Balance the benefits of collaboration against the cost requirements and any potentially adverse aspects
	2.4	Justify decisions and recommendations with evidence

<p>3. Be able to collaborate with other organisations</p>	<p>3.1 Agree mutually acceptable terms of reference</p> <p>3.2 Develop a viable stakeholder engagement plan that is consistent with organisational strategy, objectives and values</p> <p>3.3 Develop arrangements to manage relationships that will realise the benefits of collaboration</p> <p>3.4 Collaborate within agreed terms of reference in a way that enhances the reputation of the organisation and fosters productive working relationships</p> <p>3.5 Evaluate the effectiveness of on-going collaborative relationships</p>
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<b>Title</b>	Optimise the use of technology	
<b>Level</b>	5	
<b>Unit Number</b>	F/506/2064	
<b>Credit Value</b>	6	
<b>GLH</b>	29	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the principles underpinning the optimisation of technology	1.1	Explain how to keep up-to-date with technological developments
	1.2	Analyse the requirements of organisational procurement processes
	1.3	Evaluate the implications of technology for business continuity and crisis management plans
	1.4	Evaluate the legal implications of changes to the use of technology
	1.5	Analyse the requirements of a technology strategy
2. Be able to scope the use of technology	2.1	Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality
	2.2	Evaluate the current use of technology against agreed criteria
	2.3	Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems
	2.4	Identify the strategic implications of changes to the use of technology
	2.5	Assess the risks, limitations and benefits of changes to the use of technology

<p>3. Be able to optimise the use of technological solutions</p>	<p>3.1 Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy</p> <p>3.2 Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans</p> <p>3.3 Recommend technological solutions that meet the specified objectives</p>
<p>4. Be able to manage the use of technology</p>	<p>4.1 Develop procedures that address all aspects of the technology and their implications</p> <p>4.2 Take action to ensure that everyone using the technology is adequately trained and equipped</p> <p>4.3 Promote the benefits of technology</p> <p>4.4 Use monitoring techniques that are appropriate to the nature of the work carried out and the system</p> <p>4.5 Take prompt corrective action in the event of problems arising</p>

<b>Title</b>	Manage product and/or service development	
<b>Level</b>	5	
<b>Unit Number</b>	Y/506/2068	
<b>Credit Value</b>	5	
<b>GLH</b>	23	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the development of new or improved products and/or services	1.1	Analyse the stages of the development process, product life cycle and their requirements
	1.2	Explain the requirements of market segmentation
	1.3	Analyse the factors affecting buyer behaviour
	1.4	Evaluate the use of market analytical tools when developing new or improved products and/or services
5. Be able to establish the need for new or improved products and/or services	2.1	Establish criteria by which the need for new or improved products and/or services will be evaluated
	2.2	Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services
	2.3	Identify competitor activity that may have an impact on the market for new or improved products and/or services
	2.4	Assess the likely impact of customers' culture and behaviour on potential sales

<p>6. Be able to manage the development of new or improved products and/or services</p>	<p>3.1 Take action to ensure that proposals are consistent with organisational strategy, objectives and values</p> <p>3.2 Assess the costs of developing new or improved products and/or services</p> <p>3.3 Assess the viability of products and/or services by carrying out viability tests</p> <p>3.4 Evaluate the degree of success of new or improved products and/or services</p>
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<b>Title</b>	Manage business risk	
<b>Level</b>	4	
<b>Unit Number</b>	L/506/2004	
<b>Credit Value</b>	6	
<b>GLH</b>	27	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the management of business risk	1.1 Explain what is meant by business risk 1.2 Analyse business risk identification theories and models 1.3 Explain measures and techniques to mitigate business risk 1.4 Explain their own level of authority in managing risk	
2. Be able to address business risk	2.1 Monitor work in line with organisational risk procedures 2.2 Identify potential risks using agreed risk criteria 2.3 Assess identified risks, their potential consequences and the probability of them happening 2.4 Communicate to stakeholders the likelihood of the risk occurring and its potential consequences 2.5 Explain organisational business risk management policies	

<p>3. Be able to mitigate business risk</p>	<p>3.1 Develop risk management plans and processes that are proportionate to the risk and the available resources</p> <p>3.2 Implement risk management plans in accordance with organisational requirements</p> <p>3.3 Monitor on-going risk-related developments and amend plans in the light of changing circumstances</p> <p>3.4 Keep stakeholders informed of any developments and their possible consequences</p> <p>3.5 Evaluate the effectiveness of actions taken, identifying possible future improvements</p>
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<b>Title</b>	Manage strategic marketing activities	
<b>Level</b>	5	
<b>Unit Number</b>	L/506/2293	
<b>Credit Value</b>	7	
<b>GLH</b>	28	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the strategic management of marketing activities	1.1	Analyse concepts underpinning strategic marketing in business practice
	1.2	Assess the scope of strategic marketing activities and how they affect a business
	1.3	Evaluate the relationship between the marketing and other business functions
	1.4	Analyse the planning principles involved in developing a marketing strategy
	1.5	Analyse a range of tools to evaluate a strategic marketing plan
	1.6	Explain the advantages and limitations of a range of marketing strategies
2. Be able to evaluate a market	2.1	Evaluate existing and potential markets against agreed strategic criteria
	2.2	Identify features of actual and potential offerings through an evaluation of competitors' products and/or services
3. Be able to develop a marketing communications strategy and plan	3.1	Evaluate a range of marketing communications frameworks
	3.2	Define marketing messages that are consistent with strategic objectives, organisational culture and values
	3.3	Specify communications media that are likely to reach the identified target customers
	3.4	Integrate marketing communications within operational processes

<p>4. Be able to manage strategic marketing activities</p>	<p>4.1 Set pricing strategies that are consistent with organisational strategy, objectives and values and which optimise the potential for sales</p> <p>4.2 Manage the implementation of marketing strategies, plans and activities in accordance with organisational policies, values and priorities</p> <p>4.3 Monitor the performance of products and/or services and subcontractors against agreed success criteria</p> <p>4.4 Adapt marketing strategies, plans and activities in the light of feedback and/or changing circumstances</p>
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## 7 Level Descriptors<sup>2</sup>

Level	Knowledge Descriptor (the learner...)	Skills Descriptor (the learner can...)
4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>
5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>

<sup>2</sup> 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)

Total Qualification Time comprises of the following two elements.

Values for Total Qualification Time<sup>3</sup>, 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.

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