



SFJ Awards Level 5 Certificate in Management



Qualification Handbook

SFJ Awards Level 5 Certificate in Management

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Contents

1	Introduction	4
1.1	About us	4
1.2	Customer Service Statement	4
1.3	Centre support	4
2	The Qualification	5
2.1	Qualification objective	5
2.2	Pre-entry requirements	5
2.3	Qualification structure	5
2.4	Age restriction	7
2.5	Opportunities for progression	7
2.6	Use of languages	7
3	Qualification Units	9
4	Centre Requirements	31
5	Assessment	32
5.1	Qualification assessment methods	32
5.2	Assessor and internal quality assurer and requirements	32
5.3	Expert witnesses	34
5.4	Assessing competence	34
5.5	Methods for assessing competence	35
5.6	Assessing knowledge and understanding	37
5.7	Methods for assessing knowledge and understanding	37
5.8	Assessment planning	38
5.9	Standardisation	38
5.10	Recognition of Prior Learning (RPL)	38
5.11	Equality and diversity	39
5.12	Health and safety	39

1 Introduction

1.1 About us

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.

1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3 Centre support

SFJ Awards works in partnership with its customers. For help or advice contact:

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Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com

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2 The Qualification

2.1 Qualification objective

This handbook relates to the following qualification:

SFJ Awards Level 5 Certificate in Management

Managers operating at this level play an integral role in setting and supporting organisational objectives through a wide range of functions, such as: informing strategic decision making, managing budgets, planning and implementing change, leading teams and managing programmes of complementary projects.

The main objective of this qualification is to support and develop the skills of those working as managers, senior managers, heads of department, directors and in other management related positions.

2.2 Pre-entry requirements

There are no pre-entry requirements for enrolling to complete this qualification. However, learners will be expected to have literacy, numeracy and communication skills at a level to enable them to meet the requirements of the assessment criteria.

2.3 Qualification structure

This qualification is made up of 2 mandatory units and 12 optional units. To be awarded this qualification the learner must achieve a total of 22 credits as shown in the table below, ie 10 credits from the mandatory units and a minimum of 12 credits from the optional units.

Mandatory Group A					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
D/506/2055	1032	Design business processes	5	23	5
L/506/1953	1068	Provide leadership and management	4	28	5

Optional Group B					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
A/506/2046	1066	Contribute to the development of a strategic plan	5	31	5
H/506/2056	1067	Manage strategic change	5	25	7
M/617/6569	1396	Plan change in own area of responsibility	5	30	6
Y/600/9588	107	Develop and evaluate operational plans for own area of responsibility	5	25	6
H/617/6570	1397	Work productively with colleagues and stakeholders	5	30	6
J/506/2048	1030	Establish business risk management processes	5	29	5
R/506/2053	1031	Promote equality of opportunity, diversity and inclusion	5	26	5
T/506/2059	1033	Develop and manage collaborative relationships with other organisations	5	28	5
F/506/2064	1034	Optimise the use of technology	5	29	6
Y/506/2068	1035	Manage product and/or service development	5	23	5
L/506/2004	1056	Manage business risk	4	27	6
L/506/2293	1036	Manage strategic marketing activities	5	28	7

2.4 Total Qualification Time (TQT)

Values for Total Qualification Time¹, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and

¹ Total Qualification Time, Ofqual November 2018

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

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.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 5 Certificate in Management	220	99

2.4 Age restriction

This qualification is available to learners aged 18 years and over.

2.5 Opportunities for progression

This qualification creates a number of opportunities for progression into a range of business and management related qualifications and employment in a management role.

2.6 Use of languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards

will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3 Qualification Units

Mandatory Group A

Title	Design business processes	
Level	5	
Unit Number	D/506/2055	
Credit Value	5	
GLH	23	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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
2. Be able to develop business processes	2.1	Evaluate the scope for business process improvement and constraints
	2.2	Generate ideas that meet defined business needs
	2.3	Test a proposed process through a modelling exercise
	2.4	Evaluate the feasibility and viability of a proposed process against agreed criteria
	2.5	Establish the degree of overlap between a proposed process and existing processes and systems
	2.6	Resolve tensions between existing and proposed systems and processes
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes

<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>
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Title	Provide leadership and management	
Level	4	
Unit Number	L/506/1953	
Credit Value	5	
GLH	28	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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	
2. Be able to engage and inspire stakeholders and colleagues	2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals 2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values 2.3 Identify who stakeholders are and the nature of their interest 2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives 2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour 2.6 Take action to maintain morale through difficult times	

	2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders
3. Be able to deliver results	<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

Title	Contribute to the development of a strategic plan	
Level	5	
Unit Number	A/506/2046	
Credit Value	5	
GLH	31	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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

Title	Manage strategic change	
Level	5	
Unit Number	H/506/2056	
Credit Value	7	
GLH	25	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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
2. Be able to plan for strategic change	2.1	Assess the reasons for, scope and inherent risks of a required change
	2.2	Evaluate the influences of the internal and external environment on a change
	2.3	Analyse the ethical dimensions of a change
	2.4	Identify viable alternative strategies for achieving a desired change
	2.5	Justify with evidence the selected strategy to be taken to manage a change
	2.6	Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources
	2.7	Develop a stakeholder engagement plan that addresses their needs and concerns
	2.8	Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives

<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>

Title	Plan change in own area of responsibility	
Level	5	
Unit Number	M/617/6569	
Credit Value	6	
GLH	30	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand how to plan change.	1.1 Evaluate tools and techniques for planning change. 1.2 Identify stages to be used when planning change 1.3 Determine who needs to be involved when 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 processes for monitoring and assessing progress.	3.1 Determine appropriate processes to monitor and assess the progress of change. 3.2 Develop processes for monitoring and assessing progress	
4. Be able to evaluate barriers and determine ways to overcome resistance to planned change.	4.1 Evaluate barriers that may hinder the planned change. 4.2 Determine ways to overcome resistance to planned change.	
5. Be able to develop a communication strategy to facilitate the process for change.	5.1 Evaluate a range of communication methods to support the process of change. 5.2 Develop a communication strategy to facilitate the process for change 5.3 Review feedback resulting from the communication strategy to continue the process for change.	

Title	Develop and evaluate operational plans for own area of responsibility	
Level	5	
Unit Number	Y/600/9588	
Credit Value	6	
GLH	25	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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.

Title	Work productively with colleagues and stakeholders	
Level	5	
Unit Number	H/617/6570	
Credit Value	6	
GLH	30	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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 and stakeholders.
2. Be able to consult with colleagues and stakeholders in relation to decisions or activities.	2.1	Identify communication methods suitable for consulting with colleagues and stakeholders
	2.2	Consult with colleagues and stakeholders regarding 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 potential conflicts of interest.
	4.2	Explain how to manage potential conflicts of interest.
5. Understand how to monitor change in the working environment.	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.

Title	Establish business risk management processes	
Level	5	
Unit Number	J/506/2048	
Credit Value	5	
GLH	29	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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
2. Be able to develop business risk management processes	2.1	Review periodically the effectiveness of risk management strategy, policy and criteria
	2.2	Take action to ensure that risk profiles remain current and relevant
	2.3	Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk
	2.4	Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation
	2.5	Take action to ensure that risk management processes are integrated into operational plans and activities

<p>3. 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>
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Title	Promote equality of opportunity, diversity and inclusion	
Level	5	
Unit Number	R/506/2053	
Credit Value	5	
GLH	26	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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	
2. Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements	2.1 Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose 2.2 Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally 2.3 Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes 2.4 Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices	

<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>
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Title	Develop and manage collaborative relationships with other organisations	
Level	5	
Unit Number	T/506/2059	
Credit Value	5	
GLH	28	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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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Title	Optimise the use of technology
Level	5
Unit Number	F/506/2064
Credit Value	6
GLH	29
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand the principles underpinning the optimisation of technology	<p>1.1 Explain how to keep up-to-date with technological developments</p> <p>1.2 Analyse the requirements of organisational procurement processes</p> <p>1.3 Evaluate the implications of technology for business continuity and crisis management plans</p> <p>1.4 Evaluate the legal implications of changes to the use of technology</p> <p>1.5 Analyse the requirements of a technology strategy</p>
2. Be able to scope the use of technology	<p>2.1 Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality</p> <p>2.2 Evaluate the current use of technology against agreed criteria</p> <p>2.3 Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems</p> <p>2.4 Identify the strategic implications of changes to the use of technology</p> <p>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>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>
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Title	Manage product and/or service development	
Level	5	
Unit Number	Y/506/2068	
Credit Value	5	
GLH	23	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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
2. 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
3. Be able to manage the development of new or improved products and/or services	3.1	Take action to ensure that proposals are consistent with organisational strategy, objectives and values
	3.2	Assess the costs of developing new or improved products and/or services
	3.3	Assess the viability of products and/or services by carrying out viability tests
	3.4	Evaluate the degree of success of new or improved products and/or services

Title	Manage business risk	
Level	4	
Unit Number	L/506/2004	
Credit Value	6	
GLH	27	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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
3. Be able to mitigate business risk	3.1	Develop risk management plans and processes that are proportionate to the risk and the available resources
	3.2	Implement risk management plans in accordance with organisational requirements
	3.3	Monitor on-going risk-related developments and amend plans in the light of changing circumstances
	3.4	Keep stakeholders informed of any developments and their possible consequences
	3.5	Evaluate the effectiveness of actions taken, identifying possible future improvements

Title	Manage strategic marketing activities	
Level	5	
Unit Number	L/506/2293	
Credit Value	7	
GLH	28	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <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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4 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance (IQA) processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

5 Assessment

5.1 Qualification assessment methods

Assessment methods that can be used for the SFJ Awards Level 5 Certificate in Management are as follows:

- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment

5.2 Assessor and internal quality assurer and requirements

5.2.1 Occupational knowledge and competence

All assessors, internal and external quality assurers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- engage in continuous professional development activities to maintain:
 - occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
 - professional competence and knowledge.

Assessors must also:

- be occupationally competent in the functions covered by the units they are assessing
- have gained their occupational competence by working in the sector relating to the units or qualifications they are assessing. This means they must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager
- be able to interpret and make judgements on current working practices and technologies within the area of work.

Internal quality assurers (IQAs) must also:

- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units
- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring*.

**Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.*

Approved centres will be required to provide SFJ Awards with current evidence of how each member of their team meets these requirements, for example certificates of achievement or testimonials.

5.2.2 Assessor competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement² or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

5.2.3 Internal Quality Assurer competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or

² National Occupational Standards for Learning and Development, LLUK 2010
<https://www.excellencegateway.org.uk/>

- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

5.3 Expert witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

5.3.1 Occupational competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

5.3.2 Qualification knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

5.4 Assessing competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.⁴ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient

³ National Occupational Standards for Learning and Development, LLUK 2010
<https://www.excellencegateway.org.uk/>

⁴ Qualification and Component Levels, Ofqual November 2019,
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

5.5 Methods for assessing competence

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make decisions about an individual's occupational competence. Further information on assessment methods is provided below and in the SFJ Awards Assessment Policy.

5.5.1 Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However, SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

5.5.2 Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent and familiar with the qualification/unit(s)/criteria. Expert witnesses are the preferred witness type recommended by SFJ Awards as they provide a stronger form of evidence which is more easily authenticated and verified.

The assessor should consider witness testimonies of either type as a typical form of evidence. Assessors are therefore responsible for making the final judgement in terms of the learner meeting the evidence requirements of the qualification/unit(s)/criteria.

5.5.3 Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

5.5.4 Professional discussion

Professional discussions are a free-flowing two-way dialogue between the assessor and learner. It should not be confused with questioning where the assessor asks specific questions and the learner provides answers. Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio/electronic records of discussions must be maintained.

5.5.5 Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio/electronic records of all questioning must be maintained.

5.5.6 Simulations

Simulations may take place either in an operational or non-operational environment, for example a training centre, or in the learner's workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation

4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

5.6 Assessing knowledge and understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.⁵ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

5.7 Methods for assessing knowledge and understanding

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

⁵ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a bank of assessments that are sufficient to be changed regularly.

5.8 Assessment planning

Planning assessment allows a holistic approach to be taken. Holistic assessments are those which focus on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time and streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process. By effectively planning assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. As a consequence the assessment is a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

5.9 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time. Written/audio/electronic records of all standardisation must be maintained, including records of all involved parties.

IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

5.10 Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

5.11 Equality and diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who have specific learning needs are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

5.12 Health and safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high-risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

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