Level 3 Diploma in Management

Qualification Handbook

SFJ Awards Level 3 Diploma in Management

Qualification Number: 601/6348/3

Version	Date of issue	Amendment(s)	Page
V3	19.08.22	Withdrawal dates added	5
V2	27.07.17	Add Total Qualification Time (TQT)	7-8
		Update Section 2.9 Use of Languages	8
		Update Section 3 Centre Requirements (no change to requirements)	9
		Update Section 4 Assessment (no change to requirements)	10-21
		Add SFJ Awards copyright information	103
		Remove references to QCF	Various
V1	17.06.15	N/A	

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Health and Justice Group. 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 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, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, 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, customer-led 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:

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

Tel: 0114 284 1970

E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualification

* Qualification Withdrawal *

Please note that the SFJ Awards SFJ Awards Level 3 Diploma in Management is being withdrawn. No learners can therefore be registered on this qualification after 30 September 2022 and all certifications must be completed by 30 September 2023.

2.1   Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Diploma in Management

Managers play an integral role in supporting organisational objectives through a wide range of functions, such as: planning, allocating and monitoring the work of a team, supporting team members, managing conflict, resolving problems, project management, agreeing budgets and managing customer service.

The main objective of this qualification is to provide the knowledge and skills required to undertake management roles such as section manager, first line manager, assistant manager, trainee manager or senior supervisor.

The SFJ Awards Level 3 Diploma in Management is included on the Advanced Level Apprenticeship in Management.[1]

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

2.3   Units and Rules of Combination

2.3.1   Level 3 Diploma in Management

To achieve the Level 3 Diploma in Management learners must achieve a minimum of 55 credits: 31 credits from Mandatory Group A and a minimum of 17 credits from Optional Group B must be completed. A maximum of 7 credits can be taken from Optional Group C.

Mandatory Group A – 31 credits			
Unit Reference Number	Unit Title	Level	Credit Value
A/506/1821	Manage team performance	3	4

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[1] Management (England) Apprenticeship Framework, Skills CFA www.afo.sscalliance.org (Framework ID: FR03478)

R/506/1937	Principles of people management	3	6
D/506/1942	Principles of business	3	10
F/506/2596	Principles of leadership and management	3	8
T/506/2952	Manage personal and professional development	3	3

Optional Group B – minimum 17 credits			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	3
J/506/1921	Manage individuals' performance	3	4
L/506/1922	Manage individuals' development in the workplace	3	3
Y/506/1924	Chair and lead meetings	3	3
K/506/1927	Manage conflict within a team	3	5
M/506/1928	Procure products and/or services	3	5
T/506/1929	Implement change	3	5
K/506/1930	Implement and maintain business continuity plans and processes	3	4
M/506/1931	Collaborate with other departments	3	3
A/506/1933	Support remote or virtual teams	3	4
F/506/1934	Participate in a project	3	3
J/506/1949	Develop and maintain professional networks	4	3
Y/506/1955	Develop and implement an operational plan	4	5
M/506/1962	Encourage learning and development	4	3
A/506/1981	Discipline and grievance management	4	3
F/506/1982	Develop working relationships with stakeholders	4	4
K/506/1989	Manage physical resources	4	4
K/506/1992	Prepare for and support quality audits	4	3
T/506/1994	Conduct quality audits	4	3
A/506/1995	Manage a budget	4	4
R/506/1999	Manage a project	4	7
L/506/2004	Manage business risk	4	6
A/506/2032	Manage knowledge in an organisation	4	5

M/506/2044	Manage redundancy and redeployment	4	6
J/506/2292	Encourage innovation	3	4
J/506/2907	Manage the impact of work activities on the environment	4	4
R/506/2909	Recruitment, selection and induction practice	4	6

Optional Group C – maximum 7 credits			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
M/506/1895	Buddy a colleague to develop their skills	2	3
D/506/1911	Contribute to the improvement of business performance	3	6
H/506/1912	Negotiate in a business environment	3	4
K/506/1913	Develop a presentation	3	3
M/506/1914	Deliver a presentation	3	3
A/506/1916	Contribute to the development and implementation of an information system	3	6
K/506/2169	Resolve customers' problems	3	4
R/506/2151	Resolve customers' complaints	3	4
D/506/2170	Gather, analyse and interpret customer feedback	3	5
L/506/1905	Employee rights and responsibilities	2	2
T/505/4673	Health and Safety Procedures in the Workplace	2	2
M/506/1959	Manage events	4	6
F/506/2176	Review the quality of customer service	4	4

2.3.2 Unit Barring

Unit *Participate in a project* (F/506/1934) is barred against unit *Manage a project* (R/506/1999) which means that learners can only complete one of these units as part of the qualification.

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[2]

(a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

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[2] Total Qualification Time criteria, Ofqual September 2015
https://www.gov.uk/government/publications/total-qualification-time-criteria

(b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments. It does not include hours where supervision or assistance is of a general nature and is not specific to learners' study.

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Diploma in Management	550	284

2.5   Age Restriction

This qualification is available to learners aged 16 years and over.

2.6   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.

2.7   Exemption

No exemptions have been identified.

2.8   Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.9   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   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 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.

4   Assessment

4.1   Unit Assessment

Knowledge-only units in this qualification must be assessed using SFJ Awards assessment requirements.

Competence-knowledge based units and qualifications owned by Skills CFA must be assessed in line with the Skills CFA Assessment Strategy: Competence Units (S/NVQ)[3], which is incorporated into this section. Unit guidance at the end of individual units indicates where this strategy applies.

4.2   SFJ Awards Assessment Requirements

4.2.1 Assessors

i)   Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors 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.

ii)   Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

iii)   Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

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[3] Skills CFA Assessment Strategy: Competence Units (S/NVQ) Business Administration, Customer Service and Management and Leadership. March 2015, V10

iv) 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 achievement[4] 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.

v) Continuing Professional Development

Assessors must actively 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 as an assessor.

4.2.2 Internal Quality Assurers

i) Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must 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.

ii) Qualification Knowledge

IQAs must 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.

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[4] National Occupational Standards for Learning and Development, LLUK 2010

iii)   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
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment[5] 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.

iv)   Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational 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 as an IQA.

4.2.3   External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

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[5] National Occupational Standards for Learning and Development, LLUK 2010

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

i)   External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

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

ii)   Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.2.4 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.

i)   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.

ii)   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.

4.3 Skills CFA Assessment Strategy: Competence Units (S/NVQ)[6]

4.3.1 Assessors

The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To be able to assess candidates, assessors must:

- be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed;

AND ONE OF EITHER OF THE FOLLOWING

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period

- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

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[6] Skills CFA Assessment Strategy Competence units (S/NVQ): Business Administration, Customer Service, Management and Leadership. February 2017

4.3.2 Internal Quality Assurer (IQA)

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

IQAs must:

- be "occupationally competent". IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business;

AND ONE OF EITHER OF THE FOLLOWING

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout their training period; AND demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process;

4.3.3 External Quality Assurer (EQA)

The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs must:

- be "occupationally competent". EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business;

AND ONE OF EITHER OF THE FOLLOWING

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs

holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process

Skills CFA requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual CPD records that are maintained in assessment centres.

4.3.4 Employer Direct Model

The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation may choose between:

- Achieving the appropriate regulatory body approved unit qualifications for assessment;

OR

- Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

In order to use the employer direct model:

- An organisation must:

  o have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

- o seek guidance and approval from an awarding organisation to demonstrate that they have:

    - appropriate processes in place to facilitate assessment, moderation or verification functions
    - carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.

- An Awarding Organisation must:

  - o offer this model to employers only
  - o supply information on the requirements for internal and external moderation/verification activities to assessment centres.

4.4   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.[7] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

4.5   Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, 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

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[7] 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

interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Policy.

4.5.1   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.

4.5.2   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). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.
The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.5.3   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.

4.5.4   Professional discussion

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 records of discussions must be maintained.

4.5.5   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 records of all questioning must be maintained.

4.5.6 Simulations

Evidence may be produced through simulation solely in exceptional circumstances and should only form a small part of the evidence for the qualification. Simulation can only be applied to the following competence units:

Unit	Level
K/506/1927 Manage conflict within a team	3
A/506/1981 Discipline and grievance management	4
M/506/2044 Manage redundancy and redeployment	4

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
- where situations are not naturally or readily occurring, such as response to emergencies.

Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Skills CFA guidelines for using RWE can be found in Appendix A.

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

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.

4.6   Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses 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
- 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; 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. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.7   Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.7.1   Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.7.2   External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time. Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.8   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)'.[8]

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[8] After the QCF: A New Qualifications Framework, Ofqual 2015
https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework

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.

4.9   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 are disabled 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.

4.10   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.

5 Qualification Units

Mandatory Units

Unit Title	Manage team performance	
Level	3	
Credit Value	4	
GLH	21	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
3 Be able to manage communications within a team	3.1	Explain to team members the lines of communication and authority levels
	3.2	Communicate individual and team objectives, responsibilities and priorities
	3.3	Use communication methods that are appropriate to the topics, audience and timescales
	3.4	Provide support to team members when they need it
	3.5	Agree with team members a process for providing feedback on work progress and any issues arising
	3.6	Review the effectiveness of team communications and make improvements

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LDB2 Allocate work to team members • CFAM&LDB3 Quality assure work in your team
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Unit Title	Principles of people management	
Level	3	
Credit Value	6	
GLH	34	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the principles of workforce management	1.1	Explain the relationship between Human Resources (HR) functions and other business functions
	1.2	Explain the purpose and process of workforce planning
	1.3	Explain how employment law affects an organisation's HR and business policies and practices
	1.4	Evaluate the implications for an organisation of utilising different types of employment contracts
	1.5	Evaluate the implications for an individual of different types of employment contracts
2 Understand equality of opportunity, 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
	2.3	Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion
	2.4	Explain how to measure diversity within an organisation
3 Understand team building and dynamics	3.1	Explain the difference between a group and a team
	3.2	Outline the characteristics of an effective team
	3.3	Explain the techniques of building a team
	3.4	Explain techniques to motivate team members
	3.5	Explain the importance of communicating targets and objectives to a team
	3.6	Examine theories of team development
	3.7	Explain common causes of conflict within a team
	3.8	Explain techniques to manage conflict within a team
4 Understand performance management	4.1	Identify the characteristics of an effective performance management system

		4.2	Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities
		4.3	Describe best practice in conducting appraisals
		4.4	Explain the factors to be taken into account when managing people's wellbeing and performance
		4.5	Explain the importance of following disciplinary and grievance processes
5	Understand training and development	5.1	Explain the benefits of employee development
		5.2	Explain the advantages and limitations of different types of training and development methods
		5.3	Explain the role of targets, objectives and feedback in employee development
		5.4	Explain how personal development plans support the training and development of individuals
		5.5	Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles
		5.6	Explain how to support individuals' learning and development
6	Understand reward and recognition	6.1	Describe the components of 'total reward'
		6.2	Analyse the relationship between motivation and reward
		6.3	Explain different types of pay structures
		6.4	Explain the risks involved in the management of reward schemes
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LBA7 Promote equality of opportunity, diversity and inclusion • CFAM&LDB1 Build teams • CFAM&LDB4 Manage people's performance at work • CFAM&LDB8 Manage conflict in teams • CFAM&LDC2 Support individuals' learning and development • CFAM&LDC5 Help individuals address problems affecting their performance	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		N/A	

Unit Title	Principles of business	
Level	3	
Credit Value	10	
GLH	74	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Business & Administration (2013) National Occupational Standards: • CFABAA112 Contribute to innovation in a business environment
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	N/A

Unit Title	Principles of leadership and management	
Level	3	
Credit Value	8	
GLH	50	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
3 Understand the role, functions and processes of management	3.1	Analyse a manager's responsibilities for planning, coordinating and controlling work
	3.2	Explain how managers ensure that team objectives are met
	3.3	Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
	3.4	Analyse theories and models of management
	3.5	Explain how the application of management theories guide a manager's actions
	3.6	Explain the operational constraints imposed by budgets

4	Understand performance measurement	4.1	Explain the relationship between business objectives and performance measures
		4.2	Explain the features of a performance measurement system
		4.3	Explain how to set key performance indicators (KPIs)
		4.4	Explain the tools, processes and timetable for monitoring and reporting on business performance
		4.5	Explain the use of management accounts and management information systems in performance management
		4.6	Explain the distinction between outcomes and outputs
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LBA2 Provide leadership in your area of responsibility • CFAM&LDB4 Manage people's performance at work	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		N/A	

Unit Title	Manage personal and professional development		
Level	3		
Credit Value	3		
GLH	12		
Learning Outcome - The learner will:	Assessment Criterion - The learner can:		
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	
	2.6	Take advantage of development opportunities made available by professional networks or professional bodies	
3 Be able to maintain the relevance of a personal and professional development plan	3.1	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives	
	3.2	Obtain feedback on performance from a range of valid sources	
	3.3	Review progress toward personal and professional objectives	
	3.4	Amend the personal and professional development plan in the light of feedback received from others	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LAA1 Manage yourself • CFAM&LAA2 Develop your knowledge, skills and competence		

	CFAM&LAA3 Develop and maintain your professional networks
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Optional Group B

Unit Title	Promote equality, diversity and inclusion in the workplace	
Level	3	
Credit Value	3	
GLH	15	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LBA7 Promote equality of opportunity, diversity and inclusion	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)	

Unit Title	Manage individuals' performance	
Level	3	
Credit Value	4	
GLH	20	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
2 Be able to manage individuals' performance in the workplace	2.1	Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives
	2.2	Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs
	2.3	Apply motivation techniques to maintain morale
	2.4	Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards
	2.5	Monitor individuals' progress towards objectives in accordance with agreed plans
	2.6	Recognise individuals' achievement of targets and quality standards
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LDB4 Manage people's performance at work • CFAM&LDC2 Support individuals' learning and development • CFAM&LDC3 Mentor individuals • CFAM&LDC5 Help individuals address problems affecting their performance
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage individuals' development in the workplace
Level	3
Credit Value	3
GLH	10
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
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
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LDC1 Identify individuals' learning needs and styles • CFAM&LDC2 Support individuals' learning and development

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Chair and lead meetings
Level	3
Credit Value	3
GLH	10

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LDD6 Lead meetings to achieve objectives	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Manage conflict within a team
Level	3
Credit Value	5
GLH	25
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
3	Be able to deal with conflict within a team	3.1	Assess the seriousness of conflict and its potential impact
		3.2	Treat everyone involved with impartiality and sensitivity
		3.3	Decide a course of action that offers optimum benefits
		3.4	Explain the importance of engaging team members' support for the agreed actions
		3.5	Communicate the actions to be taken to those who may be affected by it
		3.6	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LDB8 Manage conflict in teams • CFAM&LDD5 Manage conflict in the broader work environment
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Procure products and/or services
Level	3
Credit Value	5
GLH	35
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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	3.1	Explain the action to be taken in the event of problems arising
		3.2	Agree contract terms that are mutually acceptable within their own scope of authority
		3.3	Record agreements made, stating the specification, contract terms and any post-contract requirements
		3.4	Adhere to organisational policies and procedures, legal and ethical requirements
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LED1 Decide whether to produce or buy in products and/or services • CFAM&LED2 Procure products and/or services • CFAM&LED3 Select suppliers through a tendering process	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Implement change
Level	3
Credit Value	5
GLH	28

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
2	Be able to plan the implementation of change	2.1	Explain the need for change
		2.2	Explain the potential consequences of not implementing change
		2.3	Explain the roles and responsibilities of a change management project team
		2.4	Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
		2.5	Brief team members on their roles and responsibilities and the objectives of the change
		2.6	Gain acceptance to the need for change from team members and other stakeholders

3	Be able to manage the implementation of a change plan	3.1	Explain organisational escalation processes for reporting problems
		3.2	Analyse the advantages and disadvantages of monitoring techniques
		3.3	Implement the plan within the agreed timescale
		3.4	Provide support to team members and other stakeholders according to identified needs
		3.5	Monitor the progress of the implementation against the plan
		3.6	Manage problems in accordance with contingency plans
4	Be able to evaluate the effectiveness of the implementation of change plans	4.1	Assess the suitability of techniques used to analyse the effectiveness of change
		4.2	Collate valid feedback and information from stakeholders
		4.3	Analyse feedback and information against agreed criteria
		4.4	Identify areas for future improvement
		4.5	Communicate the lessons learned with those who may benefit
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LCA2 Plan change • CFAM&LCA3 Engage people in change • CFAM&LCA4 Implement change • CFAM&LCA5 Evaluate change
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Implement and maintain business continuity plans and processes
Level	3
Credit Value	4
GLH	25

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
3	Be able to maintain the fitness for purpose of on-going business continuity plans and processes	3.1	Provide training for staff who may be affected
		3.2	Validate and test the strength of business continuity plans and processes
		3.3	Update plans and processes in the light of feedback from business continuity exercises and other sources of information
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LBB2 Develop, maintain and evaluate business continuity plans and arrangements	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Collaborate with other departments
Level	3
Credit Value	3
GLH	14
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LDD3 Develop and sustain collaborative relationships with other departments	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Support remote or virtual teams
Level	3
Credit Value	4
GLH	18

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
2	Be able to support remote or virtual teams	2.1	Provide guidelines, training, information and coaching to support remote or virtual teams
		2.2	Identify areas for improvement from monitoring processes and information
		2.3	Facilitate interactive collaboration amongst stakeholders
		2.4	Take action to ensure that team members adhere to regulatory, professional and commercial requirements
		2.5	Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed
		2.6	Take action to ensure that records management issues arising from remote or virtual working are addressed
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LDB6 Support remote/virtual teams	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Participate in a project
Level	3
Credit Value	3
GLH	19

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
2	Be able to support the delivery of a project	2.1	Fulfil their role in accordance with a project plan
		2.2	Collect project-related information in accordance with project plans
		2.3	Use appropriate tools to analyse project information
		2.4	Report on information analysis in the agreed format and timescale
		2.5	Draw issues, anomalies and potential problems to the attention of project managers
		2.6	Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LFA5 Manage projects	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Develop and maintain professional networks
Level	4
Credit Value	3
GLH	15
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of effective networking	1.1	Describe the interpersonal skills needed for effective networking
		1.2	Explain the basis on which to choose networks to be developed
		1.3	Evaluate the role of shared agendas and conflict management in relationship-building
		1.4	Evaluate the role of the internet in business networking
		1.5	Assess the importance of following up leads and actions
		1.6	Analyse ethical issues relating to networking activities
2	Be able to identify professional networks for development	2.1	Identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations
		2.2	Shortlist networks for development against defined criteria
		2.3	Assess the benefits and limitations of joining and maintaining selected network(s)
3	Be able to maintain professional networks	3.1	Identify the potential for mutual benefit with network members
		3.2	Promote their own skills, knowledge and competence to network members
		3.3	Provide information, services or support to network members where the potential for mutual benefit has been identified
		3.4	Establish the boundaries of confidentiality
		3.5	Agree guidelines for the exchange of information and resources
		3.6	Take action to ensure that participation in networks reflects current and defined future aspirations and needs
		3.7	Make introductions to people with common or complementary interest to and within networks

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LAA3 Develop and maintain your professional networks
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Develop and implement an operational plan
Level	4
Credit Value	5
GLH	24
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of operational planning	1.1	Evaluate the use of risk analysis techniques in operational planning
		1.2	Explain the components of an operational plan
		1.3	Analyse the relationship between strategic and operational plans
		1.4	Evaluate the use of planning tools and techniques in the operational planning process
		1.5	Explain how to carry out a cost-benefit analysis
2	Be able to develop an operational plan	2.1	Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
		2.2	Identify evaluation mechanisms appropriate to the plan
		2.3	Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures
		2.4	Develop proportionate and targeted plans to manage identified risks
		2.5	Take action to ensure that plans complement and maximise synergy with other business areas
		2.6	Adhere to organisational policies and procedures, legal and ethical requirements
3	Be able to implement an operational plan	3.1	Implement plans within agreed budgets and timescales
		3.2	Communicate the requirements of the plans to those who will be affected
		3.3	Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks
4	Be able to evaluate the effectiveness of an operational plan	4.1	Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources
		4.2	Report on the effectiveness of operational plans in the appropriate format

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LBA9 Develop operational plans
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Encourage learning and development		
Level	4		
Credit Value	3		
GLH	16		
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of learning and development	1.1	Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs
		1.2	Analyse the advantages and limitations of different learning and development methods
		1.3	Explain how to identify individuals' learning and development needs
		1.4	Evaluate the role of self-reflection in learning and development
2	Be able to support individuals' learning and development	2.1	Promote the benefits of learning to people in own area of responsibility
		2.2	Support individuals in identifying their current and likely future learning and development needs from a range of information sources
		2.3	Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs
		2.4	Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan
		2.5	Create an environment that encourages and promotes learning and development
		2.6	Provide opportunities for individuals to apply their developing competence in the workplace
3	Be able to evaluate individuals' learning and development	3.1	Analyse information from a range of sources on individuals' performance and development
		3.2	Evaluate the effectiveness of different learning and development methods
		3.3	Agree revisions to personal development plans in the light of feedback

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LDC1 Identify individuals' learning needs and styles • CFAM&LDC2 Support individuals' learning and development
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Discipline and grievance management
Level	4
Credit Value	3
GLH	26
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles supporting the management of discipline and grievance cases	1.1	Explain the difference between a discipline case and a grievance case and the implications for their management
		1.2	Explain sources of advice and expertise on discipline and grievance
		1.3	Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases
		1.4	Explain organisational procedures for the management of discipline and grievance cases
		1.5	Explain the communication techniques to be used in the management of discipline and grievance cases
		1.6	Explain the types of behaviours that are likely to result in disciplinary proceedings
		1.7	Explain the types of actions that are likely to lead to a grievance
		1.8	Explain how to carry out investigations into discipline and grievance cases
		1.9	Analyse the effect of well managed and poorly managed discipline and grievance cases
		1.10	Explain how the outcomes of discipline and grievance cases can be managed
2	Be able to manage a disciplinary case	2.1	Inform an individual that they are subject to disciplinary proceedings within agreed timescales
		2.2	Explain to an individual the reasons why they are subject to disciplinary proceedings
		2.3	Provide evidence that supports the case for disciplinary proceedings
		2.4	Develop a case to support an individual who is subject to disciplinary proceedings
		2.5	Keep detailed and accurate records of agreements, actions and events for disciplinary cases

		2.6	Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case
3	Be able to manage a grievance	3.1	Identify the nature of a grievance
		3.2	Investigate the seriousness and potential implications of a grievance
		3.3	Adhere to organisational procedures when managing a grievance
		3.4	Evaluate the effectiveness of how a grievance has been managed
		3.5	Agree measures to prevent future reoccurrences of grievances
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)			Management & Leadership (2012) National Occupational Standards: • CFAM&LDA7 Initiate and follow grievance procedures
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)			Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Develop working relationships with stakeholders
Level	4
Credit Value	4
GLH	20

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand working relationships with stakeholders	1.1	Analyse stakeholder mapping techniques
		1.2	Explain how influencing skills and techniques can be used to enhance the relationship with stakeholders
		1.3	Explain how expectation management and conflict resolution techniques are applied to stakeholder management
		1.4	Analyse the advantages and limitations of different types of stakeholder consultation
		1.5	Evaluate the risks and potential consequences of inadequate stakeholder consultation
2	Be able to determine the scope for collaboration with stakeholders	2.1	Identify the stakeholders with whom relationships should be developed
		2.2	Explain the roles, responsibilities, interests and concerns of stakeholders
		2.3	Evaluate business areas that would benefit from collaboration with stakeholders
		2.4	Evaluate the scope for and limitations of collaborating with different types of stakeholder
3	Be able to develop productive working relationships with stakeholders	3.1	Create a climate of mutual trust and respect by behaving openly and honestly
		3.2	Take account of the advice provided by stakeholders
		3.3	Minimise the potential for friction and conflict amongst stakeholders
4	Be able to evaluate relationships with stakeholders	4.1	Monitor relationships and developments with stakeholders
		4.2	Address changes that may have an effect on stakeholder relationships
		4.3	Recommend improvements based on analyses of the effectiveness of stakeholder relationships

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LDD2 Develop and sustain productive working relationships with stakeholders
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage physical resources
Level	4
Credit Value	4
GLH	26
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

1	Be able to identify the need for physical resources	1.1	Identify resource requirements from analyses of organisational needs
		1.2	Evaluate alternative options for obtaining physical resources
		1.3	Evaluate the impact on the organisation of introducing physical resources
		1.4	Identify the optimum option that meets operational requirements for physical resources
2	Be able to obtain physical resources	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
		2.2	Obtain authorisation and financial commitment for the required expenditure
		2.3	Negotiate best value from contracts in accordance with organisational standards and procedures
		2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources
		2.5	Check that the physical resources received match those ordered
3	Be able to manage the use of physical resources	3.1	Take action to ensure physical resources are used in accordance with manufacturers' instructions
		3.2	Evaluate the efficiency of physical resources against agreed criteria
		3.3	Recommend improvements to the use of physical resources and associated working practices
		3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LEB2 Obtain physical resources • CFAM&LEB3 Manage physical resources		

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Prepare for and support quality audits
Level	4
Credit Value	3
GLH	17
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
		1.2	Analyse the purpose and requirements of a range of quality standards
		1.3	Analyse the advantages and limitations of a range of quality techniques
		1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2	Be able to prepare for quality audits	2.1	Establish the quality requirements applicable to the work being audited
		2.2	Confirm that documentation is complete
		2.3	Confirm that any previously agreed actions have been implemented
		2.4	Make available information requested in advance by auditors
3	Be able to support quality audits	3.1	Provide access to information on request within scope of the audit
		3.2	Agree actions and timescales with auditors that will remedy non-conformance or non-compliance
		3.3	Identify instances where business processes, quality standards and/or procedures could be improved
		3.4	Develop a quality improvement plan that addresses the issues raised
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LFE3 Prepare for and participate in quality audits	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Conduct quality audits
Level	4
Credit Value	3
GLH	21

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
		1.2	Analyse the purpose and requirements of a range of quality standards
		1.3	Analyse the advantages and limitations of a range of quality techniques
		1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2	Be able to prepare to carry out quality audits	2.1	Establish the quality requirements applicable to the work being audited
		2.2	Develop a plan for a quality audit
		2.3	Prepare the documentation needed to undertake a quality audit
		2.4	Specify data requirements to those who will support the audit
3	Be able to conduct quality audits	3.1	Confirm that any previously agreed actions have been implemented
		3.2	Analyse information against agreed quality criteria
		3.3	Identify instances where business processes, quality standards and/or procedures could be improved
		3.4	Agree actions and timescales that will remedy non-conformance or non-compliance
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LFE4 Carry out quality audits	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Manage a budget
Level	4
Credit Value	4
GLH	26

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to identify financial requirements	1.1	Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
		1.2	Analyse the components of a business case to meet organisational requirements
		1.3	Analyse the factors to be taken into account to secure the support of stakeholders
		1.4	Describe the business planning and budget-setting cycle
2	Understand how to set budgets	2.1	Explain the purposes of budget-setting
		2.2	Analyse the information needed to enable realistic budgets to be set
		2.3	Explain how to address contingencies
		2.4	Explain organisational policies and procedures on budget-setting
3	Be able to manage a budget	3.1	Use the budget to control performance and expenditure
		3.2	Identify the cause of variations from budget
		3.3	Explain the actions to be taken to address variations from budget
		3.4	Propose realistic revisions to budget, supporting recommendations with evidence
		3.5	Provide budget-related reports and information within agreed timescales
		3.6	Explain the actions to be taken in the event of suspected instances of fraud or malpractice
4	Be able to evaluate the use of a budget	4.1	Identify successes and areas for improvement in budget management
		4.2	Make recommendations to improve future budget setting and management

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LEA1 Identify and justify requirements for financial resources • CFAM&LEA4 Manage budgets
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage a project
Level	4
Credit Value	7
GLH	38

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the management of a project	1.1	Explain how to carry out a cost-benefit analysis for a project
		1.2	Evaluate the use of risk analysis techniques
		1.3	Evaluate project planning and management tools and techniques
		1.4	Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources
		1.5	Analyse the requirements of project governance arrangements
2	Be able to plan a project	2.1	Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work
		2.2	Agree the objectives and scope of proposed projects with stakeholders
		2.3	Assess the interdependencies and potential risks within a project
		2.4	Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan
		2.5	Develop proportionate and targeted plans to manage identified risks and contingencies
		2.6	Apply project lifecycle approaches to the progress of a project

3	Be able to manage a project	3.1	Allocate resources in accordance with the project plan
		3.2	Brief project team members on their roles and responsibilities
		3.3	Implement plans within agreed budgets and timescales
		3.4	Communicate the requirements of the plans to those who will be affected
		3.5	Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
		3.6	Keep stakeholders up to date with developments and problems
		3.7	Complete close-out actions in accordance with project plans
		3.8	Adhere to organisational policies and procedures, legal and ethical requirements when managing a project
4	Be able to evaluate the effectiveness of a project	4.1	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
		4.2	Evaluate the effectiveness of capturing and managing project-related knowledge
		4.3	Report on the effectiveness of plans
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LFA5 Manage projects	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Manage business risk
Level	4
Credit Value	6
GLH	27

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LBB1 Manage risks to your organisation	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage knowledge in an organisation
Level	4
Credit Value	5
GLH	34
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

1	Understand the principles of knowledge management	1.1	Explain the concept, scope and importance of knowledge management
		1.2	Explain the concept of intellectual property
		1.3	Identify the business drivers that lead to effective knowledge management
		1.4	Explain the risks associated with knowledge management and their potential implications
		1.5	Explain the importance of engaging others and communicating knowledge management issues and activities
		1.6	Explain best practice principles and techniques for effective knowledge management
		1.7	Describe strategies to manage tacit and explicit knowledge
2	Be able to identify knowledge to be managed within an organisation	2.1	Identify the criteria against which knowledge will be managed
		2.2	Engage colleagues in identifying the knowledge to be managed
3	Be able to manage knowledge within an organisation	3.1	Implement actions in accordance with the knowledge management plan
		3.2	Adhere to security processes for the collection, storage and retrieval of knowledge
		3.3	Evaluate the extent to which current knowledge management systems and processes are fit for purpose
		3.4	Recommend improvements to processes and systems to manage knowledge
		3.5	Assess the likely impact and implications of the loss of knowledge

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LEC2 Manage information, knowledge and communication systems • CFAM&LEC3 Develop knowledge and make it available
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage redundancy and redeployment
Level	4
Credit Value	6
GLH	39
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the management of redundancy	1.1	Explain the legal requirements that relate to the management of redundancy
		1.2	Explain the conditions required for a redundancy and their implications
		1.3	Explain possible ways of avoiding redundancies
		1.4	Explain the factors involved in identifying the pool for redundancy selection
		1.5	Explain the factors involved in developing an appeals process
		1.6	Explain the process for planning and managing a redundancy
		1.7	Evaluate the implications of voluntary and compulsory redundancy on individuals
		1.8	Evaluate the implications of voluntary and compulsory redundancy for organisations
		1.9	Evaluate the type of information required by staff who are retained
		1.10	Evaluate the type of information required by staff who are made redundant
		1.11	Assess the role of outplacement in redundancy
2	Understand the principles of redeployment	2.1	Explain the concept of redeployment
		2.2	Explain the legal requirements that relate to the management of redeployment
		2.3	Explain the process for planning and managing a redeployment
		2.4	Evaluate the type of information required by staff who are retained
		2.5	Evaluate the type of information required by staff who are redeployed
		2.6	Evaluate the benefits and limitations to an organisation of

			redeployment
		2.7	Assess the role of project management techniques in the management of redeployment
3	Be able to manage a redundancy	3.1	Evaluate the available options for avoiding a redundancy and their implications
		3.2	Develop a redundancy plan and timetable that addresses redundancy objectives
		3.3	Take action to ensure that redundancy payments are calculated accurately
		3.4	Use an appropriate method for communicating the outcome of a redundancy decision
		3.5	Make agreed support services available to those who have been made redundant
4	Be able to manage the redeployment of staff	4.1	Explain to redeployees the reasons, purpose and benefits of redeployment
		4.2	Develop a redeployment plan that addresses agreed objectives
		4.3	Use an appropriate method for communicating about redeployment
		4.4	Make agreed support services available to those being redeployed
		4.5	Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LDA4 Manage the redeployment of people • CFAM&LDA5 Manage redundancies	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Encourage innovation
Level	3
Credit Value	4
GLH	14

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement	

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Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage the impact of work activities on the environment
Level	4
Credit Value	4
GLH	30

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to support environmentally-friendly working practices	1.1	Explain how to carry out an environmental impact analysis
		1.2	Compare sources of specialist advice on environmentally-friendly working practices
		1.3	Analyse the business and environmental benefits of effective energy management policies
		1.4	Explain the health and safety requirements for the use and disposal of resources and waste
2	Be able to organise work so as to minimise the impact on the environment	2.1	Analyse potentially adverse effects on the environment caused by work activities
		2.2	Evaluate the effectiveness of methods of improving environmental sustainability in an organisation
		2.3	Implement plans and procedures to adapt work practices to make them more environmentally-friendly
		2.4	Develop a system for colleagues to recommend improvements to make work practices more environmentally-friendly
3	Be able to manage the environmental impact of the use of resources	3.1	Explain when to obtain specialist environmental management advice
		3.2	Explain where to seek specialist environmental management advice
		3.3	Determine the environmental impact of the use of different physical resources
		3.4	Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment
		3.5	Evaluate the effectiveness of organisational environmental policies and procedures
		3.6	Adhere to organisational policies and procedures, legal and ethical requirements

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LEB4 Manage the environmental and social impacts of your work
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Recruitment, selection and induction practice
Level	4
Credit Value	6
GLH	33
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles and theories underpinning recruitment, selection and induction practice	1.1	Explain workforce planning techniques
		1.2	Describe the information needed to identify recruitment requirements
		1.3	Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
		1.4	Analyse the factors involved in establishing recruitment and selection criteria
		1.5	Evaluate the suitability of different recruitment and selection methods for different roles
		1.6	Analyse patterns of employment that affect the recruitment of staff
		1.7	Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
		1.8	Explain the induction process
		1.9	Explain the relationship between human resource processes and the induction processes
2	Be able to recruit people into an organisation	2.1	Determine current staffing needs
		2.2	Identify current skills needs from identified staffing needs
		2.3	Identify future workforce needs
		2.4	Develop a resourcing plan that addresses identified needs within budgetary limitations
		2.5	Evaluate the cost-effectiveness of different methods of recruitment for an identified role
		2.6	Explain how recruitment policies and practices meet legal and ethical requirements
		2.7	Select the most appropriate method of recruitment for identified roles

3	Be able to select appropriate people for the role	3.1	Plan assessment processes that are valid and reliable
		3.2	Provide those involved in the selection process with sufficient information to enable them to make informed decisions
		3.3	Justify assessment decisions with evidence
		3.4	Inform applicants of the outcome of the process in line with organisational procedures
		3.5	Evaluate the effectiveness of the selection process
		3.6	Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments
4	Be able to induct people into an organisation	4.1	Develop induction materials that meet operational and new starters' needs
		4.2	Explain to new starters organisational policies, procedures and structures
		4.3	Explain to new starters their role and responsibilities
		4.4	Explain to new starters their entitlements and where to go for help
		4.5	Assess new starters' training needs
		4.6	Confirm that training is available that meets operational and new starters' needs
		4.7	Provide support that meets new starters' needs throughout the induction period
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Management & Leadership (2012) National Occupational Standards: • CFAM&LDA1 Plan the workforce • CFAM&LDA2 Recruit, select and retain people • CFAM&LDA3 Induct individuals into their roles	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Optional Group C

Title	Buddy a colleague to develop their skills
Level	2
Credit Value	3
GLH	19
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

1	Understand how to buddy a colleague	1.1	Describe what is expected of a buddy
		1.2	Explain techniques to give positive feedback and constructive criticism
		1.3	Explain techniques to establish rapport with a buddy
2	Be able to plan to buddy a colleague	2.1	Agree which aspects of a colleague's work may benefit from buddying
		2.2	Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague
		2.3	Agree a schedule of meetings that minimise disruption to business
		2.4	Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3	Be able to support a buddy colleague carrying out work activities	3.1	Remain unobtrusive while a buddy colleague carries out their work activities
		3.2	Provide examples of how to carry out tasks correctly
		3.3	Identify instances of good practice and areas for improvement through observation
		3.4	Praise a buddy colleague on well completed tasks
		3.5	Give constructive feedback on ways in which a buddy could improve performance
		3.6	Offer a buddy hints and tips based on personal experience
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Customer Service (2013) National Occupational Standards: • CFACSD5249 Buddy a colleague to develop their customer service skills		

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Contribute to the improvement of business performance
Level	3
Credit Value	6
GLH	33
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
3	Be able to solve problems in business	3.1	Identify the nature, likely cause and implications of a problem
		3.2	Evaluate the scope and scale of a problem
		3.3	Analyse the possible courses of action that can be taken in response to a problem
		3.4	Use evidence to justify the approach to problem-solving
		3.5	Develop a plan and success criteria that are appropriate to the nature and scale of a problem
		3.6	Obtain approval to implement a solution to a problem
		3.7	Take action to resolve or mitigate a problem
		3.8	Evaluate the degree of success and scale of the implications of a solved problem
4	Be able to contribute to the improvement of activities	4.1	Identify the nature, scope and scale of possible contributions to continuous improvement activities

		4.2	Measure changes achieved against existing baseline data
		4.3	Calculate performance measures relating to cost, quality and delivery
		4.4	Justify the case for adopting improvements identified with evidence
		4.5	Develop standard operating procedures and resource plans that are capable of implementing agreed changes
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Business & Administration (2013) National Occupational Standards: • CFABAH122 Assist in improving organisational performance		
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)		

Title	Negotiate in a business environment
Level	3
Credit Value	4
GLH	18
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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	3.1	Carry out negotiations within responsibility limits in a way that optimises opportunities
		3.2	Adapt the conduct of the negotiation in accordance with changing circumstances
		3.3	Maintain accurate records of negotiations, outcomes and agreements made
		3.4	Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Business & Administration (2013) National Occupational Standards: • CFABAG124 Negotiate in a business environment	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Develop a presentation
Level	3
Credit Value	3
GLH	11
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
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
3	Be able to deliver a presentation	3.1	Speak clearly and confidently, using language that is appropriate for the topic and the audience
		3.2	Vary their voice tone, pace and volume appropriately when delivering a presentation
		3.3	Use body language in a way that reinforces messages
		3.4	Use equipment and resources effectively when delivering a presentation
		3.5	Deliver a presentation within the agreed timeframe
		3.6	Respond to questions in a way that meets the audience's needs
		3.7	Evaluate the effectiveness of a presentation

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Business & Administration (2013) National Occupational Standards: CFABAA617 Develop a presentation
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Deliver a presentation
Level	3
Credit Value	3
GLH	17
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Business & Administration (2013) National Occupational Standards: CFABAA623 Deliver a presentation	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Contribute to the development and implementation of an information system
Level	3
Credit Value	6
GLH	21
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

	Learning Outcome		Assessment Criterion
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
3	Be able to contribute to the implementation of an information system	3.1	Implement the information system in accordance with the plan, minimising disruption to business
		3.2	Confirm that staff are trained to use the system prior to its launch
		3.3	Resolve or report problems or faults with the information system within the limits of their own authority
		3.4	Adhere to organisational policies and procedures, and

		legal and ethical requirements in the implementation of an information system
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Business & Administration (2013) National Occupational Standards: • CFABAD111 Support the design and development of information system
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Resolve customers' problems
Level	3
Credit Value	4
GLH	19

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
		2.7	Inform colleagues of the nature of problems and actions taken
		2.8	Evaluate the effectiveness of the resolution of customers' problems
		2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		Customers Service (2013) National Occupational Standards: • CFACSC5 Monitor and solve customer service problems	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Resolve customers' complaints
Level	3
Credit Value	4
GLH	22
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
2	Be able to deal with customers' complaints	2.1	Confirm the nature, cause and implications of customers' complaints
		2.2	Take personal responsibility for dealing with complaints
		2.3	Communicate in a way that recognises customers' problems and understands their points of view
		2.4	Explain the advantages and limitations of different complaint response options to customers
		2.5	Explain the advantages and limitations of different complaint response options to the organisation
		2.6	Keep customers informed of progress
		2.7	Agree solutions with customers that address the complaint and which are within the limits of their own authority
		2.8	Record the outcome of the handling of complaints for future reference
		2.9	Adhere to organisational policies and procedures, legal

	and ethical requirements when dealing with customers' complaints
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Customers Service (2013) National Occupational Standards: • CFACSC7 Process customer service complaints • CFACSC8 Handle referred customer complaints
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Gather, analyse and interpret customer feedback
Level	3
Credit Value	5
GLH	24

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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
3	Be able to gather customer feedback	3.1	Collect customer feedback using the sampling frame identified in a customer service plan
		3.2	Record data in a way that makes analysis straightforward
		3.3	Verify that all data is handled in line with legal, organisational and ethical policies and procedures

4	Be able to analyse and interpret customer feedback to recommend	4.1	Use data analysis methods to identify patterns and trends in customer feedback

improvements	4.2	Use the findings of a data analysis to identify areas for improvement to customer service	
	4.3	Present the findings of an analysis in the agreed format	
	4.4	Recommend improvements in response to the findings of an analysis	

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Customers Service (2013) National Occupational Standards: • CFACSD12 Gather, analyse and interpret customer feedback
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title		Employee rights and responsibilities
Level		2
Credit Value		2
GLH		16
Learning Outcome - The learner will:		Assessment Criterion - The learner can:

1	Understand the role of organisations and industries	1.1	Explain the role of their own occupation within an organisation and industry
		1.2	Describe career pathways within their organisation and industry
		1.3	Identify sources of information and advice on an industry, occupation, training and career pathway
		1.4	Describe an organisation's principles of conduct and codes of practice
		1.5	Explain issues of public concern that affect an organisation and industry
		1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2	Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role
		2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
		2.3	Describe the procedures and documentation that protect relationships with employees
		2.4	Identify sources of information and advice on employment rights and responsibilities
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		N/A	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Health and Safety Procedures in the Workplace
Level	2
Credit Value	2
GLH	16

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know health and safety procedures in the workplace	1.1	Define the main responsibilities for health and safety in the workplace of the following: a) employers b) employees
		1.2	Describe two health and safety laws affecting the workplace
		1.3	Define the importance of following health and safety procedures in the workplace
		1.4	Define the types of information or support available in relation to a specified aspect of health and safety in the workplace
2	Be able to carry out tasks with regard to health and safety in the workplace.	2.1	Carry out a risk assessment of a specified workplace activity
		2.2	Use equipment or tools safely in the workplace
		2.3	Describe how to prevent accidents in the workplace
		2.4	Assess how own health and safety practices could be improved
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		N/A	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		N/A	

Title	Manage events
Level	4
Credit Value	6
GLH	49
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the management of an event	1.1	Explain how organisational objectives will be met by an event
		1.2	Explain the flexibilities and constraints of an event's budget
		1.3	Evaluate the use of project management techniques in event management
		1.4	Analyse how models of contingency and crisis management can be applied to event management
		1.5	Analyse the use of customer relationship management (CRM) systems to attract attendees
		1.6	Evaluate the application of the principles of logistics to event management
		1.7	Describe the insurance requirements of an event
2	Be able to manage the planning of an event	2.1	Identify the purpose of an event and the key messages to be communicated
		2.2	Identify target attendees for an event
		2.3	Assess the impact of an event on an organisation and its stakeholders
		2.4	Establish requirements for resources, location, technical facilities, layout, health and safety
		2.5	Identify how event-related risks and contingencies will be managed
		2.6	Develop an event plan that specifies objectives, success and evaluation criteria
		2.7	Make formal agreements for what will be provided, by whom and when
		2.8	Determine methods of entry, security, access and pricing
3	Be able to manage an event	3.1	Manage the allocation of resources in accordance with the event management plan
		3.2	Respond to changing circumstances in accordance

				with contingency plans
			3.3	Deliver agreed outputs within the timescale
			3.4	Manage interdependencies, risks and problems in accordance with the event management plan
			3.5	Comply with the venue, insurance and technical requirements
			3.6	Apply the principles and good practice of customer care when managing an event
			3.7	Adhere to organisational policies and procedures, legal and ethical requirements when managing an event
4	Be able to follow up an event		4.1	Ensure that all post-event leads or actions are followed up
			4.2	Optimise opportunities to take actions that are likely to further business objectives
			4.3	Evaluate the effectiveness of an event against agreed criteria

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Business & Administration (2013) National Occupational Standards: • CFABAA312 Organise and co-ordinate event
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Review the quality of customer service
Level	4
Credit Value	4
GLH	20
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to review the quality of customer service	1.1	Explain the value of measuring the quality of customer service
		1.2	Analyse the criteria for and factors involved in setting customer service standards
		1.3	Explain how to construct representative samples
		1.4	Analyse methods of validating information and information sources
		1.5	Explain how to set and use customer service performance metrics
		1.6	Explain the use of customer feedback in the measurement of customer service
		1.7	Analyse the advantages and disadvantages of a range of data analysis methods
2	Be able to plan the measurement of customer service	2.1	Identify the features of customer service against which customer satisfaction can be measured
		2.2	Select data collection methods that are valid and reliable
		2.3	Specify monitoring techniques that measure customer satisfaction
		2.4	Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service
		2.5	Specify the information to be collected
3	Be able to evaluate the quality of customer service	3.1	Validate the information collected to identify useable data
		3.2	Use information analysis methods that are appropriate to the nature of the information collected
		3.3	Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria
		3.4	Develop recommendations that address identified areas for improvement supported by evidence

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Customers Service (2013) National Occupational Standards: • CFACSB14 Review the quality of customer service
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Appendix A
Skills CFA Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to the following units:

Unit	Level
K/506/1927 Manage conflict within a team	3
A/506/1981 Discipline and grievance management	4
M/506/ 2044 Manage redundancy and redeployment	4

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. the RWE is managed as a real work situation

2. assessment must be carried out under realistic business pressures

3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations

4. candidates must be expected to achieve a volume of work comparable to normal business practices

5. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available

6. account must be taken of any legislation or regulations in relation to the type of work that is being carried out

7. candidates must be given workplace responsibilities to enable them to meet the requirements of the units

8. customer perceptions of the RWE is similar to that found in the work situation being represented

9. candidates must show that their productivity reflects those found in the work situation being represented.