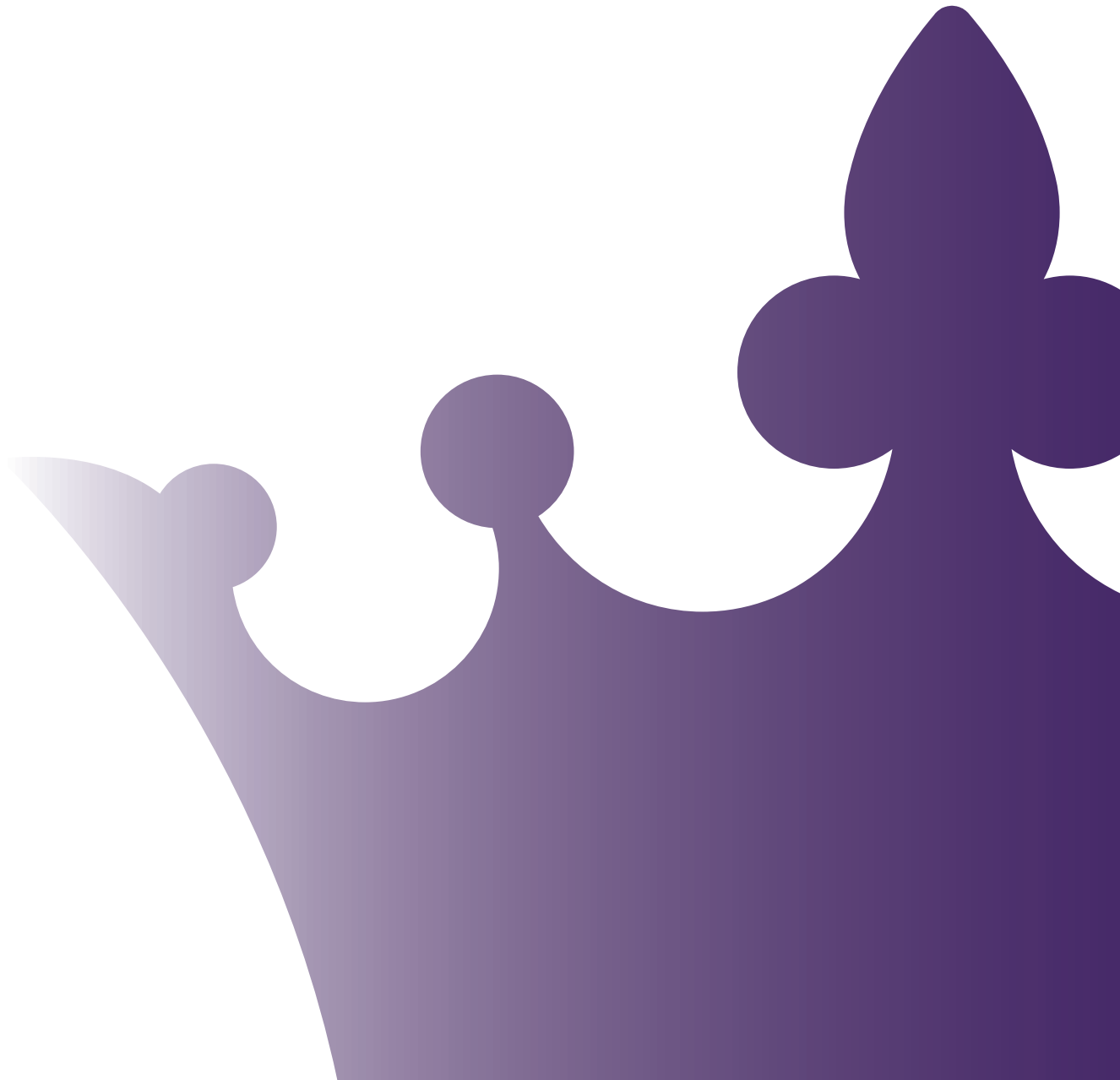# Qualification Handbook

Level 5 NVQ Diploma in Management and Leadership

Qualification Handbook

SFJ Awards Level 5 NVQ Diploma in Management and Leadership

Qualification Number: 601/6349/5

Version	Date of issue	Amendment(s)	Page
V2	28.07.17	Add Total Qualification Time (TQT)	8
		Update Section 2.9 Use of Languages	8-9
		Update Section 3 Centre Requirements (no change to requirements)	10
		Update Section 4 Assessment (no change to requirements)	11-24
		Remove unit *Manage Health and Safety in own area of responsibility* from Appendix A	96
		Add SFJ Awards copyright information	97
		Remove references to QCF	Various
V1.1	10.09.15	Update SFJ Awards contact details	4
V1	29.06.15	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

2.1   Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 5 NVQ Diploma in Management and Leadership

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

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

This qualification is included on the Higher Apprenticeship in Management and Leadership.[1]

2.2   Pre-entry Requirements

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

2.3   Unit Content and Rules of Combination

Level 5 NVQ Diploma in Management and Leadership

To achieve the Level 5 NVQ Diploma in Management and Leadership learners must achieve a minimum of 53 credits: 22 credits from Mandatory Group A and a minimum of 23 credits from Optional Group B must be completed. A maximum of 8 credits can be taken from Optional Group C. A minimum of 30 credits must be achieved at Level 5 or above.

Mandatory Group A – 22 credits			
Unit Reference Number	Unit Title	Level	Credit Value
A/506/2046	Contribute to the development of a strategic plan	5	5
D/506/2055	Design business processes	5	5

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[1] Higher Apprenticeship in Management - Levels 4 and 5 (England), Skills CFA 2015 (Framework ID: FR03574) www.afo.sscalliance.org

H/506/2056	Manage strategic change	5	7
L/506/1953	Provide leadership and management	4	5

Optional Group B – minimum 23 credits			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
J/506/2048	Establish business risk management processes	5	5
R/506/2053	Promote equality of opportunity, diversity and inclusion	5	5
T/506/2059	Develop and manage collaborative relationships with other organisations	5	5
F/506/2064	Optimise the use of technology	5	6
Y/506/2068	Manage product and/or service development	5	5
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
L/506/1984	Manage a tendering process	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

Optional Group B – minimum 23 credits		Level	Credit Value
Unit Reference Number	Unit Title		
J/506/2101	Lead the development of a quality strategy	7	4
F/506/2114	Lead the development of a continuous improvement strategy	7	5
L/506/2293	Manage strategic marketing activities	5	7
J/506/2907	Manage the impact of work activities on the environment	4	4
R/506/2909	Recruitment, selection and induction practice	4	6
D/506/2959	Lead the development of a knowledge management strategy	7	7

Optional Group C – maximum 8 credits		Level	Credit Value
Unit Reference Number	Unit Title		
D/504/4056	Manage Health and Safety in own area of responsibility	4	5
A/506/1950	Contribute to the design and development of an information system	4	5
F/506/1951	Manage information systems	4	6
M/506/1959	Manage events	4	6
F/506/2176	Review the quality of customer service	4	4
A/502/8656	Developing sales proposals	4	5
D/502/8651	Prioritising information for sales planning	4	3
M/506/2898	Manage customer service operations	4	7

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 5 NVQ Diploma in Leadership and Management	530	237

2.5   Age Restriction

This qualification is available to learners aged 18 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].

Skills CFA Assessment Strategy: 2010 Sales Standards[4] applies to the following two units:

- D/502/8651 Prioritising information for sales planning
- A/502/8656 Developing sales proposals

The Skills CFA assessment strategies are incorporated into this section and unit guidance at the end of individual units indicates where these apply.

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.

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[3] Skills CFA Assessment Strategy: Competence Units (S/NVQ) Business Administration, Customer Service and Management and Leadership. February 2017
[4] Skills CFA Assessment Strategy: 2010 Sales Standards, December 2010 (updated January 2013)

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.

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[5] 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.

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

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.

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[6] 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.

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

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:

- 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)[7]

Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

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;

<div align="center">AND ONE OF EITHER OF THE FOLLOWING</div>

- 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;

<div align="center">OR</div>

- 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

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

assessor/verifier and should be supported by a qualified assessor throughout their training period; AND 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.

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;

<p align="center">AND ONE OF EITHER OF THE FOLLOWING</p>

- 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;

<p align="center">OR</p>

- 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;

<center>AND ONE OF EITHER OF THE FOLLOWING</center>

- 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;

<center>OR</center>

- 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; AND 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;

<center>OR</center>

- 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   Skills CFA Assessment Strategy: 2010 Sales Standards[8]

This assessment strategy applies to the following units:

- D/502/8651 Prioritising information for sales planning
- A/502/8656 Developing sales proposals

4.4.1 Assessing Performance

Assessment of all units at any level of Sales NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary.

Units which have been imported by the CFA in their Sales NVQs / SVQs and competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

4.4.2 Simulation of NVQ / SVQ units

If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).

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[8] Skills CFA Assessment Strategy: 2010 Sales Standards, December 2010 (updated January 2013)

Awarding organisations will provide guidance for centres on RWEs[9]. Awarding organisations will make sure RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

4.4.3 Occupational Expertise to Assess Performance, and Moderate and Verify Assessments

1.   Candidates must be assessed, moderated or verified at work either by:

a.   Assessors, moderators or verifiers who have achieved or are working towards achievement of the appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

<div align="center">OR</div>

b.   A trainer, supervisor or manager, employed by an organisation, who must either:

1. Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

<div align="center">OR</div>

2. Seek guidance and approval from an awarding organisation to demonstrate that the;

- Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
- Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based, and the A and V units. This is known as the employer direct model.

2.   Assessors must be occupationally competent to make Sales assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

3.   External Moderators / Verifiers or Internal Moderators / Verifiers must be occupationally competent to make Sales moderation and verification judgements about the quality of assessment and the assessment process.

4.   Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Sales assessment centres.

5.   The sector requires all assessors, moderators and verifiers to maintain current Sales competence to deliver these functions. The CFA recognises this can be achieved in

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[9] See Appendix 1 for Realistic Working Environment Guidelines

many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Sales assessment centres.

4.5   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.[10] 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.

4.6   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 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.

4.6.1   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.

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[10] 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

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.

4.6.2   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).

4.6.3   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.

4.6.4   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.

4.6.5   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.

4.6.6   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 and sales units:

Unit	Level
D/502/8651 Prioritising information for sales planning	4
A/502/8656 Developing sales proposals	4
M/506/2044 Manage redundancy and redeployment	4
A/506/1981 Discipline and grievance management	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.

4.7   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.

4.8   Standardisation

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

4.8.1   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.

4.8.2   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.

4.9   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)'.[11]

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

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

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.

4.10   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.

4.11   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 Group

Title	Contribute to the development of a strategic plan	
Level	5	
Credit Value	5	
GLH	31	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the principles of strategic planning	1.1	Evaluate a range of strategic planning models
	1.2	Evaluate the advantages and limitations of a range of analytical techniques
	1.3	Analyse a range of perspectives of and approaches to business strategy
2 Be able to analyse the factors affecting the development of strategic plans	2.1	Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans
	2.2	Evaluate the market factors that may influence strategic planning decisions
	2.3	Evaluate the application of scanning tools to strategy development
3 Be able to make a contribution to a strategic plan	3.1	Analyse the relationship between strategic intentions, strategic choice and strategy formulation
	3.2	Make viable contributions that are consistent with strategic objectives and resource constraints
	3.3	Evaluate the impact of a proposed strategy on a business
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&LBA6 Develop strategic business plans	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Design business processes
Level	5
Credit Value	5
GLH	23

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand techniques and tools that support the design of business processes	1.1	Analyse the principles of business change and business process re-engineering
		1.2	Evaluate the concept and application of workflow patterns and usability testing
		1.3	Evaluate a range of modelling tools
		1.4	Analyse the factors to be taken into account when evaluating the effectiveness of business processes
2	Be able to develop business processes	2.1	Evaluate the scope for business process improvement and constraints
		2.2	Generate ideas that meet defined business needs
		2.3	Test a proposed process through a modelling exercise
		2.4	Evaluate the feasibility and viability of a proposed process against agreed criteria
		2.5	Establish the degree of overlap between a proposed process and existing processes and systems
		2.6	Resolve tensions between existing and proposed systems and processes
		2.7	Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes
3	Be able to evaluate the effectiveness of business processes	3.1	Analyse valid information using techniques that are appropriate to the process being evaluated
		3.2	Assess the cost and benefit of a business process to the organisation
		3.3	Justify recommendations for the rejection, adoption or enhancements to processes with evidence

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&LFA3 Manage business processes
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage strategic change
Level	5
Credit Value	7
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 management and evaluation of change	1.1	Evaluate the characteristics and application of a range of change management models for different organisational structures
		1.2	Analyse stakeholder mapping techniques used for managing and evaluating change
		1.3	Analyse techniques to evaluate change
		1.4	Evaluate the relationship between change management, business continuity and crisis management
2	Be able to plan for strategic change	2.1	Assess the reasons for, scope and inherent risks of a required change
		2.2	Evaluate the influences of the internal and external environment on a change
		2.3	Analyse the ethical dimensions of a change
		2.4	Identify viable alternative strategies for achieving a desired change
		2.5	Justify with evidence the selected strategy to be taken to manage a change
		2.6	Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources
		2.7	Develop a stakeholder engagement plan that addresses their needs and concerns
		2.8	Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives

3	Be able to manage strategic change	3.1	Allocate resources and responsibilities in accordance with the plan
		3.2	Take action to ensure the change plan is implemented in accordance with organisational values and procedures
		3.3	Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy
		3.4	Take into account the on-going commitment of stakeholders to a change and its implications
		3.5	Manage friction between stakeholders' needs and interdependencies in accordance with the change plan
4	Be able to evaluate strategic change	4.1	Establish valid evaluation criteria that are capable of measuring the effects of change
		4.2	Select and use evaluation tools and techniques that are appropriate to the nature of change
		4.3	Evaluate aspects of change that were successful and ascertain why other aspects were not successful
		4.4	Justify recommendations made with valid evidence
		4.5	Identify the implications for knowledge management systems and processes
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 • 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	Provide leadership and management
Level	4
Credit Value	5
GLH	28

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles supporting leadership and management	1.1	Analyse how leadership and management theories may be applied
		1.2	Assess the influence of an organisation's culture on its leadership styles and management practices
		1.3	Assess the influence of an organisation's structure on its leadership styles and management practices
		1.4	Analyse how theories of motivation may be applied in the practice of leadership
		1.5	Evaluate the role of stakeholder engagement in leadership and management
		1.6	Assess the suitability of a range of leadership styles and management practices to the culture of an organisation
2	Be able to engage and inspire stakeholders and colleagues	2.1	Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals
		2.2	Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
		2.3	Identify who stakeholders are and the nature of their interest
		2.4	Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives
		2.5	Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour
		2.6	Take action to maintain morale through difficult times
		2.7	Take action to secure the on-going commitment of colleagues and other key stakeholders

3	Be able to deliver results	3.1	Make planning and resourcing decisions that optimise the available resources, skills and expertise
		3.2	Use delegation techniques whilst delivering targets
		3.3	Empower individuals to take responsibility for their decisions and actions within agreed parameters
		3.4	Adapt plans, priorities and resource allocations to meet changing circumstances and priorities
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		
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)		

Optional Group B

Title	Establish business risk management processes
Level	5
Credit Value	5
GLH	29
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

	Learning Outcome		Assessment Criterion	
1	Understand business risk management models and techniques	1.1	Analyse standards relating to the management of business risk
		1.2	Analyse the factors influencing different types of risk
		1.3	Evaluate the relationship between risk management, business continuity and crisis management
		1.4	Evaluate a range of scenario planning and crisis management models
		1.5	Analyse methods of calculating risk probability
		1.6	Analyse the effectiveness of a range of risk monitoring techniques
		1.7	Analyse the significance of risk governance structures and ownership
2	Be able to develop business risk management processes	2.1	Review periodically the effectiveness of risk management strategy, policy and criteria
		2.2	Take action to ensure that risk profiles remain current and relevant
		2.3	Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk
		2.4	Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation
		2.5	Take action to ensure that risk management processes are integrated into operational plans and activities

3	Be able to evaluate the effectiveness of business risk management processes	3.1	Appraise the suitability of a range of risk evaluation techniques to business risk management
		3.2	Evaluate risk using valid quantitative and qualitative information
		3.3	Identify areas for improvement in identifying and managing risk
		3.4	Encourage a culture that accepts and manages risk
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	Promote equality of opportunity, diversity and inclusion
Level	5
Credit Value	5
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 underpinning equality, diversity and inclusion in the workforce	1.1	Analyse the development of equality, diversity and inclusion policies and practices in the workforce
		1.2	Evaluate the application of approaches to equal opportunities
		1.3	Evaluate the impact of equality, diversity and inclusion policy on workforce performance
		1.4	Evaluate methods of managing ethical conflicts
		1.5	Evaluate the business benefits of effective equality, diversity and inclusion policies and practices
		1.6	Evaluate the impact of equality, diversity and inclusion on organisational practices
		1.7	Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce
2	Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements	2.1	Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose
		2.2	Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally
		2.3	Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes
		2.4	Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices

3	Be able to promote equality, diversity and inclusion policies and practices	3.1	Devise a communications strategy and plan that covers everyone within their area of responsibility
		3.2	Use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion
		3.3	Take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices
		3.4	Promote a culture where actual and potential discrimination is challenged
		3.5	Take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination
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)	

Title	Develop and manage collaborative relationships with other organisations
Level	5
Credit Value	5
GLH	28

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of effective collaboration with other organisations	1.1	Assess the nature of potential stakeholders' interest and needs
		1.2	Evaluate the strengths and weaknesses of stakeholder mapping techniques
		1.3	Assess the value of a range of analytical techniques and alliance modelling
		1.4	Evaluate the implications of collaborative relationships for risk and knowledge management
		1.5	Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements
		1.6	Evaluate the components, use and likely effects of invoking an exit strategy
2	Be able to identify external collaborative relationships to be developed	2.1	Identify potential organisations that are likely to complement or enhance the work or reputation of the organisations involved
		2.2	Analyse the potential synergies and scope for collaboration likely to benefit the organisations involved
		2.3	Balance the benefits of collaboration against the cost requirements and any potentially adverse aspects
		2.4	Justify decisions and recommendations with evidence

3	Be able to collaborate with other organisations	3.1	Agree mutually acceptable terms of reference
		3.2	Develop a viable stakeholder engagement plan that is consistent with organisational strategy, objectives and values
		3.3	Develop arrangements to manage relationships that will realise the benefits of collaboration
		3.4	Collaborate within agreed terms of reference in a way that enhances the reputation of the organisation and fosters productive working relationships
		3.5	Evaluate the effectiveness of on-going collaborative 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&LDD4 Develop and sustain collaborative relationships with other organisations	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Optimise the use of technology
Level	5
Credit Value	6
GLH	29
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 optimisation of technology	1.1	Explain how to keep up-to-date with technological developments
		1.2	Analyse the requirements of organisational procurement processes
		1.3	Evaluate the implications of technology for business continuity and crisis management plans
		1.4	Evaluate the legal implications of changes to the use of technology
		1.5	Analyse the requirements of a technology strategy
2	Be able to scope the use of technology	2.1	Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality
		2.2	Evaluate the current use of technology against agreed criteria
		2.3	Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems
		2.4	Identify the strategic implications of changes to the use of technology
		2.5	Assess the risks, limitations and benefits of changes to the use of technology
3	Be able to optimise the use of technological solutions	3.1	Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy
		3.2	Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans
		3.3	Recommend technological solutions that meet the specified objectives

4	Be able to manage the use of technology	4.1	Develop procedures that address all aspects of the technology and their implications
		4.2	Take action to ensure that everyone using the technology is adequately trained and equipped
		4.3	Promote the benefits of technology
		4.4	Use monitoring techniques that are appropriate to the nature of the work carried out and the system
		4.5	Take prompt corrective action in the event of problems arising
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&LEB5 Optimise effective use of technology	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Manage product and/or service development
Level	5
Credit Value	5
GLH	23
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand the development of new or improved products and/or services	1.1	Analyse the stages of the development process, product life cycle and their requirements
		1.2	Explain the requirements of market segmentation
		1.3	Analyse the factors affecting buyer behaviour
		1.4	Evaluate the use of market analytical tools when developing new or improved products and/or services
2	Be able to establish the need for new or improved products and/or services	2.1	Establish criteria by which the need for new or improved products and/or services will be evaluated
		2.2	Evaluate customers' and potential customers' perceptions of the uses, value and quality of proposed products and/or services
		2.3	Identify competitor activity that may have an impact on the market for new or improved products and/or services
		2.4	Assess the likely impact of customers' culture and behaviour on potential sales
3	Be able to manage the development of new or improved products and/or services	3.1	Take action to ensure that proposals are consistent with organisational strategy, objectives and values
		3.2	Assess the costs of developing new or improved products and/or services
		3.3	Assess the viability of products and/or services by carrying out viability tests
		3.4	Evaluate the degree of success of new or improved products and/or services

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&LFB4 Manage the development of products and services
	• CFAM&LFB5 Manage the marketing of products and services
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:	
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:

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 a tendering process
Level	4
Credit Value	4
GLH	21

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to develop a tender specification	1.1	Explain the roles and inputs of those who need to be involved in the tender process
	1.2	Identify essential and desirable business needs and their implications which may be included within the tender
	1.3	Address all aspects of the specification including post-contractual requirements
	1.4	Allocate priorities within the tender specification in accordance with business needs
	1.5	Establish criteria and ranking systems to evaluate tenders in accordance with organisational procurement policies
2 Be able to manage a tendering exercise	2.1	Assess the appropriateness of different media to attract potential suppliers
	2.2	Use media to attract potential suppliers that are appropriate to the nature of the contract
	2.3	Specify tender application procedures, arrangements and timetable
	2.4	Invite suppliers to apply for the tender
	2.5	Sift out those that do not meet the agreed criteria
	2.6	Confirm that the track records of shortlisted suppliers demonstrate the required technical capability
3 Be able to negotiate the award of contracts	3.1	Explain the provisions of contract law that affect the negotiation
	3.2	Devise a negotiating strategy that is appropriate to the contract and supplier
	3.3	Award contracts that best meet business needs, are realistic and meet the specification
	3.4	Complete the tendering exercise in accordance with organisational standards

		3.5	Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers
		3.6	Communicate outcomes of the tendering exercise to stakeholders
		3.7	Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts
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&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	Manage physical resources
Level	4
Credit Value	4
GLH	26
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 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:

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:

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:
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	Lead the development of a quality strategy	
Level	7	
Credit Value	4	
GLH	20	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the principles underpinning the development of a quality strategy	1.1	Define the scope of quality
	1.2	Distinguish between quality management, quality assurance, quality control and quality improvement
	1.3	Evaluate a range of approaches to quality management and the principles on which they are built
	1.4	Analyse the development of quality management principles
	1.5	Evaluate the requirements of a range of quality standards
2 Be able to develop a quality strategy	2.1	Identify the scope of a quality strategy
	2.2	Devise a strategy that is capable of assuring and controlling the quality of work to agreed standards
	2.3	Specify standards, processes and protocols that support the maintenance of quality standards
	2.4	Evaluate the use of technology to manage quality for different purposes
3 Be able to manage quality	3.1	Implement systems and procedures that are capable of monitoring quality standards
	3.2	Evaluate the capability and capacity of systems to meet current and predicted quality needs
	3.3	Select technologies and suppliers that are capable of meeting current and likely future quality needs within constraints
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&LFE1 Manage quality assurance systems	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Lead the development of a continuous improvement strategy
Level	7
Credit Value	5
GLH	28

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles underpinning the development of a continuous improvement strategy	1.1	Define the scope of continuous improvement and its relationship with other systems
		1.2	Distinguish between continuous and continual improvement
		1.3	Evaluate a range of approaches to continuous improvement and the principles on which they are built
		1.4	Evaluate the implications of staff involvement in continuous improvement
		1.5	Analyse the development of continuous improvement
2	Be able to develop a continuous improvement strategy	2.1	Identify the scope of a continuous improvement strategy
		2.2	Devise a strategy that is capable of evaluating business performance and identifying areas that could be improved
		2.3	Establish valid measures for evaluating business performance
		2.4	Establish systems for collecting and assessing information on business performance
		2.5	Foster a culture where people are encouraged to make suggestions for improvement
3	Be able to manage continuous improvement	3.1	Implement systems and procedures that are capable of measuring business performance
		3.2	Benchmark performance against historical data, other comparable organisations
		3.3	Take action to ensure that knowledge and understanding is fed into the knowledge management system
		3.4	Take action to ensure that improvements made align with business objectives and values

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&LFE5 Manage continuous improvement
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage strategic marketing activities
Level	5
Credit Value	7
GLH	28
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the strategic management of marketing activities	1.1	Analyse concepts underpinning strategic marketing in business practice
		1.2	Assess the scope of strategic marketing activities and how they affect a business
		1.3	Evaluate the relationship between the marketing and other business functions
		1.4	Analyse the planning principles involved in developing a marketing strategy
		1.5	Analyse a range of tools to evaluate a strategic marketing plan
		1.6	Explain the advantages and limitations of a range of marketing strategies
2	Be able to evaluate a market	2.1	Evaluate existing and potential markets against agreed strategic criteria
		2.2	Identify features of actual and potential offerings through an evaluation of competitors' products and/or services
3	Be able to develop a marketing communications strategy and plan	3.1	Evaluate a range of marketing communications frameworks
		3.2	Define marketing messages that are consistent with strategic objectives, organisational culture and values
		3.3	Specify communications media that are likely to reach the identified target customers
		3.4	Integrate marketing communications within operational processes

4	Be able to manage strategic marketing activities	4.1	Set pricing strategies that are consistent with organisational strategy, objectives and values and which optimise the potential for sales
		4.2	Manage the implementation of marketing strategies, plans and activities in accordance with organisational policies, values and priorities
		4.3	Monitor the performance of products and/or services and subcontractors against agreed success criteria
		4.4	Adapt marketing strategies, plans and activities in the light of feedback and/or changing circumstances
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&LFB1 Develop understanding of your markets and customers • CFAM&LFB2 Develop marketing plans • CFAM&LFB3 Implement marketing plans • CFAM&LFB5 Manage the marketing of products and services	
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)		

Title	Lead the development of a knowledge management strategy
Level	7
Credit Value	7
GLH	33

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles underpinning knowledge management	1.1	Analyse the value of knowledge management
		1.2	Evaluate the advantages and disadvantages of a range of models of knowledge management
		1.3	Assess the role of staff in the development of a knowledge management strategy
		1.4	Assess the nature of knowledge management as a strategic asset
		1.5	Characterise different knowledge management approaches and schools of thought
		1.6	Analyse different frameworks and dimensions of knowledge management and the use and implications of push and pull strategies
		1.7	Analyse the use of technology to manage knowledge
2	Be able to develop a knowledge management strategy	2.1	Identify the scope for the creation, development, sharing and transfer of knowledge
		2.2	Take action to ensure the strategy identifies business-critical knowledge, facilitates the creation, maintenance and sharing of knowledge and addresses hindrances and risks
		2.3	Take action to ensure the strategy provides a framework for addressing business-critical needs and addresses all aspects of an organisation's environment
		2.4	Specify standards, processes and protocols that support knowledge creation, sharing and protection
3	Be able to manage knowledge	3.1	Implement systems and procedures that protect intellectual property from unauthorised use
		3.2	Evaluate the capability and capacity of existing information, knowledge and communications systems to meet current and predicted needs

		3.3	Select technologies and suppliers that are capable of meeting current and likely future information, knowledge and communications needs within required security and resource constraints
4	Be able to promote knowledge management	4.1	Encourage managers to act as knowledge management role models
		4.2	Use communications media that are appropriate to the nature of the organisation
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&LEC1 Promote knowledge management and sharing • 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)		

Optional Group C

Title	Manage Health and Safety in own area of responsibility	
Level	4	
Credit Value	5	
GLH	15	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand responsibilities and liabilities in relation to health and safety legislation	1.1	Evaluate personal responsibilities and liabilities under health and safety legislation
	1.2	Describe an organisation's responsibilities and liabilities under health and safety legislation
	1.3	Identify specialists to consult with when health and safety issues outside own remit are identified
2 Understand how to assess, monitor and minimise health and safety risks in own area of responsibility	2.1	Describe the types of hazards and risks that may arise in relation to health and safety
	2.2	Explain how to use systems for identifying hazards and assessing risks
	2.3	Explain how to monitor, evaluate and report on health and safety within own area of responsibility
	2.4	Describe the types of actions which should be undertaken to control or eliminate health and safety hazards.
3 Be able to review health and safety policy in own area of responsibility	3.1	Review written health and safety policy against requirements for own area of responsibility
	3.2	Communicate any recommendations for changes to health and safety policy to relevant individuals
4 Be able to communicate health and safety policy in own area of responsibility	4.1	Communicate written health and safety policy to all people in own area of responsibility and other relevant parties
	4.2	Ensure all people in own area of responsibility and other relevant parties understand written health and safety policy

5	Be able to monitor health and safety in own area of responsibility	5.1	Evaluate systems for identifying and assessing health and safety hazards and risks within own area of responsibility
		5.2	Assess working environment within own area of responsibility against organisation's health and safety policy
		5.3	Identify and evaluate non-compliance with health and safety policy and practices within own area of responsibility
		5.4	Take appropriate action to eliminate or control identified hazards and identified risks
		5.5	Evaluate health and safety requirements in project or operational plans within own area of responsibility

| 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&LEB1 Provide healthy, safe, secure and productive working environments and practices |
| 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 design and development of an information system
Level	4
Credit Value	5
GLH	23
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

	Learning Outcome - The learner will:		Assessment Criterion - The learner can:
1	Understand information system design requirements	1.1	Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation
		1.2	Assess the ways in which information can be used by an organisation
		1.3	Evaluate the implications of data protection requirements for the design of an information system
2	Be able to contribute to the specification of an information system	2.1	Identify the users and stakeholders of an information system
		2.2	Identify the information that will be managed within a system
		2.3	Analyse the impact of budgetary constraints on the design of an information system
		2.4	Specify the functionality of a system that is capable of delivering agreed requirements
		2.5	Specify access and security restrictions and systems that meet the design specification of an information system
		2.6	Identify resources needed to implement and operate the system
		2.7	Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system

3	Be able to recommend options for the development of an information system	3.1	Evaluate the advantages and limitations of proprietary and customised information systems
		3.2	Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source
		3.3	Identify the implications of testing information systems before finalising the specification
		3.4	Justify recommendations for the development of an information system based on an analysis of cost-effectiveness and functionality
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: • CFABAD111 Support the design and development of information systems	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		Skills CFA Assessment Strategy Competence units (S/NVQ)	

Title	Manage information systems
Level	4
Credit Value	6
GLH	30
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 information systems	1.1	Explain the uses of an information system
		1.2	Describe typical information system interfaces
		1.3	Analyse the implications of system updates and system developments to an organisation
		1.4	Analyse the use of stakeholders' feedback on the effectiveness of an information system
		1.5	Evaluate the implications of data protection requirements for the management and use of an information system
2	Be able to set up information system processes	2.1	Develop standard operating procedures for administrative processes that meet organisational and legal requirements
		2.2	Implement management processes that are capable of identifying and resolving problems
		2.3	Analyse users' training needs for an information system
3	Be able to manage an information system	3.1	Monitor the quality of information against agreed key performance indicators (KPIs)
		3.2	Update information systems in line with business and users' needs
		3.3	Provide training and support in the use of information systems to users and stakeholders
		3.4	Manage problems in the information system in a way that minimises disruption to business
		3.5	Evaluate the effectiveness of an information system
		3.6	Make recommendations for improvements that will enhance the efficiency of an information system
		3.7	Adhere to organisational policies and procedures, legal and ethical requirements in the management 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: • CFABAD122 Manage and evaluate information systems
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage events
Level	4
Credit Value	6
GLH	49
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	
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)

Title	Developing sales proposals
Level	4
Credit Value	5
GLH	30
Learning Outcome - The learner will:	Assessment Criterion - The learner can:

1	Understand how to write sales proposals	1.1	Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths
		1.2	Describe how to put together a persuasive argument based on quantitative and qualitative evidence
		1.3	Explain the importance of addressing the brief in tender documentation
		1.4	Explain the importance of using the "house style" in proposals
		1.5	Explain the legal and ethical issues relating to sales proposals
		1.6	Explain the client's procedures for submitting sales proposals
2	Be able to develop sales proposals	2.1	Ensure the prospect's or customer's requirements are addressed in the proposal
		2.2	Ensure that all identified issues requiring clarification are resolved before the proposal is finalised
		2.3	Identify the conditions and constraints which need to be included within the proposal in order to protect the organisation's interests
		2.4	Present the proposal in "house style"
		2.5	Ensure that the proposal is based on market factors
		2.6	Provide the required level of detail as briefed by the prospect or customer
		2.7	Ensure that the price reflects the value within the proposal
		2.8	Gain internal approval before submission
		2.9	Supply the proposal within the agreed timescale

3	Be able to evaluate the proposal	3.1	Obtain feedback from colleagues and the customer on the proposal
		3.2	Evaluate the outcome of the proposal and recommend improvements for the future
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Sales (2010) National Occupational Standards: • CFASLS51 Develop sales proposals and quotations
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Prioritising information for sales planning
Level	4
Credit Value	3
GLH	20

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand sources and types of information that support sales	1.1	Describe the information about customers' behaviour that is relevant to sales
		1.2	Explain the nature of competitors' sales activities
		1.3	Explain the relevance of information from the external business environment to sales
		1.4	Describe sources of business information relevant to sales
2	Understand internal information that supports sales	2.1	Describe the customer base of the organisation
		2.2	Explain organisational information storage procedures
		2.3	Explain organisational procedures for communicating sales-based information to the sales team
3	Be able to carry out a business audit of the internal and external sales environment	3.1	Obtain information about customers and competitors from a variety of sources to enable a business audit to be conducted
		3.2	Organise sales information to support effective sales planning
		3.3	Prioritise the internal strengths and weaknesses, and external opportunities and threats the organisation faces in relation to sales objectives
4	Be able to use sales information to support the sales planning function	4.1	Monitor trends and developments that impact on business and sales activities against agreed criteria
		4.2	Identify market developments and their implications for organisational sales plans
		4.3	Ensure that sales information is communicated to those who need it in accordance with organisational procedures

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Sales (2010) National Occupational Standards: • CFASLS21 Prioritise information for sales planning
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title	Manage customer service operations
Level	4
Credit Value	7
GLH	23
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 customer service operations	1.1	Explain the basis for allocating resources
		1.2	Assess the suitability of a range of methods to monitor customer service operations
		1.3	Explain the strategies needed to deliver seamless customer service
		1.4	Explain techniques used to develop solutions to problems
		1.5	Evaluate sources of information on customer performance data
		1.6	Analyse a range of techniques to identify patterns and trends in customer behaviour and customer service performance
		1.7	Analyse a range of possible improvements to customer service operations
2	Be able to plan customer service operations	2.1	Define the service offer to meet identified customer expectations
		2.2	Develop plans that will enable sustainable and consistent customer service operations to agreed standards
		2.3	Develop contingencies that address identified risks
		2.4	Specify targets, objectives, key performance indicators (KPIs) and monitoring arrangements
		2.5	Communicate objectives, targets, standards and procedures to staff

3	Be able to manage customer service operations	3.1	Allocate resources according to agreed priorities
		3.2	Keep staff informed of developments in the customer service offer
		3.3	Keep staff informed of developments in best practice for the delivery of customer service
		3.4	Maintain positive working relationships amongst staff
		3.5	Carry out monitoring activities in accordance with plans
		3.6	Manage deviations from expected performance and service failures in accordance with contingency plans
		3.7	Use feedback from staff and customers to make improvements
		3.8	Take action within the limits of their responsibility to make improvements to customer service performance
4	Be able to prepare staff for the delivery of customer service	4.1	Confirm that staff understand the vision, objectives, roles, plans, standards and procedures to deliver customer service
		4.2	Provide training and support that will enable staff to deliver customer service to the required standards
		4.3	Communicate to staff their roles, responsibilities and work plans in line with delivery plans
5	Be able to measure customer service performance	5.1	Take action to ensure that systems to collect agreed performance data are in place
		5.2	Identify trends of customer behaviour and customer service performance from performance data
		5.3	Benchmark performance against agreed measures
		5.4	Address identified anomalies and problems
		5.5	Identify areas for improvement within customer service
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: • CFACSB13 Plan, organise and control customer service operations • CFACSD20 Manage customer service performance		
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
D/502/8651 Prioritising information for sales planning	4
A/502/8656 Developing sales proposals	4
M/506/2044 Manage redundancy and redeployment	4
A/506/1981 Discipline and grievance management	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.

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