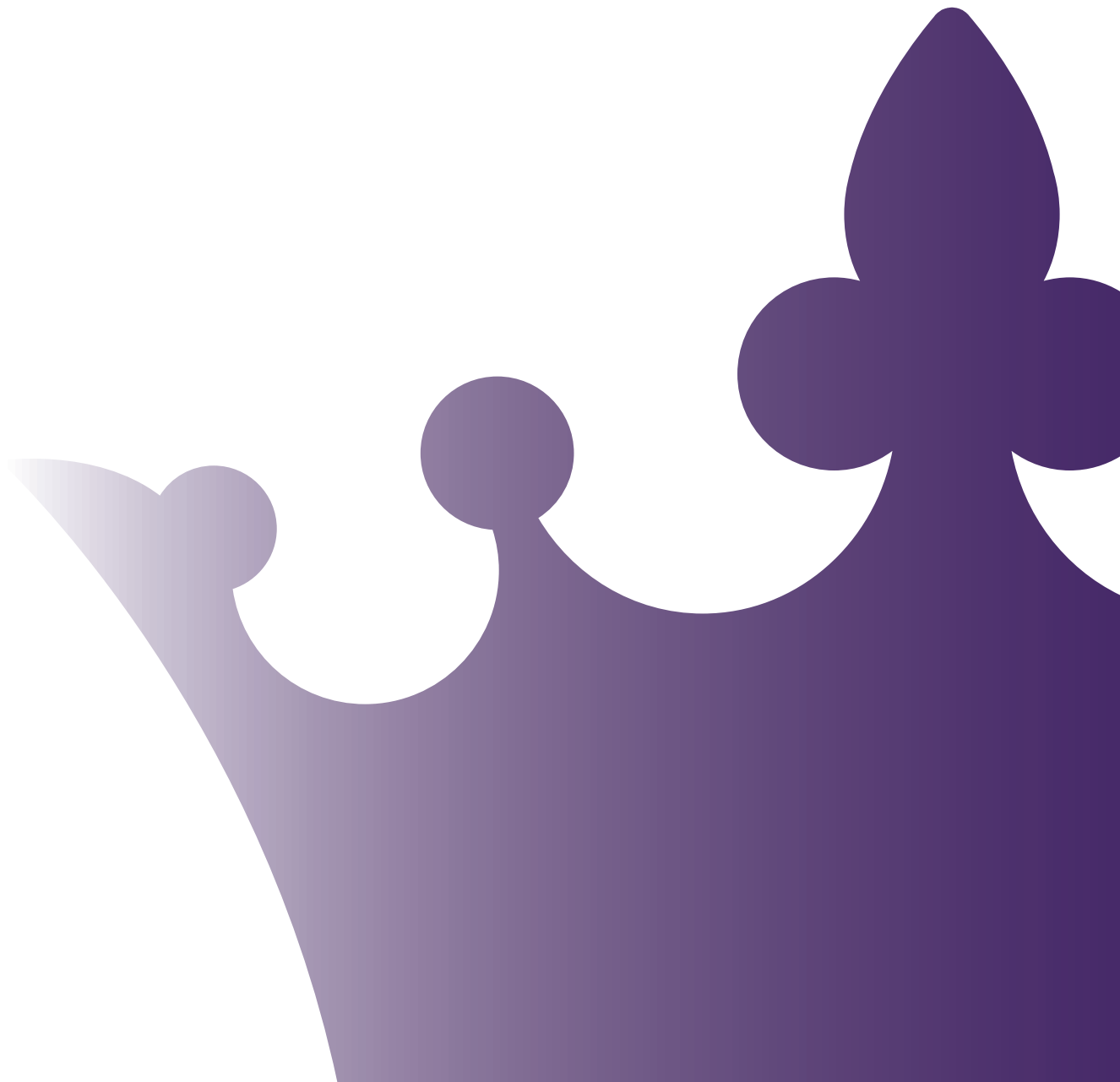# Qualification Handbook

Level 5 NVQ Diploma in Management

Qualification Handbook

SFJ Awards Level 5 NVQ Diploma in Management

Qualification No: 601/0539/2

Operational End Date: 31 December 2019
Certification End Date: 31 December 2020

Version	Date of issue	Amendment(s)	Page
V6	26.07.19	Add operational and certification end dates	2, 5
V5	26.07.17	Add Total Qualification Time (TQT)	8
		Update Section 2.9 Use of Languages	9
		Update Section 3 Centre Requirements (wording amended, no change to requirements)	10
		SFJ Awards copyright information added	60
		Remove references to QCF	Various

Contents

1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has 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 Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces 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

Managers play an integral role in supporting organisational objectives through a wide range of functions. Managers operating at level 5 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.

** This qualification is being withdrawn with effect from 31 December 2019 **

Operational end date (last date for registrations) 31 December 2019
Certification end date (all certifications to be completed) 31 December 2020

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However it is expected that learners will have significant experience of working at a middle management level to ensure they have the suitable foundations on which to further build their knowledge and skills.

2.3   Unit Content and Rules of Combination

2.3.1   Level 5 NVQ Diploma in Management

To be awarded this qualification the learner must achieve a minimum of 38 credits from the two unit groups. All 23 credits in Group A must be achieved. A minimum of 15 credits must be achieved from Group B, of which at least 3 credits must be at Level 5 or above. The units are listed in the table below.

Mandatory Units			
Unit Reference Number	Unit Title	Level	Credit Value
M/600/9662	Work productively with colleagues and stakeholders	5	6
R/600/9654	Plan change in own area of responsibility	5	6

Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6
T/600/9601	Provide leadership and direction for own area of responsibility	4	5

Optional Units			
Unit Reference Number	**Unit Title**	**Level**	**Credit Value**
A/600/9793	Manage the achievement of customer satisfaction	4	5
D/600/9690	Support individuals to develop and take responsibility for their performance	4	4
F/600/9679	Address performance problems affecting team members	4	3
F/600/9682	Build, support and manage a team	4	4
H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	4	5
H/600/9691	Know how to follow disciplinary procedures	4	4
H/600/9738	Manage a tendering process	4	4
J/600/9750	Plan and manage a project	4	8
K/600/9661	Develop working relationships with colleagues and stakeholders	4	4
K/600/9692	Managing grievance procedures	4	3
K/600/9711	Manage physical resources	4	3
K/600/9790	Develop and implement marketing plans	4	6
L/600/9622	Review risk management processes in own area of responsibility	4	3
L/600/9703	Develop and implement a risk assessment plan in own area of responsibility	4	6
M/600/9659	Implement change in own area of responsibility	4	6

M/600/9676	Support learning and development within own area of responsibility	4	5
M/600/9693	Support the management of redundancies in own area of responsibility	4	3
M/600/9712	Manage the environmental impact of work activities	4	5
M/600/9791	Analyse the market in which your organisation operates	4	5
Y/600/9798	Prepare for and support quality audits	4	4
L/600/9619	Manage risk in own area of responsibility	4	4
A/600/9616	Establish risk management processes for an organisation	5	6
A/600/9664	Examine staff turnover issues in own area of responsibility	5	4
A/600/9695	Manage a budget for own area or activity of work	5	7
A/600/9759	Monitor and review business processes	5	3
H/600/9707	Manage health and safety across an organisation	5	6
J/600/9702	Promote the use of technology within an organisation	5	6
R/600/9802	Manage product development and marketing	5	7
T/600/9632	Promote equality of opportunity, diversity and inclusion across an organisation	5	6
T/600/9663	Recruit staff in own area of responsibility	5	4
T/600/9694	Developing collaborative relationships with other organisations	5	7
T/600/9792	Develop a customer-focused organisation	5	5
D/600/9592	Inform strategic decision-making	6	7
D/600/9642	Lead innovation within an organisation	6	10
J/600/9800	Conduct a quality audit	6	6

K/600/9756	Manage a programme of complementary projects	6	8
M/600/9614	Support the culture of an organisation	6	5
T/600/9744	Outsource organisational processes	6	8
R/600/9587	Develop, maintain and review personal networks	4	4
H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

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

(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 Management	380	175

2.4 Age Restriction

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

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

2.5 Opportunities for Progression

This qualification creates a number of opportunities for progression into:

- existing management related and other professional qualifications at Level 6
- higher education to undertake management, business or other qualifications, including Degrees or Masters in Management and Leadership or Business and Business Management
- further employment opportunities within their current job role/alternative job roles
- specialised qualifications providing additional technical knowledge
- possible membership of professional bodies, including the Chartered Management Institute and the Institute of Leadership and Management

2.6 Exemption

No exemptions have been identified.

2.7 Credit Transfer

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

2.8 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

Assessment and verification must be carried out in accordance with Skills CFA's 2011 Management and Leadership Standards Assessment Strategy, which is incorporated into this section and is available on the Skills CFA website:

www.skillscfa.org/standards-qualifications/management-leadership.html

4.1   Requirements for Assessors, Internal Verifiers and External Quality Assurers

Learners' work achievements must be assessed, moderated or verified at work by:

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

OR

b)   A trainer, supervisor or manager, elected by an employer, who must either:

1.   Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification
OR

2.   Seek guidance and approval from SFJ Awards 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 National Occupational Standards upon which the qualifications above are based

Skills CFA and SFJ Awards requires all assessors, moderators and verifiers to maintain current Management competence to deliver these functions. Skills CFA and SFJ Awards recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management assessment centres.

4.2 Assessors

All assessors must:

1.   be occupationally competent to make Management assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

2.   this means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice and Community Safety sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the Learner they are assessing. However, Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between learners and assessors

3.   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

4.   be familiar with the qualification units; and must be able to interpret and make judgements on current working practices and technologies within the area of work

5.   maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice and Community Safety sector and their impact on management activities. These activities may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector

6.   Assessors must be appropriately qualified or be able to prove equivalent competence as specified in Section 4.1, which is taken from Skills CFA's Assessment Strategy[2]

7.   Approved Centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements; for example certificates of achievement, testimonials, references or any other relevant records.

4.3 Internal Quality Assurance

All Internal Quality Assurers must:

1.   be occupationally competent to make Management moderation and verification judgements about the quality of assessment and the assessment process

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[2] Skills CFA Assessment Strategy, 2011 Management and Leadership Standards

2. 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 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 that 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. Those conducting internal quality assurance must also sample the assessment process and resolve differences and conflicts on assessment decisions

3. understand the content, structure and assessment requirements for the qualification(s) they are quality assuring

4. maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice and Community Safety sector and their impact on management activities. These activities may include those offered by the SFJ Awards, Skills for Justice or other relevant providers in the sector

5. be appropriately qualified or be able to prove equivalent competence as specified in Section 4.1, which is taken from Skills CFA's Assessment Strategy[3]

6. 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, visit and observe assessment practice, and carry out all the other important roles of internal quality assurance

7. have an appropriate induction to the management qualifications that they are quality assuring, provided to them by the Centre, and have access to ongoing training and updates on current issues relevant to these qualifications. Information on the induction and continuing professional development of carrying out internal quality assurance must be made available to SFJ Awards through its external quality assurance process

4.4   Workplace Assessment

SFJ Awards believes that direct observation by a competent assessor (as outlined above) or testimony from an Expert Witness or Manager, is always preferable.

Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The assessor is responsible for making the final judgement in terms of the Learner meeting the evidence requirements for the unit.

SFJ Awards recognise that there are alternative evidence sources which may be used where direct observation is not possible or practical, e.g. work products, records, reflective accounts, professional discussion etc.

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[3] Skills CFA Assessment Strategy, 2011 Management and Leadership Standards

In order to ensure that the evidence used to assess Learners is valid, all Centres must demonstrate that Learners have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

4.5   The Expert Witnesses

When using Expert Witnesses as a source of evidence, Expert Witnesses must:

1.   be occupationally competent. This means that each Expert Witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the Justice and Community Safety sector or within an appropriate occupational sector
2.   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
3.   be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.

4.6   Simulations

Assessment of all units at any level of Management NVQs may be based on either learner performance at work or through simulation, as necessary.[4]

However simulation must only be used in exceptional circumstances. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

Assessment in a simulated environment should only be used in the following circumstances:

1.   where natural work evidence is unlikely to occur
2.   where the nature of the work activity presents high risk or danger to the Learner and others, for example, personal safety.

Agreement must be gained from SFJ Awards for the use of any simulation.

All simulations should follow these basic principles:

1.   a Centre's overall strategy for simulation must be agreed and approved by SFJ Awards

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[4] Skills CFA Assessment Strategy, 2011 Management and Leadership Standards

2. the nature of the contingency and the physical environment for the simulation must be realistic and Learners should be given no indication as to exactly what contingencies they may come across

3. where simulations are used they must reflect the requirements of the qualification units

4. the location and environment of simulation must be agreed between SFJ Awards and the Centre contact prior to it taking place

5. all 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

6. There should be a range of simulations to cover the same aspect of a unit so that the risk of Learners successfully colluding is reduced.

4.7 External Quality Assurance

The monitoring and standardisation of assessment decisions will be achieved by robust and strong Centre monitoring and quality assurance according to SFJ Awards requirements.

The mechanisms required to achieve these requirements are outlined in Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'. In addition to the Regulator's requirements, SFJ Awards will evaluate all external quality assurance reports and other data relating to the Centre and any risks relating to quality control will be identified and addressed.

External quality assurers (EQA) will be appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that there is validity, reliability and good practice in centres. To carry out their quality assurance role, quality assurance staff must have appropriate occupational and verifying knowledge and expertise. EQAs must be occupationally competent to make Management moderation and verification judgements about the quality of assessment and the assessment process. SFJ Awards quality assurance staff will attend training and development designed to keep them up-to-date, to facilitate standardisation between staff and share good practice.

EQAs must be appropriately qualified or be able to prove equivalent competence as specified in Section 4.1, which is taken from Skills CFA's Assessment Strategy.

5   Qualification Units

Mandatory Units

Title:	Work productively with colleagues and stakeholders
Level:	5
Credit value:	6
GLH:	30

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to provide colleagues and stakeholders with information.	1.1 Identify information to be communicated to selected colleagues and stakeholders. 1.2 Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.
2. Be able to consult with colleagues and stakeholders in relation to decisions or activities.	2.1 Communicate with colleagues and stakeholders regarding any decisions or activities.
3. Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.	3.1 Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled. 3.2 Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.
4. Understand how to manage potential conflicts of interest.	4.1 Explain how to identify and manage potential conflicts of interest.
5. Understand how to be able to monitor working relationships.	5.1 Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders. 5.2 Explain how to monitor change in the working environment.
6. Be able to review and improve the effectiveness of working relationships.	6.1 Analyse feedback on working relationships from colleagues and stakeholders. 6.2 Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness. 6.3 Identify and implement improvements to working relationships.

Title:	Plan change in own area of responsibility
Level:	5
Credit value:	6
GLH:	30

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand how to plan change.	1.1 Analyse, compare and evaluate tools and techniques for planning change.
2. Be able to develop plans for change in own area of responsibility.	2.1 Identify and explain the change required.
	2.2 Develop a plan to effect the required change.
	2.3 Assess development requirements needed to ensure the success of the planned change.
	2.4 Evaluate the risks and benefits associated with the plan and consider contingency arrangements based on identified risks.
3. Be able to develop systems for monitoring and assessing progress.	3.1 Determine appropriate systems to monitor and assess the progress of change.
4. Be able to evaluate barriers and determine ways to overcome resistance to planned change.	4.1 Evaluate barriers that may hinder the planned change.
	4.2 Determine ways to overcome resistance to planned change.
5. Be able to develop a communication strategy to facilitate the process for change.	5.1 Evaluate a range of communication methods to support the process of change.
	5.2 Develop a communication strategy to facilitate the process for change and review with feedback to continue the process for change.

Title:	Develop and evaluate operational plans for own area of responsibility
Level:	5
Credit value:	6
GLH:	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to align objectives of own area of responsibility with those of own organisation.	1.1 Identify operational objectives within own area of responsibility. 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation.
2. Be able to implement operational plans in own area of responsibility.	2.1 Assess risks associated with operational plans and include contingency arrangements. 2.2 Identify support from relevant stakeholders. 2.3 Implement operational plan within own area of responsibility.
3. Be able to monitor and evaluate operational plans in own area of responsibility.	3.1 Monitor procedures within the operational plan. 3.2 Evaluate operational plans and implement any necessary actions.

Title	Provide leadership and direction for own area of responsibility
Level	4
Credit Value	5
GLH	30

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1.	Be able to lead in own area of responsibility	1.1	Identify own strengths and ability to lead in a leadership role
		1.2	Evaluate strengths within own area of responsibility
2.	Be able to provide direction and set objectives in own area of responsibility	2.1	Outline direction for own area of responsibility
		2.2	Implement objectives with colleagues that align with those of the organisation
3.	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1	Communicate the agreed direction to individuals within own area of responsibility
		3.2	Collect feedback to inform improvement
4.	Be able to assess own leadership performance	4.1	Assess feedback on own leadership performance
		4.2	Evaluate own leadership performance

Optional Units

Title	Manage the achievement of customer satisfaction
Level	4
Credit Value	5
GLH	25

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1. Be able to understand customer service standards required in own organisation		1.1	Explain customer service standards within own organisation
		1.2	Describe customer service best practice in own sector using research techniques
2. Be able to implement sustainable processes for customer satisfaction		2.1	Define sustainable processes taking into account environmental issues
		2.2	Identify sustainable processes to support customer service standards
		2.3	Produce a plan for implementation
		2.4	State customer service standards with relevant key stakeholders
		2.5	Ensure resources are provided to deliver agreed standards of customer service
3. Be able to manage and support colleagues in delivering customer service standards		3.1	Communicate customer service roles and responsibilities with employees in own organisation
4. Be able to manage and develop culture in own organisation to support customer service standards		4.1	Evaluate the culture in own organisation
		4.2	Identify techniques for improving motivation amongst employees
		4.3	Describe motivational strategies for improving customer service standards
5. Be able to monitor customer service levels for continuous improvement		5.1	Describe methods of measuring customer satisfaction
		5.2	Develop processes for monitoring customer satisfaction, including customer feedback mechanisms
		5.3	Review employee performance to ensure customer service standards and organisational values are met
		5.4	Analyse and monitor customer service

Title	Support individuals to develop and take responsibility for their performance
Level	4
Credit Value	4
GLH	20

Learning Outcomes		Assessment Criteria	
The learner will:		*The learner can:*	
1.	Be able to agree their performance development needs with an individual	1.1	Explain the standards of performance required for current or future role with an individual
		1.2	Identify and agree the performance development needs for the individual
2.	Be able to understand how to help an individual create a development plan	2.1	Identify options available to support an individual in meeting desired standards of performance
		2.2	Explain specific actions needed to achieve objectives
		2.3	Explain the process for an individual to create a development plan
3.	Be able to support an individual in implementing their development plan	3.1	Describe the opportunities provided for an individual to improve performance
		3.2	Explain the outcome to an individual for improved performance
4.	Be able to evaluate an individual's progress against a development plan and provide feedback for continual performance improvement	4.1	Monitor and evaluate an individual's progress against their development plan
		4.2	Implement feedback to make development plan revisions
		4.3	Explain how to encourage individuals to take responsibility for continuing their performance development

Title:	Address performance problems affecting team members
Level:	4
Credit Value:	3
GLH:	20

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1.	Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance	1.1	Identify legal requirements, industry regulations, organisational policies and professional codes concerning performance
		1.2	Explain limits of own authority relating to performance problems
2.	Be able to identify performance problems of team members	2.1	Assess team member's performance against performance criteria
		2.2	Evaluate causes of identified performance problems
3.	Be able to discuss performance problems with team members	3.1	Identify performance problems to the attention of the team member concerned
		3.2	Explain an organisation's policies for managing performance problems to the team member concerned
		3.3	Develop a confidential record of discussions with team members about problems affecting their performance
4.	Be able to set a course of action to deal with identified problems with team members	4.1	Explain and discuss alternative courses of action with the team member concerned
		4.2	Identify the course of action with the team member concerned
		4.3	Review and revise confidential records of discussions with team members about problems affecting their performance

Title	Build, support and manage a team
Level	4
Credit Value	4
GLH	20

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1.	Understand the purpose and required attributes of a team and select those that match the team's requirements	1.1	Explain the role of a team in the achievement of a specific project or activity
		1.2	Identify the attributes needed within the team to achieve its objectives
		1.3	Analyse the skills and knowledge of potential and current team members against the identified needs
		1.4	Identify individuals whose attributes most closely match the identified requirements
2.	Be able to induct team members and communicate their roles and responsibilities	2.1	Communicate project aims and objectives to team members
		2.2	Explain how to introduce team members to each other and discuss each member's role and responsibilities
3.	Understand how to support team development	3.1	Identify the stages of team development
		3.2	Explain how to resolve conflict between team members
		3.3	Describe methods of encouraging team members to share knowledge and skills to achieve project objectives
		3.4	Explain how to encourage open communication, trust and respect between team members
4.	Be able to manage team performance and understand how to disband a team	4.1	Monitor and review the performance of a team against its purpose
		4.2	Communicate project developments and to team members and support any change in roles or responsibilities
		4.3	Communicate team and individual successes to the all team members
5.	Understand how to disband team	5.1	Explain how to prepare team members for project conclusion
		5.2	Describe how team is disbanded

Title:	Ensure compliance with legal, regulatory, ethical and social requirements
Level:	4
Credit value:	5
GLH:	25

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1	Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements
2.	Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility	2.1	Identify areas of non-compliance with legal, regulatory, ethical and social procedures
		2.2	Examine reasons for non-compliance with procedures
		2.3	Make recommendations for corrections to ensure compliance with procedures

Title:	Know how to follow disciplinary procedures
Level:	4
Credit value:	4
GLH:	20

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Be able to understand performance expectations of an organisation	1.1	Explain an organisation's required standards of conduct and performance
		1.2	Explain an organisation's formal disciplinary procedure
2.	Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance	2.1	Explain how to identify when an individual's performance falls below organisational standards
		2.2	Identify communication methods used to gather information on potential cases of misconduct or unsatisfactory performance
3.	Be able to know how to informally with cases of minor misconduct or unsatisfactory performance	3.1	Identify the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled
		3.2	Evaluate whether a case of misconduct or unsatisfactory performance can be dealt with informally
		3.3	Assess methods available to improve performance or behaviour
		3.4	Explain the importance of recording informal disciplinary proceedings
4.	Be able to follow an organisation's formal disciplinary procedure	4.1	Explain the importance of seeking advice and guidance from specialists prior to taking action
		4.2	Explain when to follow formal disciplinary procedures
		4.3	Assess the importance of communicating disciplinary procedures to individuals
		4.4	Explain how to record and store information throughout the disciplinary process

Title:	Manage a tendering process
Level:	4
Credit value:	4
GLH:	20

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand tendering processes	1.1 Explain the legal requirements of a tendering process 1.2 Explain organisational tendering policies and processes 1.3 Explain how to seek specialist support for the tendering process
2. Be able to draw up a specification for required products or services	2.1 Consult with colleagues to identify and agree requirements for products or services 2.2 Draw up a specification that describes the products or services required
3. Be able to write an invitation to tender document and communicate it to prospective suppliers	3.1 Write an invitation to tender outlining required specifications and organisational tendering processes 3.2 Communicate the invitation to tender to prospective suppliers
4. Understand how to respond fairly to pre-tender queries	4.1 Explain how to respond to pre-tender queries in ways that ensure all prospective suppliers have the same information
5. Be able to evaluate received tenders	5.1 Establish criteria with which to evaluate received tenders 5.2 Receive, record and open tenders in line with stated tendering process 5.3 Seek clarification from prospective suppliers where necessary 5.4 Evaluate tenders against established criteria
6. Be able to select a supplier and provide post-tender feedback	6.1 Offer a contract to the chosen supplier 6.2 Inform unsuccessful suppliers of the outcome and provide feedback

Title:	Plan and manage a project
Level:	4
Credit value:	8
GLH:	30

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the principles, processes, tools and techniques of project management	1.1 Describe the roles and responsibilities of a project manager 1.2 Explain how to apply principles, processes, tools and techniques of project management
2. Be able to agree the scope and objectives of a project	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) objectives and scope of the project with project sponsor(s) and stakeholders
3. Be able to identify the budget in order to develop a project plan	3.1 Identify budget and time-scales in order to develop the project plan with stakeholders 3.2 Consult with stakeholders to negotiate the project plan 3.3 Identify potential risks and contingencies 3.4 Establish criteria and processes for evaluating the project on completion
4. Be able to implement a project plan	4.1 Allocate roles and responsibilities to project team members 4.2 Provide resources identified in the project plan 4.3 Brief project team members on the project plan and their roles and responsibilities 4.4 Implement a project plan using project management tools and techniques
5. Be able to manage a project to its conclusion	5.1 Apply a range of project management tools and techniques to monitor, control and review progress 5.2 Provide support to project team members

Title:	Develop working relationships with colleagues and stakeholders
Level:	4
Credit value:	4
GLH:	20

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Know how to identify stakeholders and their relevance to an organisation	1.1 Identify an organisation's stakeholders 1.2 Evaluate the roles, responsibilities, interests and concerns of stakeholders 1.3 Assess the importance of identified stakeholders
2. Understand how to establish working relationships with colleagues and stakeholders	2.1 Clarify how to agree a common sense of purpose with colleagues and stakeholders 2.2 Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders
3. Be able to create an environment of trust and mutual respect with colleagues and stakeholders	3.1 Review and revise the needs and motivations of colleagues and stakeholders 3.2 Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others

Title:	Managing grievance procedures
Level:	4
Credit value:	3
GLH:	10

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Understand how to prevent potential grievances	1.1	Identify situations that are likely to lead to grievances in an organisation
		1.2	Explain how to prevent potential grievances
2.	Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally	2.1	Explain an organisation's grievance policy and procedure
		2.2	Identify the circumstances where a concern may be dealt with informally
		2.3	Explain the methods used to deal informally with concerns
3.	Understand how to follow grievance procedures	3.1	Explain how to follow an organisation's written grievance procedure
		3.2	Explain the importance of communicating grievance procedures
		3.3	Identify how to seek advice and guidance from specialists or colleagues when dealing with grievances
		3.4	Explain how to record and store information throughout the grievance process

Title:	Manage physical resources
Level:	4
Credit value:	3
GLH:	25

Learning outcomes *The learner will:*		Assessment criteria *The learner can:*	
1.	Understand the importance of sustainability when using physical resources	1.1	Explain the importance of using sustainable resources
		1.2	Explain the potential impact of resource use on the environment
		1.3	Explain how to use resources effectively and efficiently
		1.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources
2.	Be able to identify resource requirements for own area of responsibility	2.1	Consult with colleagues to identify their planned activities and corresponding resource needs
		2.2	Evaluate past resource use to inform expected future demand
		2.3	Identify resource requirements for own area of responsibility
3.	Be able to obtain required resources for own area of responsibility	3.1	Submit a business case to procure required resources
		3.2	Review and agree required resources with relevant individuals
		3.3	Explain an organisation's processes for procuring agreed resources
4.	Be able to monitor and review the quality and usage of resources in own area of responsibility	4.1	Monitor the quality of resources against required specifications
		4.2	Identify differences between actual and planned use of resources and take corrective action
		4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility
		4.4	Make recommendations to improve the effectiveness and efficiency of resource use

Title:	Develop and implement marketing plans
Level:	4
Credit value:	6
GLH:	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to identify and prioritise marketing objectives for own area of responsibility	1.1 Analyse the organisation's business plan to identify marketing objectives for own area of responsibility 1.2 Explain the organisation's culture, vision and values 1.3 Analyse and prioritise marketing objectives
2. Be able to produce a marketing strategy in own area of responsibility	2.1 Describe and evaluate the target markets for own organisation's products or services 2.2 Identify and consult with marketing specialists if required 2.3 Identify marketing tools and models to develop a strategy 2.4 Develop a marketing strategy based on key success criteria for own area of responsibility
3. Be able to produce and implement a marketing plan for own area of responsibility	3.1 Evaluate the resource requirements for the marketing plan 3.2 Produce a marketing plan based on the strategy 3.3 Agree roles and responsibilities of stakeholders 3.4 Communicate the marketing plan with key stakeholders
4. Monitor and evaluate the marketing plan in own area of responsibility	4.1 Monitor progress of the marketing plan against business objectives 4.2 Assess and evaluate the impact of the marketing plan 4.3 Revise future marketing plans based on the impact evaluation

Title:	Review risk management processes in own area of responsibility
Level:	4
Credit value:	3
GLH:	20

Learning outcomes		Assessment criteria	
The learner will:		**The learner can:**	
1.	Be able to monitor and evaluate risk management processes within own area of responsibility	1.1	Identify information from own area of responsibility to review the risk management process
		1.2	Assess the effectiveness of the risk management process
2.	Be able to improve the risk management process	2.1	Implement changes to the risk management process where potential improvements have been identified

Title:	Develop and implement a risk assessment plan in own area of responsibility
Level:	4
Credit value:	6
GLH:	20

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the legal requirements and personal responsibilities for health and safety within an organisation	1.1 State the legal requirements that apply to own role in relation to health and safety
	1.2 Consult with specialist advisor(s) on health and safety policy and procedures
	1.3 Explain an organisation's health and safety responsibilities
	1.4 Describe health and safety responsibilities in own area of responsibility
2. Be able to promote the importance of health and safety practices	2.1 Communicate an organisation's written health and safety policy to individuals within own area of responsibility
	2.2 Allocate sufficient resources to deal with health and safety issues in own area of responsibility
3. Be able to ensure that hazards and risks are identified and managed in own area of responsibility	3.1 Consult with colleagues on health and safety hazards and risks in own area of responsibility
	3.2 Assess health and safety hazards and risks in own area of responsibility
	3.3 Identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements
	3.4 Develop and implement a plan in own area of responsibility
4. Be able to monitor and review health and safety performance and policy in own area of responsibility	4.1 Establish procedures that monitor health and safety performance in own area of responsibility
	4.2 Review the health and safety performance of own area of responsibility
	4.3 Review the health and safety policy in own area of responsibility

Title:	Implement change in own area of responsibility
Level:	4
Credit value:	6
GLH:	25

Learning outcomes *The learner will:*		Assessment criteria *The learner can:*	
1.	Understand how to implement change in own area of responsibility	1.1	Explain the main models and methods for managing change
2.	Be able to involve and support others through the change process	2.1	Communicate the benefits of and reasons for change and how they relate to business objectives
		2.2	Implement and agree a plan to support change
3.	Be able to implement and monitor a plan for change in own area of responsibility	3.1	Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change
		3.2	Assess opportunities and barriers to change
		3.3	Review action plans and activities according to identified opportunities and barriers to change

Title:	Support learning and development within own area of responsibility
Level:	4
Credit value:	5
GLH:	25

Learning outcomes *The learner will:*		Assessment criteria *The learner can:*	
1.	Be able to identify the learning needs of colleagues in own area of responsibility	1.1	Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills
		1.2	Prioritise learning needs of colleagues
		1.3	Produce personal development plans for colleagues in own area of responsibility
2.	Understand how to develop a learning environment in own area of responsibility	2.1	Explain the benefits of continual learning and development
		2.2	Explain how learning opportunities can be provided for own area of responsibility
3.	Be able to support colleagues in learning and its application	3.1	Identify information, advice and guidance to support learning
		3.2	Communicate to colleagues to take responsibility for their own learning
		3.3	Explain to colleagues how to gain access to learning resources
		3.4	Support colleagues to practise and reflect on what they have learned
4.	Be able to evaluate learning outcomes and future learning and development of colleagues	4.1	Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes
		4.2	Support colleagues when updating their personal development plan

Title:	Support the management of redundancies in own area of responsibility
Level:	4
Credit value:	3
GLH:	15

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Understand how to follow redundancy policy within own area of responsibility	1.1	Explain own organisation's redundancy policy, processes and any appeals procedures
		1.2	Identify how to access support from colleagues or specialists when following redundancy processes
2.	Communicate information on redundancies to those affected	2.1	Explain how continuous communication with those affected by the redundancy policy
		2.2	Explain the form of communication required to inform individuals selected for redundancy
		2.3	Assess how to maintain the morale of remaining individuals
3.	Understand how to support those affected by redundancies	3.1	Identify where support from colleagues or specialists may be accessed by those affected by redundancies

Title:	Manage the environmental impact of work activities
Level:	4
Credit value:	5
GLH:	10

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Understand the legal requirements and environmental policies that impact on own area of responsibility	1.1 Explain the legal requirements that impact on own area of responsibility 1.2 Explain the environmental policies that impact on own area of responsibility
2. Understand how to assess the impact of work activities on the environment and how this can be minimised	2.1 Explain what specialist advice is available to manage the environmental impact of work activities 2.2 Explain how to assess the impact of work activities and resources on the environment 2.3 Explain how to minimise the environmental impact of work activities
3. Be able to assess and report on the environmental impact of work activities in own area of responsibility	3.1 Assess the environmental impact of work activities and resource use 3.2 Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement
4. Be able to organise work activities and resource use to minimise environmental impact	4.1 Adapt the use of resources in own area of responsibility to reduce environmental impact 4.2 Organise activities in own area of responsibility to reduce environmental impact
5. Be able to promote ongoing improvement in environmental performance	5.1 Establish means by which individuals can identify and report opportunities for improving environmental performance 5.2 Communicate environmental benefits resulting from changes to work activities

Title:	Analyse the market in which your organisation operates
Level:	4
Credit value:	5
GLH:	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Be able to analyse customers' needs	1.1 Assess the economic environment in which your organisation operates 1.2 Evaluate your customers' needs and relate to own organisation 1.3 Analyse customer perception of own products/ services in comparison to competitors
2. Be able to analyse the market using research tools and techniques	2.1 Identify and utilise market research specialists if necessary 2.2 Analyse current and future macro and micro economic trends in own sector 2.3 Use recognised research tools to assess market trends and opportunities for growth
3. Be able to communicate research findings to inform managerial decisions	3.1 Produce a report based on research findings 3.2 Communicate the report to key individuals within own organisation 3.3 Evaluate feedback from key individuals 3.4 Revise and communicate updated report to key individuals 3.5 Monitor the economic environment and changes in customers' needs

Title:	Prepare for and support quality audits
Level:	4
Credit value:	4
GLH:	20

Learning outcomes		Assessment criteria	
The learner will:		**The learner can:**	
1.	Understand the quality standards and procedures that apply to own area of responsibility	1.1	Describe the quality standards and procedures that apply to own area of responsibility
2.	Be able to monitor work in own area of responsibility against quality standards and procedures	2.1	Select and apply methods for monitoring work
3.	Be able to prepare for a quality audit in own area of responsibility	3.1	Prepare and organise records and documentation for the quality auditor
		3.2	Review previous quality audits and ensure agreed recommendations have been implemented
4.	Be able to discuss quality audit findings with the auditor	4.1	Discuss with the auditor the results of the audit and identify any areas for improvement
		4.2	Agree corrective actions to remedy any identified issues, and set a date for their implementation
5.	Be able to complete agreed actions following a quality audit	5.1	Take corrective action based on quality audit findings

Title:	Manage risk in own area of responsibility
Level:	4
Credit value:	4
GLH:	25

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Be able to undertake a risk evaluation for current and planned activities within own area of responsibility	1.1	Identify potential risks in current and planned activities within own area of responsibility
		1.2	Assess the nature of identified risks and potential consequences
		1.3	Evaluate the probability of identified risks occurring
2.	Be able to minimise the impact and likelihood of potential risks occurring in own area of responsibility	2.1	Identify ways and means of minimising the impact and likelihood of potential risks
		2.2	Allocate responsibility for risk management to relevant individuals within own area of responsibility
3.	Be able to communicate identified risks	3.1	Provide information on identified risks to relevant stakeholders

Title:	Establish risk management processes for an organisation
Level:	5
Credit value:	6
GLH:	30

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Understand risk management within own area of responsibility.	1.1 Explain the types of risk that can impact on an organisation.
	1.2 Review the knowledge and awareness of risks within an organisation.
2. Be able to establish a risk management process for an organisation.	2.1 Identify the risks that impact on an organisation.
	2.2 Identify criteria to enable evaluation of the impact of identified risks.
	2.3 Establish processes to manage risk within an organisation.
3. Be able to allocate resources to enable risk management activities to take place.	3.1 Plan resources across an organisation for risk management activity.
4. Be able to communicate risk management processes across an organisation.	4.1 Communicate risk management processes and policy across an organisation.

Title:	Examine staff turnover issues in own area of responsibility
Level:	5
Credit value:	4
GLH:	25

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Be able to examine the reasons for, and impact of, staff turnover whilst maintaining confidentiality in own area of responsibility.	1.1	Identify information about staff turnover.
		1.2	Examine the reasons for staff turnover in own area of responsibility.
		1.3	Analyse the impact of staff turnover on business objectives in own area of responsibility maintaining confidentiality.
2.	Be able to compare staff turnover rates across organisations.	2.1	Examine staff turnover rate with similar organisations.
		2.2	Assess staff turnover in own organisation against other organisations.
3.	Understand how to turn unexpected staffing turnover into opportunities rather than threats.	3.1	Analyse unexpected staffing turnover and use research tools or techniques as appropriate.

Title:	Manage a budget for own area or activity of work
Level:	5
Credit value:	7
GLH:	30

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Be able to prepare a budget for own area of responsibility.	1.1 Evaluate information on resource requirements for own area of activity or work.
	1.2 Produce a draft budget.
	1.3 Communicate the final budget with relevant stakeholders
2. Be able to manage a budget.	2.1 Analyse variances between planned and actual expenditure.
	2.2 Provide information on performance to relevant stakeholders.
	2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.
	2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.
3. Be able to review budget management performance.	3.1 Review performance against budget.
	3.2 Assess improvements for future budget planning and management.
	3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement.

Title:	Monitor and review business processes
Level:	5
Credit value:	3
GLH:	20

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Be able to monitor business processes in own area of responsibility.	1.1 Develop measures that are appropriate and provide suitable information to assess business processes.
	1.2 Monitor the quality of work against key success criteria working with relevant stakeholders.
2. Be able to review and improve business processes in own area of responsibility.	2.1 Review business processes.
	2.2 Take corrective action and revise plans where necessary.
	2.3 Implement revised business processes to all relevant stakeholders.
	2.4 Measure the effects of change in business processes in own area of responsibility.

Title:	Manage health and safety across an organisation
Level:	5
Credit value:	6
GLH:	25

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Understand an organisation's responsibilities and liabilities in relation to health and safety.	1.1	Evaluate an organisation's responsibilities and liabilities under health and safety legislation.
		1.2	Consult with specialist advisor(s) on health and safety responsibilities and requirements.
2.	Be able to promote health and safety across an organisation.	2.1	Communicate an organisation's written health and safety policy across an organisation.
		2.2	Allocate sufficient resources to deal with health and safety issues across an organisation.
3.	Be able to ensure that health and safety requirements are met across an organisation.	3.1	Allocate responsibility for health and safety to representatives across an organisation.
		3.2	Establish procedures to gather data and information on health and safety performance across an organisation.
4.	Be able to monitor, review and report on health and safety policy and practices.	4.1	Analyse health and safety data and information.
		4.2	Review health and safety policy and make revisions as required.
		4.3	Identify and evaluate non-compliance with health and safety policy and practices.
		4.4	Consult with specialists on proposed actions.
		4.5	Collate data and information and report on own organisation's health and safety performance.

Title:	Promote the use of technology within an organisation
Level:	5
Credit value:	6
GLH:	30

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Be able to develop a strategy to promote the use of technology, in line with organisational values and customer needs.	1.1	Examine current use of technology in meeting customer needs within an organisation.
		1.2	Identify good practice in the use of technology through benchmarking activities.
		1.3	Assess opportunities to increase productivity through the use of technology.
		1.4	Develop a technology strategy to increase productivity through the promotion of technology in line with organisational values and customer needs.
		1.5	Develop criteria to evaluate the success of the technology strategy.
2.	Be able to implement a strategy for promoting technology across an organisation.	2.1	Communicate a technological strategy across an organisation.
		2.2	Ensure resources and support are provided across an organisation to implement the strategy.
3.	Be able to monitor and review the impact of an organisation's technology strategy, in line with best practice.	3.1	Monitor the implementation of a technology strategy across an organisation.
		3.2	Evaluate the success of a technology strategy against success criteria.

Title:	Manage product development and marketing
Level:	5
Credit value:	7
GLH:	30

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Be able to assess whether products or services meet the needs of existing and potential customers in own organisation.	1.1	Identify the products and/or services required by customers.
		1.2	Analyse customer needs by using research tools and techniques.
		1.3	Evaluate customer satisfaction levels.
		1.4	Examine how the competitive environment impacts on organisation.
2.	Be able to identify and implement potential opportunities to meet customer requirements in own organisation.	2.1	Review products and/or services that can benefit from amendments or additions.
		2.2	Conduct a feasibility study.
		2.3	Develop a plan to implement identified amendments or additions.
3.	Be able to co-ordinate the marketing and development of own products or services.	3.1	Prepare a plan based on prioritising goods or services that offer the best return on investment.
		3.2	Co-ordinate the development of high priority goods in line with marketing objectives.
4.	Be able to monitor demand for own products or services and adjust marketing accordingly.	4.1	Evaluate and monitor demand and obtain customer feedback.
		4.2	Implement change to the marketing strategy as required.

Title:	Promote equality of opportunity, diversity and inclusion across an organisation
Level:	5
Credit value:	6
GLH:	30

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Be able to understand the benefits of an inclusive and diverse workforce.	1.1	Examine the benefits of an inclusive and diverse workforce.
2.	Be able to understand organisation's responsibilities under equality legislation and relevant codes of practice.	2.1	Explain how legislation, equality, diversity, inclusion and relevant codes of practice apply to own organisation.
3.	Be able to benchmark equality, diversity and inclusion.	3.1	Explain how to benchmark to equality, diversity and inclusion in own organisation.
4.	Be able to communicate equality, diversity and inclusion policy and procedures.	4.1	Communicate written equality, diversity and inclusion policy and procedures all relevant stakeholders.
5.	Be able to review effectiveness of equality, diversity and inclusion issues.	5.1	Analyse effectiveness of policy and procedures for equality, diversity and inclusion issues.
		5.2	Implement any change to the policy and procedures

Title:	Recruit staff in own area of responsibility
Level:	5
Credit value:	4
GLH:	25

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to review human resource requirements to meet business objectives in own area of responsibility	1.1	Examine the human resources required to meet objectives in own area of responsibility
		1.2	Identify gaps between current and required human resources to meet objectives
		1.3	Assess the options for human resource requirements to meet objectives
2.	Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements	2.1	Explain how to ensure recruitment and selection processes are fair
		2.2	Explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met
		2.3	Explain when to seek specialist expertise throughout the recruitment process
3.	Be able to participate in the recruitment and selection process	3.1	Consult with relevant others to produce or update job descriptions
		3.2	Agree with colleagues the stages in the recruitment and selection process for identified vacancies
		3.3	Identify the methods and criteria that will be used in the recruitment and selection process
4.	Be able to evaluate the recruitment and selection process and identify improvements for the future	4.1	Assess and select candidates using agreed methods and criteria
		4.2	Evaluate the recruitment and selection methods and criteria used in own area of responsibility
		4.3	Identify ways of improving future recruitment and selection

Title:	Developing collaborative relationships with other organisations
Level:	5
Credit value:	7
GLH:	30

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Be able to identify potential collaborative opportunities with other organisations.	1.1 Identify organisations that share common or complementary objectives to own organisation.
	1.2 Evaluate the feasibility of collaboration with identified organisations.
	1.3 Evaluate the potential benefits of collaboration.
	1.4 Develop a business case for collaboration with identified organisations.
2. Be able to agree the strategic aims and objectives of collaboration.	2.1 Agree the strategic aims and objectives of collaboration internally and with other organisations.
	2.2 Agree the benefits each organisation expects to receive from collaboration.
3. Be able to agree methods and expected outcomes of collaboration.	3.1 Agree the actions each organisation will take and when.
	3.2 Agree the expected outcomes of collaboration.
	3.3 Agree arrangements for communication.
	3.4 Agree process of collaboration review.
4. Be able to instigate and sustain a collaborative relationship with another organisation.	4.1 Implement agreed actions at agreed times.
	4.2 Maintain communication and provide support to other organisations.
5. Be able to review and evaluate the collaboration with another organisation.	5.1 Review and evaluate the extent to which the aims and objectives of collaboration have been achieved.
	5.2 Make a decision on whether to continue with the collaboration in the future.
	5.3 Determine any changes to be made to the collaboration if it were to continue.

Title:	Develop a customer-focused organisation
Level:	5
Credit value:	5
GLH:	25

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Be able to develop and communicate a vision for customer-based values in own organisation.	1.1 Examine own organisation's vision in meeting customer needs.
	1.2 Analyse how employees communicate with customers in own organisation.
	1.3 Identify areas for improvement using tools and techniques.
	1.4 Produce a mission statement that sets out customer-based values and beliefs.
	1.5 Communicate shared vision on customer focus in own organisation.
2. Be able to develop success criteria and maintain a customer focus across an organisation.	2.1 Develop a set of new or revised customer service standards.
	2.2 Determine success criteria in meeting revised customer service standards.
	2.3 Develop schemes across own organisation that promote a commitment to customer service.
3. Be able to monitor customer focus and identify areas for improvement across own organisation.	3.1 Evaluate revised standards against success criteria.
	3.2 Analyse customer service levels using benchmarking tools and techniques.
	3.3 Make recommendations for improving customer focus in own organisation.

Title:	Inform strategic decision-making
Level:	6
Credit value:	7
GLH:	40

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Understand an organisation's environment to inform strategic decision-making.	1.1	Identify information about an organisation's environment.
		1.2	Analyse organisation to inform the strategic decision-making process.
2.	Be able to evaluate the current strategic direction of an organisation.	2.1	Assess feedback from key stakeholders on the current strategic direction of an organisation.
3.	Be able to use information to inform strategic decision-making.	3.1	Implement recommendations to inform strategic decision-making.
		3.2	Communicate recommendations to all key stakeholders regarding the strategic decision-making process.

Title:	Lead innovation within an organisation
Level:	6
Credit value:	10
GLH:	40

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to analyse an organisation's current approach to innovation practice.	1.1	Analyse and review the approaches to innovation employed by an organisation.
		1.2	Evaluate organisational approaches to innovation.
2.	Be able to design an innovation process for an organisation and demonstrate its implications for long-term success.	2.1	Identify and pursue opportunities for the own organisation.
		2.2	Design an innovation process which fits with own organisation.
		2.3	Communicate the implications of the innovation process for long-term success for own organisation.
3.	Be able to support others in implementing innovative ideas.	3.1	Support others in ensuring that innovative ideas are fed into the operational process.
		3.2	Assess resourcing agreed ideas.
		3.3	Support others in implementing agreed ideas.
4.	Be able to review and improve the performance of the innovation process.	4.1	Evaluate feedback from all stakeholders to improve the innovation process.
5.	Be able to provide recognition for the innovative success.	5.1	Explain how to recognise achievements that are successfully implemented.

Title:	Conduct a quality audit
Level:	6
Credit value:	6
GLH:	30

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Understand quality management.	1.1 Define the principles, tools and techniques used when undertaking quality audits.
	1.2 Evaluate the most appropriate method for carrying out a quality audit.
	1.3 Describe the personal characteristics needed to achieve the objectives of the audit.
2. Be able to prepare to carry out a quality audit.	2.1 Provide the required period of notice to the auditee, prior to carrying out a quality audit.
	2.2 Establish the scope and objectives of the audit, and any previous audit history.
	2.3 Prepare a contingency plan for the quality audit process.
	2.4 Communicate the audit processes to the auditee, including their role and responsibilities.
3. Be able to carry out a quality audit.	3.1 Identify the audit procedures and highlight the quality processes.
	3.2 Prepare a report on the findings of the quality audit.
4. Be able to communicate results of a quality audit.	4.1 Communicate the results of the audit to stakeholders.
	4.2 Agree corrective action.
	4.3 Identify any immediate risk to stakeholders and consult with specialists if necessary.
5. Be able to monitor corrective action and maintain records.	5.1 Monitor the implementation of the corrective action agreed.
	5.2 Maintain records of the quality audit trail.

Title:	Manage a programme of complementary projects
Level:	6
Credit value:	8
GLH:	30

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand principles, processes, tools and techniques of programme management.	1.1 Explain the roles and responsibilities of a programme manager. 1.2 Explain how to apply principles, processes, to programme management.
2. Be able to develop a programme plan.	2.1 Consult with stakeholders and programme sponsor(s) to develop and agree a plan. 2.2 Identify potential risks and contingencies. 2.3 Establish criteria for evaluating the programme on completion.
3. Be able to communicate programme aims and plans to project managers.	3.1 Communicate how a programme links to an organisation's strategic targets. 3.2 Communicate how individual projects link to the programme and each other. 3.3 Communicate plans, roles and responsibilities to programme team members.
4. Be able to monitor project and programme progress.	4.1 Collect and analyse feedback on individual projects' progress. 4.2 Review progress against the plan and wider developments affecting the programme. 4.3 Communicate progress to the programme sponsor(s) and key stakeholders. 4.4 Confirm completion of programme with programme sponsor(s) and stakeholders.
5. Be able to evaluate a programme.	5.1 Evaluate the programme using agreed criteria. 5.2 Identify lessons learned for future programmes. 5.3 Acknowledge the contributions of programme team members.

Title:	Support the culture of an organisation
Level:	6
Credit value:	5
GLH:	30

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Understand the concept of organisational culture.	1.1	Explain different definitions of organisational culture.
		1.2	Evaluate internal and external factors that can influence organisational cultures.
2.	Be able to agree values and objectives in support of an organisation's culture.	2.1	Analyse the culture and objectives of an organisation.
		2.2	Communicate agreed values and objectives across an organisation.
		2.3	Reflect on personal behaviours and actions that reinforce agreed values.
3.	Be able to monitor objectives and their effectiveness.	3.1	Monitor the values and objective effectiveness against the business objectives and implement any necessary change.

Title:	Outsource organisational processes
Level:	6
Credit value:	8
GLH:	40

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
1. Be able to identify non-core processes within an organisation.	1.1 Analyse an organisation's activities and identify processes that can be outsourced.
2. Be able to evaluate the implications of outsourcing non-core processes.	2.1 Evaluate and assess risks for outsourcing identified non-core processes.
	2.2 Develop a business case for outsourcing non-core processes.
3. Be able to select a vendor to outsource non-core processes to.	3.1 Draw up specifications and communicate to potential vendors.
	3.2 Establish criteria for evaluating potential vendors.
	3.3 Appraise potential vendors against criteria.
	3.4 Select the vendor that best meets the criteria.
4. Be able to outsource non-core processes.	4.1 Develop a contract that meets legal and commercial requirements with the selected vendor.
	4.2 Negotiate contract clauses to meet the interests of the organisation.
	4.3 Produce plans to transfer agreed processes to the contracted vendor.
	4.4 Communicate the outsourcing plans to stakeholders.
	4.5 Transfer the agreed processes to contracted vendor.
5. Be able to monitor and review the outsourcing of non-core processes.	5.1 Monitor and review the vendor's performance at agreed times, in line with agreed contract.
	5.2 Agree changes to improve performance, in line with contractual agreements.
	5.3 Produce a report on the effectiveness of outsourcing non-core processes.

Title	Develop, maintain and review personal networks
Level	4
Credit value	4
GLH	25

Learning outcomes		Assessment criteria	
The learner will:		*The learner can:*	
1.	Understand the benefits of networking and the need for data privacy	1.1	Evaluate the benefits of networking with individuals and organisations
		1.2	Identify individuals and organisations that would provide benefits to own organisation and networks
		1.3	Explain the need for confidentiality with networking contacts
2.	Be able to develop a personal network of contacts	2.1	Develop networks that will provide personal and organisational benefit
		2.2	Develop guidelines for working with networks in line with organisational procedures
3.	Be able to review networking relationships	3.1	Assess the value of own current personal network
		3.2	Evaluate own experience with existing contacts and use these to inform future actions

Title:	Plan, allocate and monitor work in own area of responsibility
Level:	4
Credit value:	5
GLH:	25

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken
		1.2	Identify the skills base and the resources available
		1.3	Examine priorities and success criteria needed for the team
		1.4	Produce a work plan for own area of responsibility
2.	Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
3.	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members
4.	Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed
		4.2	Communicate changes to team members