



Qualifications Handbook

Operational Management



Qualifications Handbook

SFJ Awards Level 3 Certificate in Operational Management

Qualification Number: 603/2141/6

Operational End Date: 30 September 2021

Certification End Date: 30 September 2022

SFJ Awards Level 4 Certificate in Operational Management

Qualification Number: 603/2142/8

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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 Qualifications

2.1 Overall Objective for the Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 3 Certificate in Operational Management (withdrawn)
- SFJ Awards Level 4 Certificate in Operational Management

The main objective of these qualifications is to develop skills and confirm competence in operational management. At level 3, this includes managing own personal development and team performance, supporting learning and development, and managing change. At level 4, operational management includes working with operational plans, leadership, implementing change and addressing staff performance problems.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

2.3 Units and Rules of Combination

2.3.1 SFJ Awards Level 3 Certificate in Operational Management (withdrawn)

Learners must complete **four mandatory** units which have been designed to cover the skills required for management including: management of own development, managing change, managing the work of a team and supporting the development of others.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	Unit Hours	GLH
1	1283	Manage own personal development	3	40	16
2	1284	Manage change in own area of responsibility	3	40	16
3	1285	Manage performance of a team	3	50	20
4	1286	Support learning and development within own area of responsibility	3	50	18

2.3.2 SFJ Awards Level 4 Certificate in Operational Management

Learners must complete **four mandatory** units which have been designed to cover the skills required for management including: working with operational plans, leadership, implementing change and addressing staff performance problems.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	Unit Hours	GLH
5	1287	Develop, implement and evaluate operational plans for own area of responsibility	4	60	20
6	1288	Provide leadership and direction for own area of responsibility	4	50	25
7	1289	Implement change in own area of responsibility	4	60	20
8	1290	Address performance problems affecting team members	4	30	15

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.

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

The Total Qualification Time and Guided Learning Hours for these qualifications are as follows:

Qualification Number	Qualification Title	TQT	GLH
603/2141/6	SFJ Awards Level 3 Certificate in Operational Management	180	70
603/2142/8	SFJ Awards Level 4 Certificate in Operational Management	200	80

2.5 Age Restriction

These qualifications are available to learners aged 18 years and over.

2.6 Opportunities for Progression

These qualifications create opportunities for progression into a range of business and management qualifications.

2.7 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 qualifications 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 Qualification Assessment Methods

- SFJ Awards Level 3 Certificate in Operational Management (withdrawn)
- SFJ Awards Level 4 Certificate in Operational Management

Assessment methods that can be used for these qualifications are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Oral examination
- Portfolio of Evidence (including, for example, records of question and answer sessions, witness testimony, work products)
- Practical Demonstration / Assignment
- Written Examination

4.2 Assessors

4.2.1 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.

4.2.2 Occupational Knowledge

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

4.2.3 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.

4.2.4 Assessor Competence

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

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

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

4.2.5 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.

4.3 Internal Quality Assurers

4.3.1 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.

² National Occupational Standards for Learning and Development, LLUK 2010

4.3.2 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.

4.3.3 Internal Quality Assurer Competence

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

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

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

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

4.3.4 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

³ National Occupational Standards for Learning and Development, LLUK 2010

- professional competence and knowledge as an IQA.

4.4 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.

4.4.1 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.

4.4.2 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.

4.5 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.

4.5.1 Occupational Competence

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

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

4.5.2 Qualification Knowledge

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

4.6 Assessing Competence

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

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

4.7 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.

4.7.1 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

⁴ 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

evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

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

4.7.2 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).

4.7.3 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.

4.7.4 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.

4.7.5 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.

4.7.6 Simulations

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 can be used when:

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

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8 Assessing Knowledge and Understanding

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

Assessments must be:

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

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader

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

understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

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

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

4.9 Methods for Assessing Knowledge

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

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

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.10 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.

4.11 Standardisation

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

4.11.1 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.

4.11.2 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.

4.12 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)'.⁶

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

4.13 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

⁶ After the QCF: A New Qualifications Framework, Ofqual 2015
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

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.

4.14 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

Level 3 Certificate in Operational Management (withdrawn)

Unit no	1
Title	Manage own personal development
Level	3
GLH	16
Unit aim	The aim of this unit is to provide learners with the skills to manage their own personal development. This will include agreeing performance requirements of their own role and being able to progress against objectives. Learners will plan their own personal development and carry out and assess activities within this plan.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Be able to determine and agree performance requirements of own role with line manager	1.1 Determine performance requirements of own role 1.2 Agree performance requirements of own role with line manager
2 Be able to progress against objectives	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives for own role with line manager 2.2 Determine ways that progress will be measured against objectives 2.3 Monitor progress against objectives
3 Be able to plan own personal development	3.1 Explain knowledge and skills required for own role 3.2 Compare own knowledge and skills with those required for the role 3.3 Establish opportunities and resources available for personal development 3.3 Produce a personal development plan to address own needs 3.4 Agree personal development plan with line manager

<p>4 Be able to carry out and assess activities within own personal development plan</p>	<p>4.1 Plan activities in own personal development plan to address identified needs</p> <p>4.2 Collect feedback from colleagues on own performance following development activities</p> <p>4.3 Assess the impact of activities carried out as part of own development plan</p>
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Unit no	2
Title	Manage change in own area of responsibility
Level	3
GLH	16
Unit aim	The aim of this unit is to provide learners with the skills to manage change in their own area of responsibility. Learners will gain the underpinning knowledge of how to manage change to support their skills development. They will develop the ability to manage change and also support others through the change process.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand how to manage change in own area of responsibility	<ul style="list-style-type: none"> 1.1 Explain ways to manage change 1.2 Explain the benefits of managing change 1.3 Analyse barriers to managing change 1.4 Explain how to overcome barriers when managing change 1.5 Explain how to manage others through the change process 1.6 Describe the features of an action plan to manage change
2 Be able to support others through the change process	<ul style="list-style-type: none"> 2.1 Communicate to others the benefits and reasons for change 2.2 Explain to others how change supports business objectives 2.3 Support others to understand the impact of changes 2.4 Maintain communication with others through the change process

<p>3 Be able to manage change in own area of responsibility</p>	<p>3.1 Develop a plan to manage change</p> <p>3.2 Assess opportunities to support the change process</p> <p>3.3 Implement the plan to manage change</p> <p>3.4 Overcome barriers to managing change</p> <p>3.5 Manage communications to others through the change process</p>
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Unit no	3
Title	Manage performance of a team
Level	3
GLH	20
Unit aim	The aim of this unit is to provide learners with the skills to manage the performance of a team. Learners will gain an introduction to management and leadership to support their skills development. This will include planning and allocating work for a team, managing a team to achieve objectives and monitoring and evaluating team performance.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand the skills required for managing the performance of a team	1.1 Explain the differences between management and leadership 1.2 Explain the skills required for managing the performance of a team 1.3 Explain leadership skills that could be used when managing the performance of a team
2 Be able to plan work for a team	2.1 Agree objectives for a team 2.2 Assess the capacity and capabilities of a team 2.3 Develop a plan for a team to meet agreed objectives
3 Be able to allocate work across a team	3.1 Review work plans with a team 3.2 Agree work allocation with team members 3.3 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members 3.4 Agree standards of work required by a team
4 Be able to manage and evaluate the performance of a team	4.1 Monitor a team's performance against agreed standards and objectives 4.2 Manage team members to achieve objectives 4.3 Provide support to team members 4.4 Evaluate the performance of a team 4.5 Determine reasons for a team not meeting its objectives

	4.6 Explain how to resolve conflict within a team
5 Be able to improve the performance of a team	<p>5.1 Establish ways to improve team performance</p> <p>5.2 Provide constructive feedback to team members to improve their performance</p> <p>5.3 Implement identified ways to improve team performance</p>

Unit no	4
Title	Support learning and development within own area of responsibility
Level	3
GLH	18
Unit aim	The aim of this unit is to provide learners with the skills to support learning and development in their own area of responsibility. Learners will gain the underpinning knowledge of how to support learning and development. They will develop the ability to support and evaluate individuals' learning and development.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand how to support learning and development in own area of responsibility	1.1 Explain the benefits of learning and development 1.2 Explain how learning opportunities can be made available within own area of responsibility 1.3 Explain how to encourage learning and development
2 Be able to support individuals' learning and development in own area of responsibility	2.1 Support individuals in identifying their current and likely future learning and development needs 2.2 Identify information, advice and guidance to support learning 2.3 Explain to individuals how to gain access to learning resources 2.4 Provide learning and development opportunities to individuals in the workplace 2.5 Support individuals to reflect on and apply what they have learned
3 Be able to support individuals with personal development plans	3.1 Work with individuals to produce personal development plans 3.2 Evaluate with individuals the outcome of their personal development plans 3.2 Agree revisions to personal development plans

Level 4 Certificate in Operational Management

Unit no	5	
Title	Develop, implement and evaluate operational plans for own area of responsibility	
Level	4	
GLH	20	
Unit aim	The aim of this unit is to provide learners with the skills to develop, implement and evaluate operational plans for their own area of responsibility. Learners will gain the underpinning knowledge of how to develop, implement and evaluate operational plans to support the development of their skills. They will develop the ability to develop, implement, monitor and evaluate operational plans.	
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	
1 Understand how to develop, implement and evaluate operational plans	1.1 Explain the development of operational plans 1.2 Explain the implementation of operational plans 1.3 Explain ways to evaluate operational plans	
2 Be able to develop operational plans for own area of responsibility	2.1 Determine operational objectives for own area of responsibility 2.2 Develop operational plans that are consistent with organisational strategy, objectives, policies and procedures 2.3 Assess risks associated with operational plans 2.4 Develop contingency arrangements in operational plans	
3 Be able to implement operational plans in own area of responsibility	3.1 Establish support from relevant stakeholders 3.2 Communicate the requirements of the plans to those who will be affected 3.3 Implement operational plans in own area of responsibility within agreed budgets and timescales	

4 Be able to monitor and evaluate operational plans in own area of responsibility	4.1 Monitor progress of the operational plans 4.2 Revise plans in the event of changing circumstances 4.2 Conduct periodic evaluations of operational plans
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Unit no	6
Title	Provide leadership and direction for own area of responsibility
Level	4
GLH	25
Unit aim	The aim of this unit is to provide learners with the skills to provide leadership and direction for their own area of responsibility. Learners will gain the underpinning knowledge of how to provide leadership and direction to support the development of their skills. They will develop the ability to provide direction, lead in own area of responsibility and evaluate their own leadership performance.
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how to provide leadership and direction	1.1 Explain approaches for providing leadership and direction in own area of responsibility 1.2 Explain methods of gaining support and ongoing commitment from colleagues 1.3 Explain methods for evaluating own leadership performance
2 Be able to provide direction in own area of responsibility	2.1 Develop direction for own area of responsibility in line with organisation's strategy 2.2 Communicate the agreed direction to individuals within own area of responsibility
3 Be able to lead in own area of responsibility	3.1 Gain the support of colleagues through own performance and behaviour 3.2 Set objectives for own area of responsibility which contribute to those of the organisation 3.3 Support colleagues to understand their role in the achievement of objectives 3.4 Implement objectives with colleagues 3.5 Take action to secure the ongoing commitment of colleagues

4 Be able to evaluate own leadership performance

4.1 Identify own strengths and leadership ability

4.1 Collect feedback on own leadership performance

4.2 Evaluate own leadership performance

Unit no	7
Title	Implement change in own area of responsibility
Level	4
GLH	20
Unit aim	The aim of this unit is to provide learners with the skills to implement change in their own area of responsibility. Learners will gain the underpinning knowledge of how to implement change to support the development of their skills. They will develop the ability to involve and support others through the change process and to develop, manage and review a plan to implement change.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand how to implement change in own area of responsibility	1.1 Explain models and methods for implementing change 1.2 Evaluate the reasons for implementing change 1.3 Explain critical success factors for implementing change 1.3 Analyse barriers to implementing change 1.4 Explain how to manage others through the change process 1.5 Summarise the features of a plan to implement change
2 Be able to involve and support colleagues and stakeholders through the change process	2.1 Communicate to colleagues and stakeholders the benefits of and reasons for change 2.2 Explain to colleagues and stakeholders how the change supports business objectives 2.3 Support colleagues and stakeholders to understand the impact of changes 2.4 Maintain communication with colleagues and stakeholders through the change process 2.5 Provide support to colleagues and stakeholders through the change process

<p>3 Be able to develop, manage and review a plan to implement change in own area of responsibility</p>	<p>3.1 Develop an action plan to implement change</p> <p>3.2 Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change</p> <p>3.2 Evaluate the opportunities and barriers to implementing change</p> <p>3.4 Manage an action plan to implement change</p> <p>3.5 Review and revise the action plan according to identified opportunities and barriers to change</p>
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Unit no	8
Title	Address performance problems affecting team members
Level	4
GLH	15
Unit aim	The aim of this unit is to provide learners with the skills to address performance problems affecting team members. Learners will gain the underpinning knowledge of the requirements, regulations and professional codes concerning performance problems. They will develop the ability to evaluate the performance of team members, discuss any performance problems and resolve them with team members.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 Understand legal and organisational requirements, industry regulations and professional codes relating to performance problems	1.1 Summarise legal requirements, industry regulations, and professional codes relating to performance problems 1.2 Explain organisational policies and procedures relating to performance problems 1.2 Explain limits of own authority relating to performance problems
2 Be able to evaluate the performance of team members	2.1 Assess team members' performance against recognised criteria 2.2 Determine team members' performance problems 2.2 Evaluate reasons for identified performance problems
3 Be able to discuss performance problems with team members	3.1 Explain performance problems to individual team members 3.2 Explain the organisation's policies for managing performance problems to team members 3.3 Develop a confidential record of discussions with team members about problems affecting their performance
4 Be able to resolve performance problems with team members	4.1 Explain possible courses of action to resolve performance problems to team members 4.2 Agree with team members the course of action to resolve performance problems

	4.3 Review and revise confidential records of discussions with team members about problems affecting their performance
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