SFJ Awards Level 3 Diploma in Business and Administrative Management

Regulation No: 603/0938/6

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Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, Odyssey Online (SFJ AWARDS's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the SFJ AWARDS QMS Centre guide available from the website.

Version Number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

V2 updated February 17: update to tutor requirements page 8, clarification to candidate entry requirements page 8, clarification to candidate interview page 5
V3 updated December 2017: Estimated TQT info added.
V4 updated June 2018: new address added, updated data protection act from 1998 to 2018, updates to membership benefits
V5 updated August 2022: withdrawal dates added

About this Qualification

* Qualification Withdrawal *

Please note that the SFJ Awards Level 3 Diploma in Business and Administrative Management is being withdrawn.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

The SFJ AWARDS Level 3 Diploma in Business and Administrative Management is a qualification designed to develop learners knowledge and understanding of business and administrative management. It is aimed at learners who have recently entered management or wish to enter management in all sectors. Examples of those aspiring to become mangers include: team leaders, section leaders, floor managers, help desk managers, supervisors, team co-ordinators, line managers, section managers, assistant managers etc. The qualification content is sector generic and so it is suitable for individuals working or intending to work within a broad scope of business administrative and managerial roles. By completing the four mandatory units, all learners will cover; the essentials of business administration, communication within a business environment, managing personal and team performance and marketing within a business environment.

Objective

Giving learners personal growth and engagement in learning

Purpose

B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
B2. Develop knowledge and/or skills in a subject area

Sector

15.2 Administration

Structure

To achieve the SFJ AWARDS L3 Diploma in Business and Administrative Management, learners must successfully complete all four mandatory units.

No of units	Unit Number	Unit Title	Level	Estimated TQT*	Estimated GLH**	Estimated Credit
1	J/615/4240	Principles of Business and Administrative Management	3	157	87	16
2	L/615/4241	Principles of Information and Communication in a Business Environment	3	150	80	15
3	R/615/4242	Principles of Managing Team and Personal Performance	3	143	77	14
4	Y/615/4243	Principles of Marketing in a Business Environment	3	150	77	15
		Total		600	321	60

Estimated Total Qualification Time (TQT)*

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

TQT is comprised of Guided Learning Hours (GLH) and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. If a credit value is assigned to a qualification it is determined by TQT, as one credit corresponds to 10 hours of learning.

Guided Learning Hours (GLH)**

It is the responsibility of training 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 GLH can vary from one training centre to another according to learners' needs.

GLH are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes examinations, lectures, tutorials, and supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.

Delivery

The course may be delivered using a variety of methods such as classroom sessions, distance learning or a blended method. The course will require self-directed study alongside tutor support.

Assessment

This qualification will be assessed through four written assignments. Each unit is assessed by its own individual assignment. These will be externally set, internally marked and quality assured by postal moderation. Each assignment will be non-compensatory meaning all assessment criteria will be assessed and must be met.

Assignment briefs and mark schemes, which include marking guidance, are available to book via Odyssey Online on request. See Odyssey Online Guidance on booking assignment papers. Evidence for this qualification must be the learners own work and learners must submit a signed statement confirming this.

This qualification is not graded. Successful learners achieve a pass.

Additional requirements required as from January 2017:

English Language competency

It is the centre's responsibility to ensure that each learner is sufficiently competent in the use of the English language up to and including Level 2. Centres must ensure that learners have sufficient language skills before putting the learners forward and retain evidence of this for quality assurance purposes.

Photo ID

It is the centres responsibility to check the learners' identity. A copy of the learner's photo identification checked and countersigned by the tutor or assessor must be retained for quality assurance purposes.

Candidate Interview and Identification Check

The candidate interview and identification check must be carried out once the candidate's script has been marked. The interview must be carried out face to face or using video conference which allows the interviewer to see the interviewee and check their identification. The interviewer should have the candidate's script available during the interview. The interviewer should prepare at least two questions per script submitted. The questions should be based on the script submitted and will confirm that the candidate does indeed understand the subject matter and confirm authorship. To ensure that the person being interviewed is the named candidate, the candidate must show a valid form of photo ID to the interviewer. A record of the interview must be completed in the marking form on the tab called "Candidate interview and ID check"; the interview should be video recorded, the video evidence should be kept at the centre for quality assurance purposes

Moderation

Assignments are internally marked and verified and externally moderated by SFJ AWARDS using postal moderation.

Once the candidate has completed the assignment for each unit, this must be internally marked by the centre using the mark scheme & guidance and marking form, once marked the candidate interviews must take place. Assignments must be internally verified by the centre as per IV procedures. Marked assignments are liable to be moderated by SFJ AWARDS; a sample may be selected for moderation when centres claim certificates on Odyssey Online as normal. This may trigger a request from SFJ AWARDS for a sample of marked scripts for moderation. However, a centre's first cohort will always be moderated. Once moderated, the results will be sent to the centre and relevant certificates will be issued.

To claim certificates/trigger moderation:

Please claim certificates on Odyssey Online, this may trigger a request for a sample. Requests for samples will be made twice a month (at the beginning and middle of the month). Instructions for submitting the sample will be included in the sample request.

Results will be issued approximately 10 working days from receipt of sample (provided no issues arise) and certificates for candidates who have successfully completed will be automatically issued to the centre.

Word count

In each assignment brief the word count is clearly indicated; in the absence of a word count, none applies. For example, those tasks featuring a series of brief questions often do not specify a word count. On the other hand, for example where a writing sample is required, a word limit will be formally stipulated.

The word count does not include referencing, repeating the question/s or the learning outcomes and or assessment criteria. It only applies to the actual answer submitted by the candidate.

Submissions that are under or over the word count will have marks deducted on a sliding scale.

Assessment Terminology:

The table below includes the terminology used in all types of assessment. It includes SFJ AWARDS's explanation of the meaning of these terms in the contexts of assessments.

<table>
<tr><th colspan="2">Knowledge/Understanding</th></tr>
<tr><td>These are foundation skills.

Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.</td><td>Define
Describe
List
Name
Outline
State</td></tr>
<tr><th colspan="2">Application</th></tr>
<tr><td>Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts.

Assessment tasks in this category require candidates, for example, to:
• Make a practical decision
• Demonstrate the required knowledge, understanding, and skills in organisational contexts</td><td>Apply
Calculate
Create (in an applied context)
Demonstrate/ demonstrate how
Design
Estimate
Investigate
Plan
Prepare
Propose
Use</td></tr>
<tr><th colspan="2">Analysis</th></tr>
<tr><td>Candidates must be able to break down situations, statements, theory, and numerical and non-numerical data into components or essential features.

For higher level analysis candidates should incorporate relevant concepts and theory into their arguments.
Assessment tasks in this category require candidates to:
• Select data relevant to tasks
• Organise data relevant to tasks
• Break down data/texts to their elements
• Respond to data/text that contains several elements</td><td>Analyse / critically analyse
Clarify
Compare
Differentiate between
Examine
Explain
Identify why, how, reasons, characteristics
Investigate
Select
Summarise</td></tr>
<tr><th colspan="2">Evaluation</th></tr>
<tr><td>The most advanced cognitive skill is that of evaluation. At this level, candidates make connections, present judgements, and opinions and draw conclusions that are supported by valid reasons and evidence.

Evaluation involves reflective thinking.

Assessment tasks in this category require candidates to give detailed responses and while doing so:
• Provide supported decisions or conclusions
• Make a reasoned case
• Make comparisons based on valid and relevant reasons and evidence
• Set up arguments based on valid reasons and evidence</td><td>Advise
Argue for and against
Compare, contrast and reach a judgement
Criticise
Discuss
Evaluate
Identify the most important
Interpret
Investigate e.g. the effectiveness of
Justify
Reason for and against
Recommend
Solve
Summarise
…to what extent?</td></tr>
</table>

Plagiarism Guide to Centres, Assessors, Examiners and Candidates

What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste someone else's work, ideas, and/or language and present it as their own.

How could tutors and centres prevent plagiarism in assessments?

First of all tutors should assess if the groups and individuals they teach are likely to commit plagiarism. They should also establish why this could happen, for example for linguistic, cultural reasons or because of simple ignorance or misunderstanding of the concept.

Tutors and centres then should:
- Explain what plagiarism is and why it is wrong to plagiarise
- Explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
- Develop centre policies to prevent plagiarism
- Explain the consequences of committing plagiarism
- Explain the importance of referencing and teach the use of referencing systems
- Set differentiated, individual assignments for each candidate

What are the Consequences of Plagiarism?

Tutors should explain to candidates that if detected, plagiarism will lead to a zero mark and possible suspension from SFJ AWARDS registration.

Age Range and Geographical Coverage

This qualification is approved for learners 16+ in England.

Learner Entry Requirements

There are no formal entry requirements. However, learners must be able to work at level 2 or above. Centres must ensure that learners have sufficient language skills before putting the learners forward and retain evidence of this for quality assurance purposes.

Progression

Learners who complete this qualification can progress onto other areas of our Business and Administrative Management suite of qualifications. These include:
- SFJ AWARDS Level 4 Diploma in Business and Administrative Management – Operational level
- SFJ AWARDS Level 5 Diploma in Business and Administrative Management - Tactical level
- SFJ AWARDS Level 6 Diploma in Business and Administrative Management - Strategic level

Learners can also progress to the following qualifications:
- SFJ AWARDS Level 4 NVQ Diploma in Business Administration
- SFJ AWARDS Level 4 NVQ Diploma in Management
- SFJ AWARDS Level 5 NVQ Diploma in Management and Leadership
- SFJ AWARDS Level 4 Certificate in Principles of Business Administration
- SFJ AWARDS Level 4 Certificate in Office and Administration Management

Tutor Requirements

All tutors and trainers delivering this qualification must have an appropriate teaching qualification such as SFJ AWARDS Level 3 Award in Education and Training or above and have experience or qualifications in Business Administration at level 4 or above. Internal Verifiers must in addition have or be working towards an internal verification qualification.

Centre Requirements

Centres must be approved by SFJ AWARDS in order to offer this qualification.

Unit 1: Principles of Business and Administrative Management J/615/4240

Estimated TQT: 157
Estimated GLH: 87
Level: 3

Unit Description: This unit develops the learner's knowledge and understanding of the context of administrative management, the purpose, objectives and culture of an organisation, the structure of an organisation, administrative systems, health and safety in a business environment, business innovation and growth, how to manage an office facility and financial management and business budgeting

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the context of administrative management	1.1	Summarise the historical and theoretical perspectives of management	Historical and theoretical perspectives of management: Introduction to management theory, schools of management, the classical theories of management: scientific and bureaucracy and administrative e.g. Fayol's five functions of management (planning, organising, coordinating, directing/leading, controlling).
	1.2	Describe the role and function of administration in organisations	Role: managing the administration function via planning, organising, coordinating, directing/leading and controlling organisational activities Function of administration in organisation: Definitions of administration, characteristics of administration, differences between administration and administrative management; enhancing organisational productivity and efficiency, support for other corporate functions.
	1.3	Explain the role of the administrative manager	Role of administrative manager: Depending on the type of organisation administrative managers may be involved in a variety of responsibilities e.g. planning, project management, information management, governance and business regulation, budgeting, people management and development, achieving improvements.
	1.4	Describe the skills required by administrative managers	Skills required by an administrative manager: e.g. Skills required will vary according to level and organisation: operational, tactical and strategic levels. Types of skills: e.g. communication, time management, problem solving and decision making, information management, financial, analytical, planning and organising, leadership etc.;
2. Understand the purpose, objectives and	2.1	Explain the purpose of a Mission Statement for an organisation	Definition and examples of mission statement; purpose of mission statement – to state what organisation stands for.

culture of an organisation	2.2	Explain the aims and objectives of a range of stakeholders in organisations	Range of stakeholders in organisations (owners, shareholders, managers, employees, customers, suppliers, public, government); objectives (profit, employment, products, continued business, tax receipts, strong economy, public welfare, sustainability, environmental issues etc.)
	2.3	Explain the differences between aims and objectives of an organisation	Aims: long term aims, broader, strategic aims; Objectives: short term objectives, more specific, tactical, operational, day to day. Examples of each.
	2.4	Give an overview of the main types of organisational culture	What is organisational culture: Idea of different management theorists classifying cultures in different ways; some examples (e.g. Deal and Kennedy, Handy, Schein
	2.5	Explain how the culture of an organisation affects how it operates	Effects of different types of cultures on operations; advantages and disadvantages on operations; examples from organisations of how culture affects operations.
	2.6	Explain ethical management and social responsibility	Ethical management (operating in an ethical way including equal opportunities, equality and diversity, fair trading, fair sourcing of materials Social responsibility (the organisation's responsibility to society; effects on environment, sustainability, social welfare); Importance to organisation – relevant legislation, international, national and local expectation; business impact.
	2.7	Explain how organisations demonstrate social responsibility	Activities (e.g. investment in more environmentally friendly technology, programmes to reduce fuel use, alternative fuels, fair trading, ensuring fair deal for workers etc.); Quality marks e.g. fair trade mark, BSI14001; Corporate reporting.
3. Understand the structure of an organisation	3.1	Explain different forms of ownership of organisations	Forms of ownership to include incorporation, partnership, sole trader, co-operative and other similar local forms of ownership (e.g. Friendly Societies), other forms of limited liability where available locally (e.g. Limited Liability Partnership); forms of public/national ownership; differences; stakeholders; advantages and disadvantages of different types of ownership.
	3.2	Explain how different organisations are structured	Terminology (hierarchy, line management, subordinates, authority, span of control, chain of command, lines of communication); Tall, flat, centralised, decentralised; Types – hierarchical (organised around functions or divisions for example), matrix/network.
	3.3	Analyse an organisation in terms of structure	Analysis of one organisation; type of structure; organisation chart; defining span of control, chain of command, lines of communication.
4. Understand administrative systems	4.1	Describe the main features of administrative systems in organisations	Functions (sales, purchasing, accounts, payroll, human resources, stock control etc.); Purpose (business support, services); Types (paper based, IT based).
	4.2	Analyse administrative systems in terms of inputs and outputs	System made up of inputs, processes, outputs, feedback; analyse systems in specific organisations; inputs and outputs can be tangible (materials, products, reports) or intangibles (knowledge, information, customer satisfaction).

	4.3	Explain how organisations manage the flow of information	From generation of information to users; internal and external users of information; timing and frequency; volume; storage, retrieval and communication; formats (paper, audio, graphical etc.); usefulness of information; confidentiality; sensitivity, MIS (Management Information Systems)
	4.4	Compare methods of measuring the efficiency of administrative systems	Terminology - effectiveness (extent to which system achieve goals), efficiency (how well system achieves goals); indicators of efficiency include quicker information flow, fewer customer complaints, lower staff turnover.
5. Understand health and safety in a business environment	5.1	Explain the legal obligations of the employer for health and safety in the workplace	Employer health and safety legal obligations: E.g. Health and Safety Legislation: Meet all obligations within Staff roles and responsibilities: Defined health and safety roles, responsibilities and reporting processes Policies, Documents and Compliance: Maintain a health and safety policy document, identify and display responsibility allocations, display health and safety law poster, comply with external inspections/requirements Risk Mitigation: Staff training, PPE provision, risk assessments and policy review Maintenance of Workplace Safety: Regular; risk assessment review and action implementation, equipment testing (including office equipment, smoke detectors and fire extinguishers), equipment usage monitoring/ review, computer based risk assessments, fire drills, checking of evacuation route safety and emergency exits
	5.2	Explain an individual's responsibilities for health and safety in the workplace	An individual's health and safety responsibilities: E.g. Safe Working Practices: Own health and safety, awareness of impact upon others, procedure and policy compliance including PPE, equipment usage and reporting, maintenance of training records, participation in tests and drills Other role specific responsibilities: Health and Safety Officer (e.g. risk assessments, policy review, hazard reporting and recording), Fire Warden (e.g. maintenance of clear exits, evacuation assessments, evacuation assistance and review)
	5.3	Describe accident and emergency procedures	Accident and emergency procedures: E.g. Organisation specific, event specific, requires staff training, regular testing and review. Adherence to; responsibility allocations (e.g. First Aider, Fire Warden, Health and Safety Officer) and relevant policies and procedures (e.g. reporting, recording, emergency phone numbers, emergency response, evacuation and re-entry)
6. Understand business innovation and growth	6.1	Explain the importance of business innovation	Business innovation: E.g. Creative, organisational process. Involves introduction of new; ideas, workflows, methodologies, services or products. Aims to improve; output, efficiency or profitability. decrease costs, keep up with trends, gain market share, try new ideas, improve the efficiency/profitability of the company
	6.2	Summarise the uses of models of business innovation	Use of models of business innovation: E.g. Identification/review of business opportunity and maturity, guidance of strategy and direction, risk reduction, improving capabilities and margins, maintaining competitiveness. Revenue model innovation: Product/ service reconfiguration to generate revenue Other common models of business innovation: Technology-Push, Market-Pull

	6.3	Identify sources of support and guidance for business innovation	Support and guidance for business innovation: E.g. Internal Sources: Market research, focus groups, workshops, management teams, directors, stakeholders External Sources: Local enterprise partnerships, local councils, government departments, trade bodies, banks, private investors, sponsors, stakeholders, consultants
	6.4	Summarise the process of product or service development	Process of product or service development: E.g. A purposeful approach, eight key stages: Idea Generation: SWOT analysis, market research, feedback analysis Idea Evaluation/Screening: Profitability and feasibility evaluation, idea prioritisation/ discard Concept Development and Testing: Costs, benefits, security, consumer response Business Analysis: Sales, estimated profitability, break-even point, potential returns Market Testing: Product testing, focus/review groups, pilot studies Technical Implementation: Resource planning, contingency planning, QMS finalization, logistical finalization, communications Market Introduction/Commercialisation: Product launch, marketing activities, distribution planning Market Performance Review: Competition, demand, pricing, cost review, revenue and profit forecasts
	6.5	Explain the benefits, risks and implications associated with innovation	Benefits, risks and implications of innovation: E.g. Benefits: Process/product/service improvements, business growth, profitability, new markets, market captivation, reputation, customer satisfaction Risks: Both business/commercial and operational. Market rejection, financial risks including losses and slow returns, reputational, organisational resistance, resource based risks, reduced customer base Implications: Strategy, collaboration, staff training, time investment, financial investment, resource reallocation, risk sharing approaches within joint ventures
7. Understand how to manage an office facility	7.1	Explain the role of profit in organisations	Profit and non-profit sectors; importance of profit; dividends and owners' return; income for non-profit making organisations; simple concept of return on investment, importance of profit to current and potential investors.
	7.2	Explain the legal requirements relating to the management of office facilities	Legal requirements for the management of office facilities: E.g. Legislation: Health, safety and welfare: Core Legislation: Health and Safety at Work Act 1974 (HASAWA); Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (Display Screen Equipment) Regulations 1992, Workplace (Health, Safety and Welfare) Regulations 1992 Other: Electricity at Work Regulations 1989, Electrical Equipment (Safety) Regulations 1994, Working Time Regulations 1998, Control of Substances Hazardous to Health 2002 (COSHH), Equality Act 2010, Reporting of Injuries Diseases and Dangerous Occurrences Regulations 2013, Employment Rights Act 1996, Employment Relations Act 2004, Data Protection Act 2018, Copyright, Designs and Patents Act 1988, Freedom of information Act 2000, Contracts of Employment, Risk Assessments (Staff, Public, Business) Management of Office Facilities: Interpretation of legislation, policy implementation, appointment of personnel, staff training, maintenance of safe working environment, policy review

	7.3	Describe the typical services provided by an office facility	Services provided by an office facility: E.g. Document production, photocopying, scanning, binding, document control, minute taking, research, data entry, record management, stock control, visitor reception, meeting allocation, incoming/outgoing mail, incoming/outgoing email, incoming/outgoing telephone calls, customer service, enquiry resolution, sales, invoicing, accounts, expenses
	7.4	Explain how to establish office management procedures	Establishing office management procedures: E.g. Communication systems, staff responsibilities in adherence with policies, reporting procedures, risk assessments, instructional adherence, training, health and safety responsibilities and delegation, office management, security and confidentiality procedural adherence, meeting management, usage and management of electronic systems, policy review
	7.5	Explain how to manage office resources	Managing office resources: E.g. Equipment: Assess need, assess usage, cost/budget, research alternatives, research suppliers, ordering, installation, maintenance, training, provision/ identification of support staff Materials: Assess need, assess usage, maintain supplier records, cost/budget, quantity calculation, quantity discounts, stock control, ordering, reordering, quality assurance, contract review, environmental policies, confidentiality policies, policy driven training Staffing: Contract hours and timescales, recruitment procedures, job descriptions, human resources department (depending on company size), induction training, team integration, absence policy, illness policy, annual leave policy, upskilling/ further training, staff review Information: Access, usage, capacity, security, confidentiality
	7.6	Explain techniques to monitor and manage work flows	Techniques to monitor and manage work flows: E.g. Setting guidelines (business, department and individual), setting SMART (specific, measureable, achievable, realistic, time bound) objectives (business, department and individual), team meetings, observation, checking work products, checking records/logs, monitoring errors/problems, monitoring strategy adherence, progress reporting and recording, interim deadlines, scheduling, prioritising, delegation, target setting, skillset utilisation, review
	7.7	Explain typical support and welfare facilities for office workers	Office worker support and welfare facilities: E.g. Human Resources Department Driven Support: Recruitment/promotional vacancies, issue mediation, complaints procedure, promotion of training opportunities, performance management, equality and diversity legislation, legal advice, trade union advice/access Facilities: Heating, lighting, ventilation, access, security, cleaning, catering, maintenance, parking Welfare: Healthy, safe and secure workplace environment, frequent risk assessments, clean and hygienic workplace, toilets and washrooms, crèche provision, restaurant, drinking water and drinks facilities, first aid supplies, outside smoking facilities Line Manager Responsibilities: monitoring workloads, implementing HR policies and procedures, providing professional and personal support, providing training

8. Understand financial management and business budgeting	8.1	Explain the importance of financial viability for an organisation	Importance of financial viability: E.g. Achieving operating objectives and goals, avoidance of insolvent trading, loss mitigation, profitability, resource management, business continuity and growth, working capital cycle, cash flow
	8.2	Explain the consequences of poor financial management	Consequences of poor financial management: E.g. Wastage, cashflow problems, legal implications, reputation and sales downturn, theft, resource loss, business failure, company liquidation, director penalties
	8.3	Explain different financial terminology	Financial terminology: E.g. Financial management report, profit and loss statement, transaction, sales, turnover, revenue, gross profit, net profit, tax, VAT, balance sheet, fixed assets, stock, liabilities, forecast, income, expenditure, balance, debt, credit, costs, variable costs, fixed costs, direct costs, indirect costs, capital costs, liquidity, depreciation, solvency
	8.4	Explain the uses of a budget	Uses of a budget: E.g. Plan for income/expenses over a set time period, performance prediction, coordination and monitoring, estimation of sales and costs, expense management, spending control, justifying changes to spending plans, contingency planning, stipulation of management responsibilities, target setting, adhering to IFRS (International Financial Reporting Standards)
	8.5	Explain how to manage a budget	Management of a simple budget: for example stationery, expenses, events, catering. Identify priorities and timescales, communicate changes, develop contingency plans, record income and expenditure, declare overspend and underspend, monitor budget adherence, investigate and correct budget deviations/slippage, review and update budget periodically, timing, reporting

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit may be delivered using a variety of methods such as classroom sessions, distance learning or a blended method. The course will require self-directed study alongside tutor support.

Assessment

This unit will be assessed through a written assignment and will be externally set, internally marked and quality assured by postal moderation, a candidate interview will also take place. This assignment is non-compensatory meaning all assessment criteria will be assessed and must be met.

Assignment briefs, marking forms and mark schemes, which include guidance, are available to book via Odyssey Online on request. See Odyssey Online Guidance on booking assignment papers. Evidence for this qualification must be the learners own work and learners must submit a signed statement confirming this.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA118 Manage an office facility
- CFABAA121 Supervise an office facility
- CFABAA112 Contribute to innovation in a business environment

Unit 2: Principles of Information and Communication in a Business Environment L/615/4241

Estimated TQT:	150
Estimated GLH:	87
Level:	3

Unit Description: This unit develops the learner's working knowledge and understanding of information and communication systems in a business environment, how to create bespoke business documents, how to develop and deliver presentations, how to chair, lead and manage meetings, how to prepare and conduct business negotiations, how to take minutes of meetings and the monitoring and resolution of customers' complaints

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	**Assessment Criteria - The learner can:**		**Indicative Contents:**
1. Understand information and communication systems in a business environment	1.1	Define information systems and organisational communication systems	Information systems: a system with reference to specific information that organisations and people use to collect, filter, process, create and distribute information. Communication systems: various processes in which information is passed between managers and employees within an organisation, or between the business and external people.
	1.2	Explain the communication needs of internal and external stakeholders	Communication needs of internal and external stakeholders: E.g. Internal stakeholders: E.g. Managers, directors, colleagues and shareholders External stakeholders: E.g. Customers, suppliers, standards agencies, local community Methods of communication: Face-to-face, voice, paper based, electronic/digital, social media Communication needs dependent upon: Communication purpose/ objectives, language(s), company policy/ procedures, company culture, relationship, geographical location, audience, individual requirements Communication need dependent implications upon: Formality, confidentiality, frequency, preferred communication method(s), preparation and follow up communication including documentation provision
	1.3	Analyse the benefits and limitations of different information systems	Benefits and limitations of different information systems: E.g. Manual based system benefits: Reduced cost, user experience, reduced training requirements, simplicity and reduced risk of data loss Manual based system limitations: Speed, time, efficiency, space requirements, storage requirements, archiving requirements Electronic based system benefits: Storage capacity, time, speed, accessibility, functionality, data display and output, ease of amendment/review Electronic based system limitations: Increased cost, software limitations, update reliance, technological changes, risk of data loss, security threats, server space, increased training requirements, risk of duplication

	1.4	Explain legal, security and confidentiality requirements for information systems in a business environment	Legal, security and confidentiality requirements for business information systems: E.g. Legal requirements: Data Protection Act 2018, Freedom of Information Act 2000, Copyright Designs and Patents Act 1988, The Computer Misuse Act 1990 Security and Confidentiality Requirements: Access levels, lockable facilities (physical), key security, lockable facilities (electronic) automated time locks and logouts, policy driven security (passwords, usernames, identification, confidentiality agreements), codes of practice driven security (clean desk, cross cut shredding etc.)
	1.5	Explain how to monitor the use and effectiveness of an information system	Monitoring information system use and effectiveness: E.g. Assessment of: User feedback: Ease of use, functionality, performance Usage levels: Group usage, individual usage, area of system usage, frequency Timing of usage: Peak times, overload potential, down times Fit for purpose: Accessibility, output, functionality, faults, errors, shortcomings
	1.6	Analyse the different communication models that support administration	Communication models that support administration: E.g. Communication models: Shannon, Berlo, Schramm Communication process: Sender, message, channel, receiver, feedback and context
	1.7	Evaluate the effectiveness of different communication systems	Effectiveness of different communication systems: E.g. Communication systems: Y, chain, wheel, circle, all-channel, top down, bottom up, one way, two way Effectiveness: Formality, accuracy, speed, control, efficiency, feasibility, malleability, organisational structure, member inclusion, member isolation
	1.8	Explain the factors that affect the choice of communication media	Factors affecting choice of communication media: E.g. Audience (internal, external, needs), target audience (recipients), message purpose, subject matter and content, cost, speed, response requirements, safety, security, company policy, distance, time
	1.9	Explain the factors to be taken into account in planning, structuring and overcoming barriers to different communication media	Factors taken into account in planning and structuring communication media E.g. Audience, purpose/objective, message, channel, timing, preparation Overcoming barriers to communication: E.g. Communication barriers: Jargon, ambiguities, acronyms, topic, emotion, distractions, organisational structure, perception, disability, language, message inconsistent body language, expectations, prejudgements, preoccupation Methods to overcome barriers: Recruitment, training, simple language, word emphasis, reduction of emotion, receiver centred, reduction of background noise, interactivity between organisational levels, organisational transparency, utilisation of multiple communication channels, message consistent body language, active listening, the seven Cs of communication (clarity, credibility, content, context, continuity, capability, channels)

2. Understand how to create bespoke business documents	2.1	Explain the characteristics of bespoke documents	Bespoke document characteristics: E.g. Types: Forms, reports, proposals, agendas, minutes, invoices, newsletters, brochures, handbooks, specifications, marketing materials, spreadsheets, presentations etc. Characteristics: Designed for purpose, non-template, non-generic, present a specific corporate/professional/brand image, function/customer tailored, distinctive, attractive, positive with regards to company appeal/reputation
	2.2	Explain the factors to be taken into account in creating and presenting bespoke documents	Factors considered when creating bespoke documents: E.g. Internally/externally facing, formality, confidentiality intended usage, purpose, audience, style, consistency, deadline, content, layout, format, referencing, budget, resource availability, need for proofing, document control, ease of use, document implications (e.g. training), use of IT systems available.
	2.3	Explain proof reading techniques and the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications	Importance of correct grammar, sentence structure, punctuation, spelling and conventions: E.g. Accuracy, standards of work, professional image, colleague perception, customer perception, ease of message transfer/ recipient understanding Proof reading techniques: E.g. Use of: Hard copy, dictionary, checklists Checking of: Spelling, punctuation, grammar, consistency, layout, formatting, facts, figures, names
	2.4	Explain the legal requirements and procedures for gathering information for bespoke documents	Legal requirements and procedures for gathering information: E.g. Legal requirements: Data Protection Act 2018, Copyright, Designs and Patents Act 1988 , Duty of Confidentiality Procedures: Brief adherence, agenda adherence, audience adherence, range of information sources, consultation and approval of information collected, source citation, organisational policies and procedures
	2.5	Explain techniques to create bespoke business documents	Techniques to create bespoke documents: E.g. Confirmation of document purpose, audience and deadline, planning conducting and recording research, agreeing content/content consultation, utilising software, structuring the content (size, style, layout, formatting, consistency), accuracy checking, proof reading of draft copy, consultation, feedback utilisation, editing, revising, final approval, printing/filing
	2.6	Explain how to gain approval of bespoke documents	Approval of bespoke documents: E.g. Achieved through: Stakeholder communication, collaboration, face-face meetings, distance meetings, document sharing, change tracking, agreement of changes, versioning

3. Understand how to develop and deliver presentations	3.1	Explain the different types of presentation and their requirements	Types of presentation and their requirements: E.g. Types: Informative, instructional, arousing, persuasive, decision making Informative requirements: Brief, factual, avoids over complication, visual, assumes level of understanding, imparts further understanding Instructional requirements: Specific focus, clear objectives, thorough topic coverage, no assumed knowledge, use of explanation and or demonstration, question and answers, pace driven by audience, imparts directions Arousing: Motivational, evocative, vivid/powerful language, examples used to support/reinforce message, audience approval sought, solutions provided, clear directive, discussion permitted, imparts audience interest/engagement Persuasive: Logical, evidence based, clear introduction, problem identification, evaluation of problem solving methods, emotion used, proposal formulated, identification of audience relevance, decision statement, imparts audience conversion Decision making: Convincing with regards to specific action(s), persuasive, evidence based, prediction based, example based, comparisons used, methodology outlined, solutions provided, prompts audience action
	3.2	Explain how different resources can be used to develop a presentation	Different resources to develop a presentation: E.g. Utilization of; Software: Text, images, graphs, charts, tables, videos, sound, hyperlinks, templates, spell check Notes and cue cards: Speaker prompts, additional information, slide summaries Audience Hand-outs: Presentation slides, additional resources/information, contacts, references Boards, flip charts and props: Promotes and permits: Audience participation, audience engagement, presentation feedback, demonstration, explanation, example provision
	3.3	Explain the use of communications theories and body language	Use of communication theories and body language: E.g. Communication theories: Berlo's SMCR, Shannon and Weaver model of communication, Linear models of communication, Mehrabian's 'Silent Messages', Birdwhistell's theory of kinesics, Argyle's communication cycle Communication theory use: Understanding of communication stages, appreciation of verbal and non-verbal influences, tailoring of actions based upon stages. Implications upon: Audience engagement, barrier reduction, message comprehension Body language: Facial expression, eye contact, gestures, posture, touch, head motion Body language use: Support of verbal communication. Implications upon: Audience engagement, barrier reduction, message comprehension Application: Not pointing, not yawning, not folding arms, not rolling eyes

	3.4	Explain different methods of presentation delivery	Methods of presentation delivery: E.g. Face to face: Singular location of presenter and audience, singular time of delivery and reception, use of: presentation screens, PA systems, boards, flip charts handouts and props Webinar: Remote presentation, simultaneous sharing, internet based, singular time of delivery, range of reception times (real time/multicast), communication via; text based messaging, voice chat, video chat Video Conferencing: Remote presentation, simultaneous audio and video sharing (two-way, point to point or multipoint), communication via; webcam, microphone, videoconferencing system
	3.5	Explain best practice in delivering presentations	Best practice in delivering presentations: E.g. Four stages: Planning: Storyboarding, audience adherence/ appreciation, information selection, fact checking, text use, graphic use, referencing/citations, transitions, timings, likely question and answer identification Preparation and organisation: Slide printout, slide review, script writing, cue card writing, hand out preparation, supporting resource preparation and contingency plans Practice: Script reading, script learning, formality, flow, transitions, simplicity, timing, script editing, media use, prop use Delivery: Appropriate language, body language, voice, tone, pace, volume, posture, eye contact, confidence, humour, clarity
	3.6	Explain how to collect and use feedback on a presentation	Collecting and using feedback on a presentation: E.g. Methods: Active monitoring, audience participation, evaluation sheets, surveys, verbal feedback, follow up enquiries, benchmarking, data storage Uses: Recorded, collated, reviewed, areas needing improvement identified, necessary/positive changes actioned

4. Understand how to chair, lead and manage meetings	4.1	Explain the features and purpose of different types of formal and informal meeting	Features and purpose of types of formal and informal meeting: E.g. Formal meeting types: Includes; annual shareholders' meeting, board of directors' meeting Annual shareholders' meeting purpose and features: Purpose: Elect /re-elect board of directors, present annual report and accounts. Features: Attendance by shareholders, quorum requirement of majority voting, 10 day notice requirements including agenda, annual scheduling Board of directors' meeting purpose and features: Purpose: Establish company policies and objectives, review chief executive performance, review director performance, review finances, approve annual budget, approve shareholder annual report, decisions with regards to business changes including mergers and dissolutions. Features: Quorum requirement for resolution voting Informal meeting types: Includes; Department meetings, project meetings, standing meetings, Ad hoc meetings Department meeting purpose and features: Purpose: Provide updates on company/department information, permits discussion of departmental; issues, needs and successes, projects, workload allocation, staffing requirements. Features: Department specific attendance, relates to staff working in a functional area, scheduling dependent upon department Project meeting purpose and features: Purpose: Provide updates on project; progress, targets, deadline adherence, scheduling, budget/costings, resources and resource usage. Features: Project/work specific attendance, can include multidisciplinary involvement, scheduling across duration of project Standing meeting purpose and features: Purpose: Provides platform for communication of role relevant updates. Features: Work related/role specific attendance, common format for agenda and minutes, regular scheduling Ad hoc meeting purpose and features: Purpose: Problem solving/issue resolution. Features; Specific problem/task related attendance, no set schedule, no set agenda, resolutions fostered through discussion and unique to task at hand
	4.2	Explain the role and responsibilities of the chair	Role and responsibilities of chair: E.g. Role: Lead and control a meeting, how the role may be assigned: e.g. reputation, skills, voluntary etc. Responsibilities: Monitor arrivals, ensure attendees have signed in, set/review the agenda, outline meeting purpose, control meeting (e.g. pace, focus and contributors), relay comments, summarise/conclude meeting topics and main points, clarify misunderstandings, summarise actions, control voting procedures, arrange follow up meeting, approve the minutes
	4.3	Explain the role of others in a meeting	Role of others in a meeting: E.g. Others include; Treasurer, Secretary and delegates/members. Role separated into before, during and after the meeting: Before: Read agenda, review minutes (previous), preparation in line with current agenda During: Listen, contribute to discussions, ask questions, promote equal attendee participation, note agreed actions, avoid conflict, avoid distraction/distracting After: Brief relevant non-attendees, complete agreed actions, adhere to agreed timeframes, prepare report for follow up meeting

	4.4	Explain techniques to facilitate a meeting	Techniques to facilitate a meeting: E.g. Separated into preparation and meeting management Preparation: Plan agenda, set time, set date, set venue, set planned attendee list, send meeting invites, send agenda and preparatory material, collate responses, conclude confirmed attendee list, collate any necessary pre-meeting contributions, plan for refreshment provision Meeting management: Ensure adherence with planned timings, control meeting focus, provide topic summaries, conclude and formalise actions/agreements, manage conflict, schedule next meeting
	4.5	Explain the information requirements of a meeting before, during and after a meeting	Information requirements of a meeting (before, during and after): Before: Meeting room location and number, date, time, catering availability, accommodation availability, car parking, invitations, agenda, supporting information, invite list, resources, previous minutes During: Attendance list/sign in sheet, name badges, agenda copies, copies of supporting information, presentation equipment After: Minutes, action plan and summary, amendments, follow up meeting arrangements
5. Understand how to prepare and conduct business negotiations	5.1	Explain the importance of negotiation in a business environment	Importance of negotiation in a business environment: E.g. Develop strategy, develop professional relationships, foster understanding, resolve conflict, understand differences in perspective, achieve compromise, achieve results, maintenance of market position
	5.2	Explain the features and uses of different approaches to negotiation	Features and uses of approaches to negotiation: E.g. Disruptive approach: Competitive, win-lose, opposing interests, extreme positions, position inflexibility, manipulation used, information concealed, brinkmanship. Uses: Situations with resource competition, gaining competitive advantage, own interest maximisation, competitor disruption Integrative approach: Collaborative, win-win, aligned interests, flexible positions, compromise sought, information shared, honesty in discussions, mutually beneficial. Uses: Situations without resource competition, achieving joint outcomes/advantages, group interest maximisation, building relationships, building trust, maintaining positivity
	5.3	Identify the components of negotiation tactics	Components of negotiation tactics: E.g. Preparation: Timescales, available resources, research, data collection, commonalities, policy requirements, procedural requirements, legislative requirements, ethical requirements, priority setting, objective setting, barrier setting, approach and stance decisions, consideration of other party intentions and objectives, identification of available concessions, fall back strategies, record keeping Negotiation style: Competitive, collaborative, accommodating, compromising, avoiding Negotiation behaviour: Diplomacy, tact, empathy, respect, honesty, ethics, body language, active listening, emotional contro, l, use of evidence, clarity of communication, assertiveness, persuasion, silence, mediation, collaboration, patience Information exchange: Goals, objectives, proposals, data Bargaining: Problem solving, leverage, concessions, decision making, mutual benefit, mutual agreement

	5.4	Explain how research on the other party can be used in negotiations	Research for negotiations: E.g. Other party research focus: Identity(ies), background, interests, strengths, weaknesses, performance, objectives, expectations, negotiation styles, limits of trade, limits of responsibility, potential barriers, comparable situations Research usage: Inform strategy, identify opportunity, gain advantage All in line with Data Protection Act
6. Understand how to take minutes of meetings	6.1	Explain the purpose of meeting minutes	Purpose of meeting minutes: E.g. Written record of meeting content, discussion and outcomes. Identifies/confirms meeting; attendees, procedures, agreed actions/outcomes, responsibility allocations, timelines. Aimed at; attendees and meeting relevant non-attenders.
	6.2	Explain the legal implications of meeting minutes	Legal implications of minutes: E.g. Production a requirement of Companies Act 2006, seven year storage/retention requirement, provides proof of operation, subject to Freedom of Information Act 2000 requests, legally examinable document, role within confirmation of action liability
	6.3	Explain the importance of accuracy in minute taking	Importance of minute taking accuracy: E.g. For both attendees and non-attendees; Clarifies agreements made, prevents outcome misunderstanding, promotes action and timeframe consistency, permits action point adherence and monitoring, permits reference within subsequent meetings, to document action items. Board minutes may be required for tax and auditing purposes,
	6.4	Describe what should and should not be included in different types of meeting minutes	Minute types and content: E.g. Formal minutes: Meeting title, time, date, location, names of attendees, names of telephone attendees, names of proxy attendees, number of attendees, quorum confirmation, actions taken, resolution(s) made (exact wording), names of motion nominator and seconder, voting/nomination outcomes, other matters including action points for the next meeting, time and reason meeting adjourned, chairperson signature Informal company minutes: Meeting title, purpose, time, date, location, names and roles of attendees, telephone attendees, meeting notes/outcome summary, actions to be taken/agreed, date of next meeting, chairperson signature Not to be included within any form of minute: Word for word transcript of discussions, unconfirmed/unclear actions, minute taker opinions, details of presentations, identification of resources used, audio recordings (without prior permission)
	6.5	Describe how to take notes during meetings	Minute taking procedure: E.g. Format can be paper based or electronic. Identify attendees; monitor signing of attendance sheet, name badges/cards. Write/type; speaker names and points made, start time, key ideas/discussions, present motions, motions identified for future vote, agreed action points, meeting end time. Avoid: Verbatim notes

7. Understand the monitoring and resolution of customers' complaints	7.1	Assess the suitability of a range of monitoring techniques for customers' complaints	Suitability of monitoring techniques for customer complaints: E.g. Monitoring techniques: Customer feedback, customer correspondence (email, telephone, letter), questionnaire/survey, mystery shopper, media, social media Suitability of techniques: Statistical significance, relevance, reliability, security, policy/procedure adherence, strategy adherence, reputational implications, cost, time
	7.2	Explain how to identify those complaints that should prompt a review of the service offer and service delivery	Identifying complaints that should prompt a service review: E.g. Identification by: Frequency/ correlation of complaint, nature of complaint, impact analysis (customer, reputational, commercial, financial, legislative), simplicity of change, possible use of a decision making tree
	7.3	Explain negotiating techniques used to resolve customers' complaints	Negotiation techniques to resolve customer complaints: E.g. Negotiation behaviours: Diplomacy, tact, empathy, respect, honesty, ethics, body language, active listening, emotional control, use of evidence, clarity of communication, assertiveness, persuasion, silence, mediation, collaboration, patience Negotiation techniques: Utilisation of above behaviours, conduct of root cause analysis, offering of concessions and alternatives, discussion and provision of; compensation, replacement, upgrade, cost reduction, referral
	7.4	Explain conflict management techniques used in dealing with upset customers	Conflict management techniques for upset customers: E.g. Negotiation behaviours, negotiation techniques, specialist referral, cool-down procedures, supervision, change of face, escalation procedures
	7.5	Explain organisational procedures for dealing with customer complaints	Organisational procedures for customer complaints: E.g. Types: Company specific: Formal complaints procedure, informal complaints procedure, use of Acts e.g. Equality. Purpose: Swift issue resolution, proof of issue resolution, fostering of mutually agreeable solutions, minimising damage, protection of reputation, maintenance of customer, improving future service offering
	7.6	Explain when to escalate customers' complaints	Escalation of customer complaints: E.g. Limits of authority reached, limits of knowledge reached, situational control lost, progress delays, providing written documentation
	7.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint	Cost and regulatory implications of admitting liability: E.g. Costs: Compensation claims, settlements, regulatory fines, image losses Regulatory implications: Regulatory investigations, potential for organisational closure
	7.8	Explain the advantages and limitations of offering compensation or replacement products and/or services	Advantages and limitations of compensation and product/service replacement: E.g. Advantages: Issue resolution, customer retention, positive impact upon reputation for customer service, positive media coverage Limitations: Cost, no guarantees with regards to: customer retention, positive media coverage, public awareness of issue resolution

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit may be delivered using a variety of methods such as classroom sessions, distance learning or a blended method. The course will require self-directed study alongside tutor support.

Assessment

This unit will be assessed through a written assignment and will be externally set, internally marked and quality assured by postal moderation. This assignment is non-compensatory meaning all assessment criteria will be assessed and must be met.

Assignment briefs, marking forms and mark schemes, which include guidance, are available to book via Odyssey Online on request. See Odyssey Online Guidance on booking assignment papers. Evidence for this qualification must be the learners own work and learners must submit a signed statement confirming this.

Links

Customers Service (2013) National Occupational Standards:
- CFACSC7 Process customer service complaints
- CFACSC8 Handle referred customer complaints

Business & Administration (2013) National Occupational Standards:
- CFABAA617 Develop a presentation
- CFABAA613 Understand how to communicate in a business environment
- CFABAA614 Prepare to communicate in a business environment
- CFABAA615 Communicate in a business environment
- CFABAA211 Produce documents in a business environment
- CFABAA623 Deliver a presentation
- CFABAA413 Chair meetings
- CFABAA441 Take minutes
- CFABAD111 Support the design and development of information systems
- CFABAD112 Design and develop an information system
- CFABAD121 Support the management and development of an information system
- CFABAD122 Manage and evaluate information systems
- CFABAG124 Negotiate in a business environment

Unit 3: Principles of Managing Team and Personal Performance R/615/4242

Estimated TQT:	143
Estimated GLH:	77
Level:	3

Unit Description: This unit develops the learner's working knowledge and understanding of the role, functions and processes of management, leadership styles and models, the principles of effective decision making, the characteristics of 'personal' and 'professional' development, how to fulfil and maintain a personal and professional development plan, the management of individuals and team performance, and the management of underperformance in the workplace.

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	**Assessment Criteria - The learner can:**		**Indicative Contents:**
1. Understand the role, functions and processes of management	1.1	Analyse a manager's responsibilities for planning, organising coordinating and controlling work	Manager's responsibilities for planning, coordinating and controlling work: E.g. Core of manager's role: the Gantt Chart, estimating, controlling work streams, ensuring quality standards are met and fit for purpose, managing team performance, managing financial, human and material resources, ensuring outputs delivered on time, managing risk and issues, project performance
	1.2	Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives	Manager's contribution to the achievement of an organisation's vision, mission and objectives: E.g. Vision: Defines organisation purpose Mission Statement: Defines organisation purpose and primary objectives (long term) Objectives: Specific short-term goals consistent with the vision and mission statement Managers Contribution: Ensure delivery and implementation of strategic goals/objectives identified by senior managers: Develop action plans, set SMART objectives, manage resources, monitor and review action plans, monitor and review objective achievement Role: Motivation, team involvement, inspiration, passion, commitment, hard work
	1.3	Explain how managers ensure that team objectives are met	Ensuring that team objectives are met: E.g. Plan creation, team inclusion, role allocation, responsibility allocation, appropriate resource provision, personnel briefing (including accountability and authority), SMART objective setting, progress monitoring/review(s)
	1.4	Summarise theories and models of management	Applicable leadership theories: Behavioural Theories/ Theory XY (e.g. Douglas McGregor), Fayol, Taylor F.W, Drucker P
	1.5	Explain the operational constraints imposed by budgets	Budgets and Operational Constraints: E.g. Resource provision, operational activities, production activities, managerial decisions, targets, expenditure, financing arrangements

2. Understand leadership styles and models	2.1	Explain the differences between a manager and a leader	Difference in influence of managers and leaders: E.g. Breadth of influence, consistency of influence, task focus of influence, hierarchy of influence, distinction between power and influence
	2.2	Evaluate the suitability and impact of different leadership styles in different contexts	The suitability and impact of different leadership styles: E.g. Styles: Authoritative, participative (democratic), laissez-faire, task orientated, relationship orientated, situational (telling, selling, participating, delegating / directing, coaching, supporting, delegating), transformational, transactional, charismatic, servant leadership Suitability/Impact: Dependent upon: Situation/context, supporting resources, audience (commitment, competence, focus, motivation, size, need), task (type, impact, accountability), company (nature, culture, size, autonomy), leader traits (emotional stability, honesty, self-awareness, interpersonal skills, intellectual ability/competence, passion, enthusiasm, resilience, influence, persuasiveness), freedom of team members to make decisions
	2.3	Explain theories and models of employee engagement and motivation	Theories and models of motivation: E.g. Motivation specific theories: Hierarchy of Needs Pyramid (Maslow), Two-factor theory (Herzberg), Needs based theory (Emmet), Vroom expectancy theory Employee engagement: McBain Drivers of employee engagement, Alban-Metcalfe and Alimo-Metcalfe Engaging Leadership
3. Understand the principles of effective decision making	3.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken	Importance of defining the objectives, scope and success criteria of decisions to be taken: E.g. Objectives: Achievement aims with regards to a particular decision Scope: Working/operational parameters Success Criteria: Elements constituting/demonstrating a satisfactory resolution Importance: Obtaining a satisfactory resolution, making efficient and effective decisions that are fit for purpose, resolving the issue as opposed to the symptoms, leadership confidence, contributor alignment, boundary setting
	3.2	Assess the importance of analysing the potential impact of decision making	Importance of analysing the potential impact of decision making: E.g. All decisions have impact, impact can range in focus, salience, risk and consequence, implication analysis is essential for considered judgement, considered judgement minimises risk: Pathway to Change Model
	3.3	Explain the importance of obtaining sufficient valid information to enable effective decision making	Importance of obtaining sufficient valid information for decision making: E.g. Objective methodology, limitations of intuition, balance of information (sparse vs overload), source validity, permission of: root cause analysis, impact analysis, sustainability analysis, evidence based weighting of competing courses of action, informed decision
	3.4	Explain the importance of aligning decisions with business objectives, values and policies	Importance of aligning decisions with business objectives, values and policies: E.g. Adherence to organisational interests, consistency with organisational goals/targets and mission statements, productive with regards to achievement of goals/targets, promotes understanding, applicable to all decisions

	3.5	Explain how to validate information used in the decision making process	Validating information used in the decision making process: E.g. Analyse available evidence, consult with subject matter experts, determine relevance, determine objectivity, distinguish fact from opinion
	3.6	Explain how to address issues that hamper the achievement of targets and quality standards	Addressing issues that hamper achievement of targets and quality standards: E.g. Team member/ stakeholder involvement, problem solving and decision making process: Recognise/ define problem and objective, research causes, identify options, compare/contrast option consequences, make decision, implement options, evaluate results
4. Understand the characteristics of 'personal' and 'professional' development	4.1	Explain the term 'personal development' and 'professional development'	Personal development: E.g. Person dependent skill set development, broad application (career and home), focus on personal: growth, change, improvement, advancement Professional development: E.g. Career dependent skill set development, continual process, workplace application, focus on improving working capabilities
	4.2	Explain the benefits of personal and professional development	Benefits of personal and professional development: E.g. Personal: Self-awareness, direction, confidence, focus, motivation, resilience, fulfilment (including relationship), satisfaction, knock on positive effects upon workplace performance etc. Professional: Workplace performance, organisational benefits, legislative adherence, development of new skill sets, opportunities for responsibility/salary progression, networking opportunities
	4.3	Explain the importance of CPD (continuing professional development)	Importance of continued personal development plan: to ensure that you are still competent in your area of work, to develop your knowledge and skills, knowledge is up to date, helps you stay interested and motivated, increases your confidence, provides further opportunities later in your career; leading to reviews, promotions, a new job, lifelong learning
	4.4	Identify sources of information on professional development trends	Sources of information on professional development trends: E.g. Professional bodies, professional networks, trade associations, organisational guidance, training organisations, publications, internet
	4.5	Describe trends and developments that influence the need for professional development	Trends and developments influencing need for professional development: E.g. Technological development, social and economic development, market changes, competition, legislation, environmental issues, political issues
5. Understand how to do and maintain a personal and professional development plan	5.1	Explain the basis on which types of development actions are selected	Selection of development actions depends upon: E.g. Selection: Skills gap analysis, training needs analysis, personal need, performance reports, environment analysis, trend analysis Refinement: Providers, delivery methods, time requirements, work requirements, support, qualification/skill transferability, relevance, learning preferences, cost, travel and accommodation requirements,

	5.2	Explain how to perform a skills gap analysis	Skills gap analysis: E.g. Four key stages: Stage one: Assess business goals and associated skill requirements Stage two: Create required skill matrix, analyse individual proficiency, analyse individual skills Stage three: Identify missing skills, knowledge and competencies Stage four: Prepare training/development plan consistent with matrix gaps
	5.3	Explain the importance of agreeing a personal and professional development plan	Importance of agreeing a personal and professional development plan: E.g. Agreement with: Line manager, training and development department, HR department, budget holder etc. Ensuring plan consistency with: Business needs, personal needs, personal objectives, recruitment policies, budget, resources, timescales
	5.4	Explain how utilise development opportunities made available by professional networks or professional bodies	Utilising professional network/professional body development opportunities: E.g. Event attendance, expert consultation, peer consultation, networking, support identification, forum/group registration, incorporation/relaying of new concepts, follow up correspondence, profile /professional status maintenance
	5.5	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives	Setting specific, measurable, achievable, realistic and time-bound objectives: E.g. Objectives set follow the SMART model: Specific: Clear, unambiguous, straightforward, understandable Measurable: Related to quantified or qualitative performance measures Achievable: With known resources Realistic: Linked to business needs Time-bound: Built in completion dates and review dates
	5.6	Describe the sources of performance feedback	Sources of performance feedback: E.g. Independent quality inspections/audits, team quality monitoring/sampling, customer feedback, satisfaction surveys, observations by team leader or others, production/operation records (daily output etc.), progress reports (production graphs etc.)
	5.7	Explain the use of feedback to amend development plans	The use of feedback to amend development plans: E.g. Feedback indicates: Skill gaps, areas for improvement and areas of strength Development plans amended to: Address skill gaps, address weaknesses, reduce focus on strengths
6. Understand the management of individuals and team performance	6.1	Explain the use of targets to manage workloads	Targets to manage workloads: E.g. Targets: Company objectives regarding specific outcomes; managing by objectives, achievable work projects, sales figures, production figures, customer figures, organisational/team/individual application.

	6.2	Explain how to allocate work to individual team members	Allocating work to individual team members: E.g. recognise individual strengths: Belbin Team roles: teamwork to support the team and complete work on behalf of the team, coordinator to focus objectives and distribute workload, plant to solve problems, monitor evaluator to make impartial judgements, specialist to provide specialist knowledge, shaper to provide drive, implementer to plan and implement a workable strategy, completer finisher to quality assure end stage work. Allocating work in the team environment: Clearly communicate objectives, agree tasks, motivate based upon individual strength, develop team cohesion, value resources, encourage listen and respond to feedback, use consistent decision making processes, arrange necessary training, set realistic measurable targets, praise achievements, solve problems, encourage team member development.
	6.3	Explain the use of benchmarks in managing performance	Use of benchmarks in managing performance: E.g. Team performance metric comparison, industry best practice comparison, identification of gaps, identification of performance problems, cause investigation, solution identification, target setting, plan implementation
	6.4	Explain the three types of key performance indicators (KPIs) used for benchmarking	Key performance indicators (KPIs) used for benchmarking: E.g. Input KPIs: Purchases made, assets used, resources used Process KPIs: Process efficiency, process productivity Output KPIs: Financial results, non-financial results
	6.5	Explain a range of quality management techniques to manage team performance	Quality management techniques to manage team performance: E.g. Total quality management (TQM), statistical process control (SPC), performance measures and standards, benchmarking, process analysis and re-engineering, continuous improvement, employee involvement, variation risk management, six sigma approaches, customer surveys
	6.6	Explain the importance of communicating individual and team objectives, responsibilities and priorities	Importance of communicating individual and team objectives, responsibilities and priorities: E.g. Adherence to: Business goals, business needs, customer needs, time frames, legislation, standards, best practice Assists with: Strategy development, responsibility allocation, task distribution, workflow prioritisation, resource allocation, boundary setting, performance improvements, customer focus, process understanding, commitment to quality
	6.7	Describe constraints on the ability to amend priorities and plans	Constraints on ability to amend priorities: E.g. Leadership: Authority, ability, autonomy, receptiveness, influence Organisational: Policy, commitments, adaptability to change, resource availability (financial, staffing, time)

	6.8	Explain how to improve team performance and the quality of work	Improving team performance and quality of work: E.g. Performance monitoring (KPIs and quality management techniques), requesting feedback, utilising team member skillsets, promotion of development opportunities, amending priorities/plans to take account of changing circumstances, recommending changes to systems and processes, reviewing effectiveness of team structure and communications, setting SMART objectives
7. Understand the management of underperformance in the workplace	7.1	Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance	Organisational policies and procedures on discipline, grievance and dealing with underperformance: E.g. Performance appraisal: Part of performance management, operational, data driven, information driven, relates to individuals, responsibility of line manager, can involve policies on discipline and grievance (e.g. underperformance). Underperformance policies: Organisation specific frameworks concerning substandard behaviour, attitudes or performance. Not always addressed by discipline or grievance procedures as there may be mitigating circumstances (e.g. bullying, home life issues, skillset mismatch): Requires cause analysis Policies indicate: Organisational expectations, courses of action, escalation necessity, key contacts, necessity of record keeping Discipline and grievance policies: Organisation specific frameworks providing information for dealing with difficulties arising as part of the working relationship from either the employer or employees perspective. Can concern unexcused underperformance. Policies indicate: Organisational expectations, courses of action, key contacts, necessity of record keeping
	7.2	Explain how to identify causes of underperformance	Identifying causes of underperformance: E.g. Feedback from individual (words, behaviour, attitude), feedback from others (team, departments or customers), customer complaints, informal meetings, formal appraisals, performance reviews
	7.3	Explain the purpose of making individuals aware of their underperformance clearly but sensitively	Purpose of making individuals aware of underperformance clearly but sensitively: E.g. Highlights/ clarifies issue, prevents misunderstandings, prevents potential insensitivity with regards to mitigating circumstances, enables parties to agree and implement changes, provides opportunities for improvement, helps maintain motivation and cooperation, reduces likelihood of third party involvement, reduces the likelihood of workplace disruption
	7.4	Explain how to address issues that hamper individuals' performance	Addressing issues hampering performance: E.g. One-to-one meetings, confidential settings, quiet surroundings, use description not judgement, two way feedback, active listening, action plan agreement, use of motivation techniques
	7.5	Explain how to agree a course of action to address underperformance	Agreeing a course of action to address underperformance: E.g. Individual encouraged to take ownership of problem and implement own corrective action(s). Responsibilities agreed, targets set, timescales and review dates set, outcomes documented

Delivery

This unit may be delivered using a variety of methods such as classroom sessions, distance learning or a blended method. The course will require self-directed study alongside tutor support.

Assessment

This unit will be assessed through a written assignment and will be externally set, internally marked and quality assured by postal moderation. This assignment is non-compensatory meaning all assessment criteria will be assessed and must be met.

Assignment briefs, marking forms and mark schemes, which include guidance, are available to book via Odyssey Online on request. See Odyssey Online Guidance on booking assignment papers. Evidence for this qualification must be the learners own work and learners must submit a signed statement confirming this.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LDC2 Support individuals' learning and development
- CFAM&LDC3 Mentor individuals
- CFAM&LDC5 Help individuals address problems affecting their performance
- CFAM&LDB2 Allocate work to team members
- CFAM&LDB3 Quality assure work in your team
- CFAM&LAA1 Manage yourself
- CFAM&LAA2 Develop your knowledge, skills and competence
- CFAM&LAA3 Develop and maintain your professional networks
- CFAM&LBA2 Provide leadership in your area of responsibility
- CFAM&LDB4 Manage people's performance at work

http://www.skillsteam.com/wp-content/uploads/2014/11/Chapter-3-_-Managing-and-improving-performance.pdf

Unit 4: Principles of Marketing in a Business Environment Y/615/4243

Estimated TQT:	150
Estimated GLH:	77
Level:	3

Unit Description: This unit develops the learner's working knowledge and understanding of the principles of contributing to marketing strategy development, how to build and manage marketing stakeholder relationships, how to monitor and control marketing stakeholder relationships, the principles of digital marketing device and message design, how social media is used as a marketing tool in business, how to organise events, how to design market research projects, the principles of marketing data collection and the principles of marketing data interpretation and evaluation.

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	**Assessment Criteria - The learner can:**		**Indicative Contents:**
1. Understand the principles of contributing to marketing strategy development	1.1	Describe the topics to be addressed in a marketing strategy	Topics to be addressed in a marketing strategy: E.g. Research, customer classification, market segments, market share, competitors, responsibilities, planning and development, packaging, pricing, promotion, distribution, after-sales
	1.2	Explain how to forecast sales by product and/or service	How to forecast sales by product and/or service: E.g. Questions to answer: Purpose of forecast, dynamics and components of forecast facing system, relevance of past performance data Forecasting methods: Qualitative techniques, time series analysis and projection, causal models
	1.3	Explain the importance of engaging stakeholders in the development of a marketing strategy	The importance of engaging stakeholders in the development of a marketing strategy: E.g. Stakeholder maintenance, aggregate opinion not singular, consensus, customer classification, strategy review/ testing, incorporation of alternative view-points, time management, promotion of strategy; viability, validity, value, efficacy, resilience
	1.4	Explain the significance of customer loyalty to the achievement of marketing objectives and strategy	The significance of customer loyalty to the achievement of marketing objectives and strategy: E.g. Impacts of customer loyalty; Economic value of customer retention versus new customers, customer profitability, reduced maintenance costs, market share, profitability, facilitation of business communication with customers, enhanced service value, reputational maintenance/ enhancement
2. Understand how to build and manage marketing stakeholder relationships	2.1	Explain how to identify common goals and potential synergy (relationships) between stakeholders and an organisation	Identifying common goals and synergy between stakeholders and an organisation: E.g. Mission statement comparison, value comparison, service comparison, network comparison, experience analysis, market analysis, feedback, review of publications (including written, website and social media based)

	2.2	Explain the importance of engaging stakeholders in marketing activities	The importance of engaging stakeholders in marketing activities: E.g. Breadth of appeal/visibility, tailoring of activities around common goals/needs, use of knowledge/expertise, use of stakeholder resources, achievement/efficacy of marketing strategies, customer engagement, establishing partnership, relationship maintenance, customer retention
	2.3	Explain the basis upon which stakeholder communications plans are developed	The basis upon which stakeholder communications plans are developed: E.g. Objectives: Support organisation to achieve stated goals, support or improve operational effectiveness, support or improve relationships with stakeholders/target audience, deliver measurable results Planning Framework: Setting communication objectives, setting organisational key messages, defining and prioritising key stakeholders, setting additional messages relevant to each stakeholder group, developing effective communication tactics per target audience, controlling group, allocating budget and responsibilities, developing the communication calendar, assessing results, adapting plan
	2.4	Evaluate the importance of agreeing common objectives with clients	Importance of agreeing common objectives with clients: E.g. Establishing consensus, informing directions, informing strategy, adherence to vision/goals, prevention of misunderstandings, risk mitigation, protection of reputation, client maintenance, promotion of objective engagement, consistency of message, awareness of vested and conflicting interests, establishing partnership/synergies
3. Understand how to monitor and control marketing stakeholder relationships	3.1	Evaluate methods of monitoring the ongoing effectiveness of stakeholder relationships	Methods of monitoring the ongoing effectiveness of stakeholder relationships: E.g. KPIs, , annual review, ad-hoc contact, account management
	3.2	Explain the importance of stakeholder communications and feedback systems	The importance of stakeholder communication and feedback systems: E.g. Continual dialog, continual improvement, maintenance of market positioning, management of stakeholder relationships, identification of needs, contribution to SWOT analysis, imparts awareness, encourages commitment, encourages buy in, permits informed strategy development, promotes stakeholder retention
	3.3	Explain how changes in the market environment in which stakeholders operate may have an impact on relationships	Changes in stakeholder market environments affecting relationships: E.g. Market environment: Political, economic, social, technological, ethical, legal, competitors Impact: Change dependent positive/negative impact on; Stakeholder service/product needs, working partnerships, contracts, service/product delivery requirements/ arrangements/ limitations, market share, conflicts of interest, supplier arrangements, relationship openness/ transparency, competition
	3.4	Explain how to support the development of strategies and plans that address changing stakeholder attitudes and needs	Developing strategies and plans that address changing stakeholder attitudes and needs: E.g. Strategies dependent upon; stakeholder, stakeholder attitude, stakeholder needs, market changes

	3.5	Explain how to develop reporting systems that meet agreed success criteria	Developing reporting systems that meet success criteria: E.g. Reporting systems: CRM, verbal internal communication, non-verbal internal communication Development: Success criteria dependent, CRM
	3.6	Explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders	Importance of reviewing the effectiveness of collaborative arrangements with stakeholders: E.g. Continual improvement, resource requirements/ availability, profitability, stakeholder retention, alignment with; mission statement, vision, values, goals, objectives, market changes, business direction, other stakeholder arrangements
4. Understand the principles of digital marketing device and message design	4.1	Analyse the potential uses of a Customer Relationship Management (CRM) system	Uses of a customer relationship management (CRM) system: E.g. To: Support staff with daily structured activities, provide marketing support for campaigns, provide sales and services a consolidated customer overview, develop marketing strategies, provide management with information to review and process results, structure customer facing activities, provide platform for customer self-service, build/ maintain customer relationships, provide a partial view of joint processes to partners, centralise key information securely, provide external view for shareholders, create a collaborative culture within/around the business
	4.2	Explain the characteristics of effective digital marketing tools	Characteristics of an effective digital marketing device: E.g. Types of marketing tools: Email, e-flyers, social media, social networking groups Effective characteristics: Targeted, focused, customer centred, measurable, high quality content, simple, appropriate, unique/memorable, profitable
	4.3	Explain the characteristics of an effective digital response system	Characteristics of an effective digital response system: E.g. Types of response system: Questionnaires, surveys, competitions, promotions, vouchers Effective characteristics: Targeted, customer centred, relevant, appropriate, manageable, data collection/collation functionality, statistical functionality, profitable
	4.4	Explain the requirements, advantages and disadvantages of different tracking systems	Requirements, advantages and disadvantages of tracking systems: E.g. Types of tracking system: Open rates, click through rates, conversion rates Advantages and disadvantages: Variances in data; validity, significance, real time vision, meaningfulness. Affects response; validity, timing, proportionality
	4.5	Explain how to overcome the barriers posed by non-interoperable technologies	Overcoming barriers posed by non-interoperable technologies: E.g. Types: Non-compatible systems Overcoming barriers: System changes, staff training, division of processes, work arounds
5. Understand how social media is used as a marketing tool in business	5.1	Explain how social media fits into the marketing plan of a business	Social media and the marketing plan of a business: E.g. Budget adherence, message accessibility, worldwide message visibility, breadth of audience demographics, business image and monitoring, customer focus/connection, customer feedback, performance monitoring, reward schemes, continual improvement

	5.2	Explain how social media can be used to portray the brand and values of a business	Social media and the portrayal of business brands and values: E.g. Mass visibility of; professional partnerships, mission statement, vision statements, company goals and objectives, business directions, business drives, business achievements, brand/logo imagery (imparting awareness), customer relationships, customer satisfaction
	5.3	Explain the consequences of using social media on the budget of different sizes and types of business	Consequences of using social media on business budgets: E.g. Budget usage dependent upon; team size, use of marketing tools, use of multimedia, channels of social media, frequency of broadcast
	5.4	Describe the different tools and channels that can be used for social media	Tools and channels used for social media: E.g. Tools: TweetDeck, Hootsuite, Sprout Social, Google Analytics, Crowd Booster, Agorapulse, Edgerank Checker, Facebook Insights, Buffer, SocialBro, Postling, Tailwind, Social Mention, Social Engage, BuzzSumo, Shoutlet, Oktopost, Spredfast, Percolate, Sendible, BuzzBundle, CoSchedule, bit.ly, Do Share, Feedly, MailChimp, LastPass, edocr, ManageFlitter, Commun.it, Canva, Brand24, Edgar, Bundlepost, Nuzzel, Cyfe, Social Clout, SecureMySocial, Nuvi, Follower Wonk, Inkybee, Adobe Post, Personal App, Openr, Socedo, Babbly, EveryPost, Social Oomph, IFTT, Tweepi, Social Flow Channels: Twitter, Facebook, LinkedIn, Xing, Renren, Google Plus+, Disqus, LinkedIn Pulse, Snapchat, Tumblr, Pinterest, Twoo, MyMFB, YouTube, Instagram, Vine, WhatsApp, VK, Meetup, Medium, Reddit, Flickr, Ask.fm

	5.5	Analyse the features and benefits of the tools and channels used for social media	Features and benefits of social media tools and channels: E.g. Tool Features: Post creation, multimedia incorporation, simultaneous multi-channel sharing, mobile posting, click rate counting, campaign analysis, dynamic reporting, post scheduling, promotion coordination, content creation, data analytics, trend analysis, engagement optimisation, advertisement creation, bulk upload, account management, lead generation, post recycling, user targeting, keyword optimisation, SEO, Adwords, feedback monitoring, competitor monitoring, hashtag conversion, demographic reporting, employee monitoring, customer relationship management, post optimisation, influencer identification, workflow monitoring Tool Benefits: Social media ease of use/efficiency, audience/customer engagement, business presence, business image, brand awareness and specific benefits linked to feature function Channel Features: Message creation/receipt, contact detail display, job search, vendor search, employee search, network creation/management, demographic specific/broad, dynamic news display, feedback management, spam management, blogs and microblogs, games and entertainment, multimedia sharing, user support Channel Benefits: Worldwide visibility, demographic specific visibility, audience/customer engagement, competitor awareness, dynamic feedback, network development and maintenance, campaign management, business presence, brand awareness, website traffic, development monitoring
	5.6	Explain the factors to consider when selecting different tools and channels for social media	Factors to consider when selecting tools and channels for social media: E.g. Audience, audience demographics, visibility, marketing team size, purpose of social media usage, type and size of business, mission statement, vision, company aims/ objectives, brand and values, available resources, training requirements, multimedia requirements, timescales, management support, IT support, budget, integration requirements
	5.7	Explain the methods a business can use to measure and identify success of different social media tools and channels	Methods to measure and identify social media tool and channel success: E.g. Open rates, click through rates, conversion rates, tool driven analytics, website traffic, audience feedback, customer feedback, network growth
	5.8	Evaluate the importance of having social media policies and guidelines	Importance of having a social media policy and guideline: E.g. Identifies organisational expectations, identifies employee expectations, permits responsibility allocation, permits usage control, establishment of boundaries, mitigation of risk (including legal), enhancement of brand, clarification of organisational values, protection of reputation, data protection, productivity benefits, privacy implications

	5.9	Describe how to manage perception changes in a business's reputation	Managing perception changes in a business's reputation: E.g. Use of social media platforms and tools, challenging negative perceptions, customer engagement, use of customer feedback, mystery shopping, consistency with regards to the promotion of brands and values, maintenance of state (and perception of) continual improvement, consistency with regards to communication of desired identity, targeted promotions/events, rebranding, redirection of company objectives
6. Understand how to organise events	6.1	Explain the characteristics, requirements and purposes of different types of events	Characteristics, requirements and purposes of different events: E.g. Characteristics: Format/structure, formality, audience, size, duration, frequency, content Requirements: Location, venue, marketing/promotion, budget, equipment, resources, contributors/delegates, audience, facilities, transport, car parking, accommodation, agenda/programme Event Types: Conferences, seminars, workshops, presentations, exhibitions, shows, promotional events, training courses, team building, forums,
	6.2	Explain the types of information and information sources for organising an event	Types and sources of information for event organisation: E.g. Types of information: Location, objectives, plan, legal requirements, health and safety requirements, cost, budget, attendance numbers Sources of information: Presenters, organisers, trainers, speakers, delegates, contracted companies, venue, policies, presentation materials, travel information
	6.3	Explain how to plan an event	Planning an event: E.g. Content: Set objectives and programme, liaise with presenters Venue: Consider/weigh the following for venue finalization: costs, facilities, catering, accommodation, capacity, parking, public transport availability/feasibility, resources required and provided Finances: Plan costs, set final budget Administration: Make bookings, send invitations, send event relevant information, monitor responses, record acceptances, prepare event materials, finalise delegate list, finalise attendance numbers, inform venue of expected attendance Contract: implied terms, expressed terms, specific agreements to be outlined in contract
	6.4	Explain how to identify the right resources from an event plan	Identifying resources from an event plan: E.g. Event identified: Venue, venue size, venue location, timings Purpose/ attendance identified: Room requirements (type, size, number, layout, decoration, equipment provision),presenter/ speaker numbers, staffing, event material numbers (e.g. delegate packs), facilities, catering requirements, formality

	6.5	Describe the likely types of information needed by delegates before, during and after an event	Information needed by delegates: E.g. Before event: Time, date, venue, location, event contents, confirmed attendees, catering arrangements, accommodation availability, transport details, directions, any pre-event forms/documents, booking information, booking confirmation, any special requirements During the event: Event signage, attendance sheets, name badges, event material, event specific emergency information After the event: Minutes, supplementary/follow up information, event feedback questionnaire
7. Understand how to design market research projects	7.1	Explain how to agree to research objectives, timescales, budget and resource requirements and success criteria	How to set research objectives, timescales, budget and resource requirements and success criteria: E.g. Research Objectives: Dependent upon; research question, company priorities, gap analysis Timescales: Driven by; company priority, outcome urgency, objective, logistical requirements, methodological requirements Budget and resources: Dependent upon; company priority, outcome urgency, objective, logistical requirements, methodological requirements, budget availability, resource availability Success Criteria: Objective dependent success indicators
	7.2	Explain how to specify the characteristics and size of the sample to be researched	How to specify the characteristics and size of research samples: E.g. Sample size and statistical significance, attributes in accordance with; research aims and objectives, logistical considerations, quantitative/ qualitative data requirements, available timescales, budget and resources
	7.3	Describe the factors to be taken into account when selecting research instruments	Factors to be taken into account when selecting research instruments: E.g. Cost, product, time, target audience, quantitative data, qualitative data
	7.4	Explain how to determine the suitability of methods chosen to conduct research	How to ensure the suitability of chosen research methods: E.g. Literature research, method validity studies, pilot studies, outcome quality, adherence to; objective, sample type, sample size, budget, available resources, logistical requirements, timescales, skillsets, data requirements
	7.5	Explain how risks inherent in market research may be addressed	How risks inherent in market research may be addressed: E.g. Risks: Inaccurate source data, breach of legislation, data validity Addressing of risks: Policy adherence, research comparison, data corroboration, result testing, study; refinement, repetition, expansion
	7.6	Explain the uses of the outputs of market research	Uses of market research outputs: E.g. Strategy development/ adaptation, demand forecasting, analysis of; existing product market potential, new product market potential, market trends, competitors, market share, customer satisfaction, pricing policies, marketing effectiveness, distribution channel effectiveness

8. Understand the principles of marketing data collection	8.1	Give an overview of the difference between primary and secondary research and how this affects data collection methods and interpretation	The difference between primary and secondary research and effects upon data collection methods and interpretation: E.g. Primary research: Typically original/ new research, conducted to answer specific question(s), involves; questionnaires, surveys, interviews, experimental tests, with; individuals, groups and/ or systems Secondary research: Analysis/ re-examination of primary research, integration and interpretation of multiple primary research sources, involves; literature research, result comparison and extrapolation, theory application, citation of primary research as a justification for the secondary research findings
	8.2	Explain the importance of using research instruments correctly	Importance of using research instruments correctly: E.g. Objective adherence, timescale adherence, budget adherence, evoked data; validity, reliability, usability
	8.3	Analyse the role and accuracy of data collection and recording in a market research project	The role of data collection in a market research project: E.g. All research relies upon data, need for/ extent of data collection depends upon; research project, research project objectives, qualitative/ quantitative project focus, availability of project consistent primary/ secondary research, corroboration of existing evidence sources, data related validity/ reliability requirements, resource availability, project timescales Importance of accurate data collection and recording: E.g. Impacts upon research conclusion; accuracy, value, viability, validity, reliability, application/ transferability
	8.4	Explain how to address problems arising in data collection (e.g. insufficiency of representative sample, unreliable or invalid data)	How to address problems arising in data collection: E.g. Utilisation of existing primary/ secondary research, application of statistical packages, additional research projects, project repetition featuring; objective refinement, alternative methodologies, increased sample sizes
	8.5	Explain marketing data storage, security and access requirements	Marketing data storage, security and access requirements: E.g. Data Protection Act 2018, internal procedures; passwords, lockable filing systems, environmental suitability
9. Understand the principles of marketing data interpretation and evaluation	9.1	Give an overview on how to evaluate the quality, reliability and validity of market research data	Evaluating the quality, reliability and validity of market research data: E.g. Statistical analysis, data application, secondary research, research repetition and correlation analysis
	9.2	Give an overview of the application, strengths and weaknesses of different data analysis methods	Application, strengths and weaknesses of different data analysis methods: E.g. Analysis methods; Data mining, business intelligence, statistical applications
	9.3	Give an overview of how statistical tools are used to identify trends in marketing data	Use of statistical tools to identify trends, causes and correlations in marketing data: E.g. Tool dependent; data manipulation, statistical analyses, statistical readouts The strengths and weaknesses of different data evaluation methods: E.g. SWOT analysis

	9.4	Give an overview on the basis on which to reach conclusions as to the usefulness of the research	The basis on which to reach conclusions as to the usefulness of research: E.g. Objective satisfaction, data evaluation methods, longitudinal evaluation (turnover, market share, reputation etc.)
	9.5	Explain the importance of justifying recommendations and conclusions with evidence	The importance of justifying recommendations and conclusions with evidence: E.g. Evidence based decisions and strategy directions, provides evidence for stakeholders, promotion of common agenda, promotion of strategy; value, validity and reliability

Unit 4 Guidance on Delivery and Assessment

Delivery

This unit may be delivered using a variety of methods such as classroom sessions, distance learning or a blended method. The course will require self-directed study alongside tutor support.

Assessment

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Links

Marketing National Occupation Standards:
- 2.1.4 Identify and manage relationships with social marketing stakeholders
- 4.1.1 Develop and understanding of the client
- 4.4.3 Build and manage stakeholder relationships
- 4.4.6 Manage financial public relations and investor relations
- 7.3.3 Develop strategic relationships with major clients
- CFABAA312 Organise and co-ordinate events
- 7.4.4 Build and sustain collaborative relationships with other organisations (MSC D17)
- 7.1.6 Monitor and control relationship management activities
- 1.3.1 Evaluate and interpret findings and identify connections in complex data
- 1.3.3 Establish and understand potential market segments
- 1.3.4 Establish target market segments for products/services and evaluate their potential
- 1.3.6 Analyse, interpret and synthesise data and research findings to inform social marketing strategy
- STC 2-1 Principles of marketing theory
- 2.1.3 Demonstrate the value of marketing to the organisation
- 3.1.1 Develop marketing strategies and plans for products and services
- 4.2.6 Evaluate advertising
- 1.2.1 Define the need for market research
- 1.2.2 Design market research projects
- 1.2.4 Collect market research data

- 1.2.7 Collect data on the knowledge, attitude and behaviours of target groups

This unit also maps to knowledge elements in the following CFA Management and Leadership NOS: CFAML

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.
SFJ AWARDS endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

Resources and Useful websites

Health and Safety Executive	www.hse.gov.uk
Skills CfA (Council for Administration)	http://www.skillscfa.org/standards-qualifications.html
e-Skills UK (Sector Skills Council for Business and Information Technology)	http://www.e-skills.com/about-e-skills-uk/
Equalities and Human Rights Commissions	http://www.equalityhumanrights.com
The National Archives (For all UK legislation)	http://www.legislation.gov.uk
The Institute of Customer Service	http://www.instituteofcustomerservice.com/

- https://www.gov.uk/guidance/innovation-get-support-and-advice
- https://www.gov.uk/guidance/research-and-development-in-the-business-sector#sources-of-advice
- http://www.skillscfa.org/images/pdfs/National%20Occupational%20Standards/Business%20and%20Administration/2010/Business%20and%20Administration.pdf
- http://www.skillsteam.com/wp-content/uploads/2014/09/management-Chapter-5-Key-Business-Principles.pdf
- http://www.slideshare.net/sniukas/business-model-innovation-2-day-workshop-facilitation-slides?next_slideshow=2
- http://www.skillsteam.com/management-diploma/
- http://business-admin-level-3.tumblr.com/tagged/unit14
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