Level 4 NVQ Diploma in Business Administration

Regulation Number: 601/3697/2

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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.

V2.0 updated February 2017: All pages re-formatted, updates to pages 6 and 5.
V3 updated June 2018: new address added, removed geographical location in Wales, added reference to GDPR on page 67, QCF refs removed, updates to membership benefits
V5 updated 19 August 2022; withdrawal dates added

About this Qualification

* Qualification Withdrawal *

Please note that the SFJ Awards Level 4 NVQ Diploma in Business Administration is being withdrawn.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 4 NVQ Diploma in Business Administration is a qualification aimed at individuals who intend to develop and gain formal recognition of their competence of working in the administrative management environment. The qualification is generic, so it is suitable for individuals working or with access to work in a variety of senior business administration roles.

In the mandatory units, learners will cover the essentials of resolving administrative problems, managing the work of an administrative function, communication and managing personal and professional development. There are a range of optional units allowing learners scope to choose those areas most relevant to them, including but not limited to: procurement, collaborating with other departments, leading meetings, innovation, managing business risk, customer service, conflict management, managing individual and team performance, quality audits, equality of opportunity, diversity and inclusion, recruitment, networking, encouraging learning and development, presentations, business documents, budgets, managing information and knowledge, negotiation, events, projects, contracts, environmental sustainability, business performance, operational change and plans, business processes, business travel or accommodation, relationships with stakeholders, optimising the use of technology, business continuity plans and processes and managing office facilities.

This qualification is the competence component of the Higher Apprenticeship in Business and Professional Administration.

A statement of purpose is available on the website.

Objective

Supporting a role in the workplace

Purpose

D. Confirm occupational competence and/or 'licence to practice'
D1. Confirm competence in an occupational role to the standards required

Sector

15.2 Administration.

Structure

To achieve this qualification, learners must complete a minimum of 57 credits: 18 credits from the Mandatory Group and a minimum of 26 credits from Optional Group A. A maximum of 13 credits can come from Optional Group B.

	Unit	Level	Credit	Guided Learning Hours
Mandatory Group				
1	Resolve administrative problems	4	6	56
2	Manage the work of an administrative function	4	5	27
3	Communicate in a business environment	3	4	24
4	Manage personal and professional development	3	3	12

Optional Group A				
5	Contribute to the design and development of an information system	4	5	23
6	Manage information systems	4	6	30
7	Prepare specifications for contracts	4	4	23
8	Manage events	4	6	49
9	Support environmental sustainability in a business environment	4	4	38
10	Contribute to the improvement of business performance	3	6	33
11	Monitor information systems	3	8	43
12	Negotiate in a business environment	3	4	18
13	Evaluate the provision of business travel or accommodation	3	5	30
14	Develop a presentation	3	3	11
15	Manage an office facility	3	4	21
16	Deliver a presentation	3	3	17
17	Analyse and present business data	3	6	24
18	Create bespoke business documents	3	4	23
Optional Group B				
19	Manage a budget	4	4	26
20	Manage knowledge in an organisation	4	5	34
21	Develop working relationships with stakeholders	4	4	20
22	Recruitment, selection and induction practice	4	6	33
23	Develop and maintain professional networks	4	3	15
24	Manage physical resources	4	4	26
25	Prepare for and support quality audits	4	3	17
26	Encourage learning and development	4	3	16
27	Manage a project	4	7	38
28	Initiate and implement operational change	4	4	19
29	Conduct quality audits	4	3	21
30	Develop and implement an operational plan	4	5	24
31	Design business processes	5	5	23
32	Optimise the use of technology	5	6	29
33	Promote equality of opportunity, diversity and inclusion	5	5	26
34	Manage team performance	3	4	21
35	Manage individuals' performance	3	4	20
36	Manage conflict within a team	3	5	25

37	Implement and maintain business continuity plans and processes	3	4	25
38	Procure products and/or services	3	5	35
39	Collaborate with other departments	3	3	14
40	Chair and lead meetings	3	3	10
41	Champion customer service	4	4	17
42	Encourage innovation	3	4	14
43	Manage business risk	4	6	27
44	Establish business risk management processes	5	5	29

Barred Units

A number of optional units within this qualification are barred. Barred units exist to allow learners greater choice in how to meet the required number of credits to achieve a qualification. However, because barred units feature a significant overlap of content, learners are not allowed to take more than one unit of a barred set. The following table displays all of the optional barred units that can be taken within this qualification; only one unit from each pair/set can count towards the learner's achieved credits.

Unit Numbers	Barred Against
Manage business risk L/506/2004	Establish business risk management processes J/506/2048

Delivery

Guided learning hours are 296-389. 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 guided learning hours can vary from one training centre to another according to learners' needs. Guided learning hours 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 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.

Assessment

Assessment is by portfolio, internally set and marked and quality assured by SFJ AWARDS. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped. Evidence for competence-based units in this qualification must demonstrate the learner's consistent competence in the workplace. They must be met and assessed in line with the appropriate assessment strategy as indicated in the 'Guidance on Delivery and Assessment' section of the unit.
Many of the units in this qualification feature additional assessment guidance for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

This qualification is not graded, successful learners achieve a pass.

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.

Knowledge/understanding	
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.	define describe list name outline state
Application	
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.	apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use
Analysis	
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	analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise
Evaluation	
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	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?

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 18 plus in England and Northern Ireland.

Learner entry requirements

There are no formal entry requirements. However, learners should be able to work at level 3 or above or have equivalent work experience in the business administration area.

Progression

Learners who achieve this qualification can progress to the SFJ AWARDS Level 4 Diploma in Business and Administration, which forms the technical certificate component of the apprenticeship. They can also progress to a variety of other apprenticeship qualifications using credits achieved as there is an overlap of units, including the SFJ AWARDS Level 5 NVQ Diploma in Management and Leadership. Learners who have already achieved the SFJ AWARDS Level 3 Diploma in Business Administration can progress to this qualification using credits already achieved.

Tutor requirements

All trainers delivering this qualification must meet the requirements as per the Skills CFA Assessment Strategy Competence units (S/NVQ) and the Additional Requirements for Qualifications that use the title NVQ within the QCF. See Appendices A and B at the end of this document.

Centre Requirements

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

Unit 1: Resolve administrative problems D/506/1956

Guided Learning Hours: 56
Unit Level: 4
Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:		Assessment Criteria - The learner can:
1. Understand the principles underpinning the resolution of administrative problems	1.1	Evaluate the effectiveness of different types of information on an administrative function
	1.2	Explain the basis for selecting tools, techniques and strategies to analyse administrative functions
	1.3	Explain the constraints attached to the use of resources needed to resolve administrative problems
	1.4	Explain how to apply risk assessment and management techniques to identify and resolve administrative problems
	1.5	Analyse the effectiveness of different techniques used to resolve administrative problems
2. Be able to identify administrative problems	2.1	Collect information relevant to the administrative problem
	2.2	Use analytical techniques that are appropriate to the administrative problem
	2.3	Clarify whether an administrative problem is recurrent, intermittent or a sole instance
	2.4	Identify patterns of issues and problems
	2.5	Identify the likely cause of an administrative problem
3. Be able to resolve administrative problems	3.1	Select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
	3.2	Develop a plan that addresses the administrative problem whilst minimising disruption to business
	3.3	Identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
	3.4	Implement a problem-solving plan within the agreed timescale and constraints
	3.5	Take action to ensure that systems and processes are capable of preventing future reoccurrences
	3.6	Evaluate the effectiveness of problem solving activities
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to resolve administrative problems and introduce learners to the principles underpinning the resolution of administrative problems. Upon completion of this unit, learners will be able to identify and resolve administrative problems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.1, information can include but is not limited to:
- Customer/client details
- Financial records
- Project plans and dates

For Assessment Criterion 2.2, analytical techniques may include:
- Defining the problem not just the symptoms
- Considering different perspectives on the problem
- Understanding how the problem interrelates with other people/departments

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links
Business & Administration (2013) National Occupational Standards:
- CFABAG126 Plan how to solve business problems
- CFABAG127 Solve business problems

Unit 2: Manage the work of an administrative function T/506/1946

Guided Learning Hours:	27
Unit Level:	4
Unit Credit:	5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of an administrative function	1.1	Evaluate the way in which the purpose and values of an organisation affect the design and delivery of administrative services
	1.2	Analyse the role of IT systems in the delivery of administrative services
	1.3	Explain how budgetary constraints affect administrative functions
	1.4	Analyse techniques to manage team members
	1.5	Evaluate the role of stakeholder feedback in the design and delivery of administrative services
	1.6	Explain techniques used to monitor and evaluate administrative work
	1.7	Explain techniques to manage bottlenecks and downtime in a way that meets volume targets and quality standards
2. Be able to organise the work of an administrative function	2.1	Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives with their team
	2.2	Specify how business targets and objectives will be achieved
	2.3	Develop systems and standard operating procedures for administrative processes that meet organisational and legal requirements
	2.4	Set key performance indicators (KPIs) that are capable of measuring the progress and efficiency of the work of an administrative function
	2.5	Obtain resources likely to enable targets and objectives to be met within the agreed timescale
	2.6	Allocate workloads in a way that is likely to meet targets, deadlines and budgetary constraints
3. Be able to manage administrative workflows	3.1	Manage workflow in a way that is likely to meet volume targets and quality standards
	3.2	Minimise downtime and productivity waste
	3.3	Provide support that facilitates the development of team members and the achievement of targets and objectives
	3.4	Produce timely management reports that address workflow information requests

	3.5	Use feedback to prevent and resolve problems
	3.6	Evaluate the efficiency and effectiveness of administrative services
	3.7	Implement improvements to administrative services based on the results of evaluation
	3.8	Adhere to organisational policies and procedures, legal and ethical requirements in managing administrative workflows

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage the work of an administrative function. Upon completion of this unit, learners will have developed an understanding of the management of an administrative function. Learners will be able to organise the work of an administrative function and will be able to manage administrative workflows.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Values of an organisation refer to how an organisation will behave towards stakeholders and employees in order to achieve its goals.

Administrative functions may include those relating to:
- Finance
- Organisation
- IT
- Human resources

For Assessment Criterion 1.4, techniques to manage team members may include but are not exclusive to:
- Encouraging autonomy and self-management
- Delegating
- Delineating individual's responsibilities
- Ensuring channels of communication function between team members

For Assessment Criterion 1.6, techniques may include but are not exclusive to:
- Pulse meetings
- Variance reports
- Programme reviews
- Technical reviews
- Project forecasting
- Problem-solving

- Management reviews
- Use of dashboards/logs

For Assessment Criterion 1.7, techniques may include but are not exclusive to:
- Monitoring work closely to identify bottlenecks/downtime promptly
- Putting in place a 'safety buffer' to avoid running out of work
- Cross-training employees so they can be reallocated as required

Quality standards may refer to:
- Legislation
- British Standards and ISO
- Kitemark
- CE Mark
- Royal Warrants
- Branding

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
- CFABAA118 Manage an office facility

Unit 3: Communicate in a business environment Y/506/1910

Guided Learning Hours: 24
Unit Level: 3
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:		Assessment Criteria - The learner can:
1. Understand business communication models, systems and processes	1.1	Analyse the communication needs of internal and external stakeholders
	1.2	Analyse the different communication models that support administration
	1.3	Evaluate the effectiveness of different communication systems
	1.4	Explain the factors that affect the choice of communication media
	1.5	Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
	1.6	Explain the factors to be taken into account in planning and structuring different communication media
	1.7	Explain ways of overcoming barriers to communication
	1.8	Explain the use of communications theories and body language
	1.9	Explain proof-reading techniques for business communications
2. Be able to communicate in writing in business	2.1	Identify the purpose and audience of the information to be communicated
	2.2	Select communication media that are appropriate to the audience and information to be communicated
	2.3	Present information in the format, layout and style that is appropriate to the information to be communicated
	2.4	Follow agreed business practices when communicating in writing
	2.5	Adapt the style and content of a communication, appropriate to specific audiences
	2.6	Present written communications that are clear, expressed in correct grammar and reflect what is intended
	2.7	Meet agreed deadlines in communicating with others
3. Be able to communicate verbally in business	3.1	Identify the nature, purpose, audience and use of the information to be communicated
	3.2	Use language that is correct and appropriate for the audience's needs

	3.3	Use appropriate body language and tone of voice to reinforce messages
	3.4	Identify the meaning and implications of information that is communicated verbally
	3.5	Confirm that a recipient has understood correctly what has been communicated
	3.6	Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

Unit 3 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to communicate in business both in writing and verbally.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Stakeholders may include, but are not exclusive to:
• Shareholders
• Directors
• Colleagues and managers
• Customers
• The local community in which a business operates
• Standards agencies

Communication systems may include, but are not exclusive to,
• Telephone
• Email
• Face-to-face
• Letter

For Assessment Criterion 2.4, agreed business practices to include house styles and be in line with organisational policies.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
- CFABAA613 Understand how to communicate in a business environment
- CFABAA614 Prepare to communicate in a business environment
- CFABAA615 Communicate in a business environment

Unit 4: Manage personal and professional development T/506/2952

Guided Learning Hours:	12
Unit Level:	3
Unit Credit:	3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify personal and professional development requirements	1.1	Compare sources of information on professional development trends and their validity
	1.2	Identify trends and developments that influence the need for professional development
	1.3	Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2. Be able to fulfil a personal and professional development plan	2.1	Evaluate the benefits of personal and professional development
	2.2	Explain the basis on which types of development actions are selected
	2.3	Identify current and future likely skills, knowledge and experience needs using skills gap analysis
	2.4	Agree a personal and professional development plan that is consistent with business needs and personal objectives
	2.5	Execute the plan within the agreed budget and timescale
	2.6	Take advantage of development opportunities made available by professional networks or professional bodies
3. Be able to maintain the relevance of a personal and professional development plan	3.1	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
	3.2	Obtain feedback on performance from a range of valid sources
	3.3	Review progress toward personal and professional objectives
	3.4	Amend the personal and professional development plan in the light of feedback received from others

Unit 4 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 2.1, benefits may include, but are not limited to:
• Promotion prospects
• Improved knowledge and skills
• Use of new skills
• Opportunity to increase work responsibilities/salary

A skills gap analysis is a tool used to identify the difference between a current state and a future goal state within a business.

For Assessment Criterion 3.2, sources may include, but are not exclusive to:
• Management reviews
• Feedback reports from other internal departments
• External customer feedback reporting

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

QMS: 601/3697/2 Specification

- CFAM&LAA1 Manage yourself
- CFAM&LAA2 Develop your knowledge, skills and competence
- CFAM&LAA3 Develop and maintain your professional networks

Unit 5: Contribute to the design and development of an information system A/506/1950

Guided Learning Hours: 23
Unit Level: 4
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand information system design requirements	1.1	Analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation
	1.2	Assess the ways in which information can be used by an organisation
	1.3	Evaluate the implications of data protection requirements for the design of an information system
2. Be able to contribute to the specification of an information system	2.1	Identify the users and stakeholders of an information system
	2.2	Identify the information that will be managed within a system
	2.3	Analyse the impact of budgetary constraints on the design of an information system
	2.4	Specify the functionality of a system that is capable of delivering agreed requirements
	2.5	Specify access and security restrictions and systems that meet the design specification of an information system
	2.6	Identify resources needed to implement and operate the system
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system
3. Be able to recommend options for the development of an information system	3.1	Evaluate the advantages and limitations of proprietary and customised information systems
	3.2	Evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source
	3.3	Identify the implications of testing information systems before finalising the specification
	3.4	Justify recommendations for the development of an information system based on an analysis of cost-effectiveness and functionality

Unit 5 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to contribute to the design and develop an information system. Upon completion of this unit learners will have an understanding of information system design requirements and will be able to contribute to the specification of information systems. Learners will also be able to recommend options for development of information systems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAD111 Support the design and development of information systems

Unit 6: Manage information systems F/506/1951

Guided Learning Hours:	30
Unit Level:	4
Unit Credit:	6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of information systems	1.1	Explain the uses of an information system
	1.2	Describe typical information system interfaces
	1.3	Analyse the implications of system updates and system developments to an organisation
	1.4	Analyse the use of stakeholders' feedback on the effectiveness of an information system
	1.5	Evaluate the implications of data protection requirements for the management and use of an information system
2. Be able to set up information system processes	2.1	Develop standard operating procedures for administrative processes that meet organisational and legal requirements
	2.2	Implement management processes that are capable of identifying and resolving problems
	2.3	Analyse users' training needs for an information system
3. Be able to manage an information system	3.1	Monitor the quality of information against agreed key performance indicators (KPIs)
	3.2	Update information systems in line with business and users' needs
	3.3	Provide training and support in the use of information systems to users and stakeholders
	3.4	Manage problems in the information system in a way that minimises disruption to business
	3.5	Evaluate the effectiveness of an information system
	3.6	Make recommendations for improvements that will enhance the efficiency of an information system
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements in the management of an information system

Unit 6 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage information systems. Upon completion of this unit, learners will develop an understanding of the management of information systems. Learners will be able to apply this knowledge when setting up information system process and managing information systems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Information system interfaces may include but are not exclusive to:
• Touch screens
• Storage devices
• File-sharing software

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAD122 Manage and evaluate information systems

Unit 7: Prepare specifications for contracts H/506/1957

Guided Learning Hours: 23
Unit Level: 4
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles supporting the preparation of specifications for contracts	1.1	Explain the scope of contract specifications
	1.2	Explain the roles and interests of those who should be involved in a tender process
	1.3	Analyse the legal implications of a range of types of contracts and agreements
	1.4	Explain the requirements of confidentiality and data protection
	1.5	Evaluate the risks associated with procurement and tendering processes
	1.6	Explain the basis for the design of a tender evaluation process
2. Be able to prepare specifications for contracts	2.1	Confirm the requirements for the contract specification
	2.2	Draft contract specifications that meet the requirements including post-contractual requirements
	2.3	Specify the parameters of the contract in line with the requirements
	2.4	Provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification
	2.5	Define objective selection criteria to evaluate tender proposals
	2.6	Establish a selection process that meets organisational requirements
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when preparing specifications for contracts

Unit 7 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to prepare specifications for contracts and introduce learners to the principles supporting the preparation of specifications for contracts. Upon completion of this unit, learners will be able to prepare specifications for contracts.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.3, contracts may cover:
• Distribution agreements
• Partnership agreements
• Joint ventures

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAF132 Prepare specifications for contracts

Unit 8: Manage events M/506/1959

Guided Learning Hours:	49
Unit Level:	4
Unit Credit:	6

Unit grid: Learning outcomes/Assessment Criteria

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

	3.5	Comply with the venue, insurance and technical requirements
	3.6	Apply the principles and good practice of customer care when managing an event
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when managing an event
4. Be able to follow up an event	4.1	Ensure that all post-event leads or actions are followed up
	4.2	Optimise opportunities to take actions that are likely to further business objectives
	4.3	Evaluate the effectiveness of an event against agreed criteria

Unit 8 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage events. Upon completion of this unit, learners will develop an understanding of the management of an event, and will be able to manage events at all stages, including the planning stage, the execution stage and the follow-up stage.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Project management techniques may include:
• Critical path
• Crash
• Milestone
• Gantt
• PERT (programme evaluation review techniques)

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAA312 Organise and co-ordinate event

Unit 9: Support environmental sustainability in a business environment R/506/1954

Guided Learning Hours: 38
Unit Level: 4
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles supporting environmental sustainability in a business environment	1.1	Describe current legislation in relation to environmental sustainability in a business environment
	1.2	Explain government incentives that support environmental sustainability in a business environment
	1.3	Analyse the relationship between environmental sustainability and corporate social responsibility
	1.4	Explain the health and safety considerations for environmental sustainability and waste management
	1.5	Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures
2. Be able to implement best practice in environmental sustainability in a business environment	2.1	Identify the environmental standards that are relevant to an organisation
	2.2	Evaluate the impact of an organisation's business on its environment
	2.3	Promote a culture of efficient consumption of energy in line with an organisation's energy management policies
	2.4	Establish procedures to minimise waste and maximise the recycling of materials
	2.5	Establish procedures to meet hazardous waste regulations
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment

Unit 9 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to support environmental sustainability in a business environment and introduce learners to the principles supporting environmental sustainability in a business environment. Upon completion of this unit, learners will be able to implement best practice in environmental sustainability in a business environment.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.5, techniques may include but are not exclusive to:
• Compliance audit
• Issues audit
• Health and safety audit
• Site audit
• Corporate audit
• Due diligence audit
• Activity or operational audit
• Product or life cycle audit

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAF173 Review and maintain work in a business environment

Unit 10: Contribute to the improvement of business performance D/506/1911

Guided Learning Hours:	33
Unit Level:	3
Unit Credit:	6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:		Assessment Criteria - The learner can:
1. Understand the principles of resolving business problems	1.1	Explain the use of different problem-solving techniques
	1.2	Explain the organisational and legal constraints relating to problem-solving
	1.3	Describe the role of stakeholders in problem-solving
	1.4	Describe the steps in the business decision-making process
	1.5	Analyse the implications of adopting recommendations and implementing decisions to solve business problems
2. Understand improvement techniques and processes	2.1	Describe the purpose and benefits of continuous improvement
	2.2	Analyse the features, use and constraints of different continuous improvement techniques and models
	2.3	Explain how to carry out a cost-benefit analysis
	2.4	Explain the importance of feedback from customers and other stakeholders in continuous improvement
3. Be able to solve problems in business	3.1	Identify the nature, likely cause and implications of a problem
	3.2	Evaluate the scope and scale of a problem
	3.3	Analyse the possible courses of action that can be taken in response to a problem
	3.4	Use evidence to justify the approach to problem-solving
	3.5	Develop a plan and success criteria that are appropriate to the nature and scale of a problem
	3.6	Obtain approval to implement a solution to a problem
	3.7	Take action to resolve or mitigate a problem
	3.8	Evaluate the degree of success and scale of the implications of a solved problem
4. Be able to contribute to the improvement of activities	4.1	Identify the nature, scope and scale of possible contributions to continuous improvement activities
	4.2	Measure changes achieved against existing baseline data

	4.3	Calculate performance measures relating to cost, quality and delivery
	4.4	Justify the case for adopting improvements identified with evidence
	4.5	Develop standard operating procedures and resource plans that are capable of implementing agreed changes

Unit 10 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to contribute to the improvement of business performance. Upon completion of this unit, learners will have developed an understanding of the key principles associated with resolving business problems and an understanding of improvement techniques and processes. Learners will be able to apply this knowledge when solving problems in business and when contributing to the improvement of business activities.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion1.1, problem-solving techniques may include but are not exclusive to:
• Define and clarify the issue
• Gather all the facts and understand their causes.
• Brainstorm possible options and solutions.
• Consider and compare the pros and cons of each option
• Select the best option
• Explain your decision to those involved and affected

Legal constraints refer to a limit that is set out to regulate how far a person or an organisation can go in regards to a specific matter.

Stakeholders may include, but are not exclusive to:
• Shareholders
• Directors
• Colleagues and managers
• Customers
• The local community in which a business operates
• Standards agencies

For Assessment Criterion 1.4, the description of how a decision is made will need to be in line with organisational policies and procedures.

Continuous improvement techniques and models could include:

QMS: 601/3697/2 Specification

- Training programmes
- Surveys
- Time studies
- Brainstorming sessions

Cost-benefit analysis refers to a systematic approach for estimating the strengths and weaknesses of different options

For Assessment Criterion 3.2, the scope of a problem refers to those affected and may include but not be exclusive to:
- Colleagues
- Departments
- Organisation
- Customers
- Resources

For Assessment Criterion 3.6, approval must be from the relevant higher authority.

Standard operating procedures set out the method, practice and procedures specific to the organisation.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
- CFABAH122 Assist in improving organisational performance

Unit 11: Monitor information systems F/506/1917

Guided Learning Hours: 43
Unit Level: 3
Unit Credit: 8

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how information systems are used	1.1	Explain how the intended use of reports affects the choice of format and language
	1.2	Explain how the audience of reports affects the choice of format and language
	1.3	Explain the features of different problem-solving techniques related to information systems
	1.4	Evaluate the suitability of possible problem-solving actions related to information systems
	1.5	Explain techniques to validate the reliability of information
	1.6	Analyse the suitability of different evaluation techniques related to information systems
	1.7	Assess the potential consequences of breaches of confidentiality
	1.8	Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information
2. Be able to monitor information systems	2.1	Develop a plan to monitor information systems that specifies objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements
	2.2	Carry out monitoring activities in accordance with the plan
	2.3	Provide training and support to system users that is appropriate to their needs
	2.4	Identify the cause of problems with an information system
	2.5	Suggest solutions to problems with an information system
	2.6	Recommend adaptations to the system in response to identified problems or developments
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when monitoring information systems

Unit 11 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to monitor information systems. Upon completion of this unit, learners will have an understanding of how information systems are used and will be able to monitor information systems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Information systems may include:
- Hardware
- Software
- infrastructure

Different problem-solving techniques may include but not be exclusive to:
- Means End Analysis
- Inductive Reasoning
- Rule of Thumb (Heuristic)

For Assessment Criteria 1.7 and 1.8, consequences cover the effects on:
- The individual
- The organisation
- The stakeholders

Simulation
Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links
Business & Administration (2013) National Occupational Standards:
- CFABAD131 Monitor information systems

Unit 12: Negotiate in a business environment H/506/1912

Guided Learning Hours: 18
Unit Level: 3
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning negotiation	1.1	Describe the requirements of a negotiation strategy
	1.2	Explain the use of different negotiation techniques
	1.3	Explain how research on the other party can be used in negotiations
	1.4	Explain how cultural differences might affect negotiations
2. Be able to prepare for business negotiations	2.1	Identify the purpose, scope and objectives of the negotiation
	2.2	Explain the scope of their own authority for negotiating
	2.3	Prepare a negotiating strategy
	2.4	Prepare fall-back stances and compromises that align with the negotiating strategy and priorities
	2.5	Assess the likely objectives and negotiation stances of the other party
	2.6	Research the strengths and weaknesses of the other party
3. Be able to carry out business negotiations	3.1	Carry out negotiations within responsibility limits in a way that optimises opportunities
	3.2	Adapt the conduct of the negotiation in accordance with changing circumstances
	3.3	Maintain accurate records of negotiations, outcomes and agreements made
	3.4	Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

Unit 12 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to negotiate in a business environment and introduce learners to the principles underpinning negotiation. Upon completion of this unit, learners will be able to prepare for business negotiations and carry out business negotiations.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAG124 Negotiate in a business environment

Unit 13: Evaluate the provision of business travel or accommodation J/506/1918

Guided Learning Hours: 30
Unit Level: 3
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the provision of business travel or accommodation arrangements	1.1	Explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation
	1.2	Explain different travel or accommodation-related needs and services
	1.3	Explain different arrangements that could be made for the provision of business travel or accommodation
	1.4	Explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation
2. Be able to evaluate the quality of organisational business travel or accommodation arrangements	2.1	Assess the performance of providers of travel or accommodation against agreed criteria
	2.2	Identify instances of exceptional and inadequate performance
	2.3	Evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation and their implications
	2.4	Identify alternative potential providers and ways of providing travel or accommodation
3. Be able to recommend improvements to organisational business travel or accommodation arrangements	3.1	Produce costed plans that set out different options, their benefits, limitations and implications
	3.2	Shortlist alternative potential providers of business travel or accommodation against agreed criteria
	3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when recommending improvements to arrangements for business travel or accommodation

Unit 13 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to evaluate the provision of business travel or accommodation. Upon completion of this unit, learners will have developed an understanding of the provision of business travel or accommodation arrangements. Learners will utilise this knowledge when evaluating the quality of organisational business travel or accommodation arrangements and making recommendations for improvements.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criterion 1.1, evaluation criteria may include:
• Availability
• Suitability
• Effectiveness

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAA322 Organise business travel or accommodation

Unit 14: Develop a presentation K/506/1913

Guided Learning Hours: 11
Unit Level: 3
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to develop a presentation	1.1	Explain best practice in developing presentations
	1.2	Explain who needs to be consulted on the development of a presentation
	1.3	Explain the factors to be taken into account in developing a presentation
	1.4	Analyse the advantages and limitations of different communication media
2. Be able to develop a presentation	2.1	Identify the purpose, content, style, timing and audience for a presentation
	2.2	Select a communication media that is appropriate to the nature of a presentation, message and audience
	2.3	Tailor a presentation to fit the timescale and audience's needs
	2.4	Prepare a presentation that is logically structured, summarises the content and addresses the brief
	2.5	Take action to ensure that a presentation adheres to organisational guidelines and policies
	2.6	Develop materials that support the content of a presentation

Unit 14 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop a presentation. Upon completion of this unit, learners will understand best practice in developing presentations and will be able to develop a structured presentation.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Presentations can be electronic or paper based methods of delivering a message to individuals or a group.

Communication media refers to the manner in which the information is to be presented:
- Visually – on screen, flip chart, white board, paper
- Verbally – face to face, teleconference

For Learning Outcome 2, audiences may include, but are not exclusive to:
- Internal – colleagues, managers, other departments
- External – individuals, companies

For Assessment Criterion 2.6, materials may include, but are not exclusive to:
- Handouts
- Models

Simulation
Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links
Business & Administration (2013) National Occupational Standards:
- CFABAA617 Develop a presentation

Unit 15: Manage an office facility K/506/1944

Guided Learning Hours: 21
Unit Level: 3
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of an office facility	1.1	Explain the requirements of establishing and implementing office management procedures
	1.2	Explain how to manage the effectiveness of work and systems
	1.3	Explain how to manage any constraints attached to office facilities and related budgets
	1.4	Explain the factors to be taken into account in the design of office systems, procedures and guidance documents
	1.5	Explain how to create an environment that is conducive to productive work
2. Be able to manage and maintain an office facility	2.1	Maintain equipment and consumables to agreed levels
	2.2	Establish systems to evaluate the effectiveness of office systems and procedures
	2.3	Review the effectiveness of office systems and procedures to meet users' needs, adapting them to meet changing demands
	2.4	Manage the maintenance of office equipment to meet users' needs and expectations
	2.5	Manage effective relationships with suppliers
	2.6	Take action to ensure that administrative services are provided to agreed standards

Unit 15 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage an office facility. Upon completion of this unit, learners will have developed an understanding of the management of an office facility and will be able to apply this when managing and maintaining an office facility.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Constraints in a business could include but not be limited to:
• Time
• Financial
• Policies
• Staffing
• Regulations

For Assessment Criterion 2.3, users may include, but are not limited to:
• Colleagues
• Customers

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAA118 Manage an office facility

Unit 16: Deliver a presentation M/506/1914

Guided Learning Hours: 17
Unit Level: 3
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning the delivery of presentations	1.1	Analyse the advantages and limitations of different methods of, and media for, making presentations
	1.2	Explain how the type and size of the audience affects the delivery of a presentation
	1.3	Explain the factors to be taken into account in developing contingency plans when delivering presentations
	1.4	Explain voice projection and timing techniques when delivering presentations
	1.5	Explain the factors to be taken into account in responding to questions from an audience
	1.6	Explain different methods for evaluating the effectiveness of a presentation
2. Be able to prepare to deliver a presentation	2.1	Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation
	2.2	Develop contingency plans for potential equipment and resource failure
	2.3	Take action to ensure that the presentation fits the time slot available
3. Be able to deliver a presentation	3.1	Speak clearly and confidently, using language that is appropriate for the topic and the audience
	3.2	Vary their voice tone, pace and volume appropriately when delivering a presentation
	3.3	Use body language in a way that reinforces messages
	3.4	Use equipment and resources effectively when delivering a presentation
	3.5	Deliver a presentation within the agreed timeframe
	3.6	Respond to questions in a way that meets the audience's needs
	3.7	Evaluate the effectiveness of a presentation

Unit 16 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged;

evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.1, methods/media may include:
- Chalk and talk
- OHP (Overhead projection)
- PowerPoint
- Video clips
- Interactive white board
- Handouts

For Assessment Criterion 1.3, contingency plans may include:
- Agreement for post event hand outs
- Use of USB sticks
- Secondary emergency equipment
- Pre event testing of equipment

For Assessment Criterion 1.5, factors may include:
- Timing
- Listening
- Understanding
- Considering
- Responding
- Referring

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
- CFABAA623 Deliver a presentation

Unit 17: Analyse and present business data M/506/1945

Guided Learning Hours: 24
Unit Level: 3
Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the analysis and presentation of business data	1.1	Explain the uses and limitations of primary and secondary data
	1.2	Explain the uses and limitations of quantitative and qualitative data
	1.3	Evaluate the issues relating to the validity and reliability of data and its analysis
	1.4	Explain the use of IT tools to carry out research
	1.5	Assess the risks attached to making judgments based on limited or unrepresentative samples
	1.6	Assess the risks attached to generalizing research findings
	1.7	Explain different formats and techniques for the presentation of the analysis
2. Be able to analyse quantitative and qualitative business data	2.1	Agree the parameters of the analysis
	2.2	Clarify any ethical requirements of the analysis
	2.3	Organise the data in a way that will facilitate its analysis
	2.4	Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives
	2.5	Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
	2.6	Confirm the accuracy of data analysis and make necessary adjustments
	2.7	Draw conclusions that are valid and supported by evidence
3. Be able to present the analysis of business data	3.1	Present data in the agreed reporting format and house style
	3.2	Acknowledge the limitations of the analysis
	3.3	Reference data sources

Unit 17 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to analyse and present business data. Upon completion of this unit, learners will have developed an understanding of the analysis and presentation of business data. Learners will be able to analyse both quantitative and qualitative business data and will also be able to present this analysis appropriately.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 2.5, techniques may include:
• Comparing
• Contrasting
• Measuring
• Monitoring

For Assessment Criterion 2.7, conclusions should be:
• Within limits of own responsibility
• Linked to original brief
• In agreed format

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
• CFABAD322 Analyse and report data

Unit 18: Create bespoke business documents T/506/1915

Guided Learning Hours: 23
Unit Level: 3
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to create bespoke business documents	1.1	Explain the use of bespoke business documents
	1.2	Describe the factors to be taken into account in selecting the appropriate method of presenting a business document
	1.3	Describe the use of technology to create bespoke business documents
	1.4	Explain the purpose and requirements of corporate identity in bespoke business documents
	1.5	Analyse different design techniques used to create attractive bespoke business documents
	1.6	Explain the factors to be taken into account in evaluating the impact of bespoke business documents
2. Be able to design bespoke business documents	2.1	Confirm the purpose, nature, content, style, quality standards, audience and deadline of the document
	2.2	Identify the optimum method of presenting the document
	2.3	Create design options that meet the specification
	2.4	Take into account feedback from stakeholders
3. Be able to create bespoke business documents	3.1	Include content that meets the brief, is accurate and grammatically correct
	3.2	Use design techniques to create documents that meet the specification
	3.3	Integrate non-text items into the agreed layout
	3.4	Present documents within the agreed timescale

Unit 18 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to create bespoke business documents. Upon completion of this unit, learners will understand how to create bespoke business documents and will be able to apply this knowledge when designing and creating bespoke business documents.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Bespoke refers to something that has been tailored, personalised or custom made.

For Assessment Criterion 1.3, technology may include, but is not exclusive to:
• Word processing
• Graphic design
• Publishing software
• Online publishing
• Digital printing
• Blog, vlog and other social media formats

Corporate identity is a collection of visual elements, which are used in various applications to promote the image of an organisation.

For Assessment Criterion 1.5, design techniques may include, but are not exclusive to:
• Graphic design
• Logotype
• Fonts
• Icons
• Symbols

Stakeholders may include, but are not exclusive to:
• Shareholders
• Directors

- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

A brief is a set of instructions about a job or task.

For Assessment Criterion 3.3, non-text items may include, but are not exclusive to:
- Icons
- Symbols
- Images or diagrams
- Graphs or charts
- Tables
- Photographs

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:
- CFABAA212 Design and produce documents in a business environment

Unit 19: Manage a budget A/506/1995

Guided Learning Hours: 26
Unit Level: 4
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 19 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage a budget. Upon completion of this unit, learners will have developed an understanding of how to identify financial requirements and be able to set and manage budgets and evaluate the use of a budget.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LEA1 Identify and justify requirements for financial resources
- CFAM&LEA4 Manage budgets

Unit 20: Manage knowledge in an organisation A/506/2032

Guided Learning Hours:	34
Unit Level:	4
Unit Credit:	5

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 20 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage knowledge in an organisation and introduce learners to the key principles underpinning knowledge management. Upon completion of this unit, learners will be able to identify knowledge to be managed within an organisation, and consequently manage knowledge within an organisation.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LEC2 Manage information, knowledge and communication systems
- CFAM&LEC3 Develop knowledge and make it available

Unit 21: Develop working relationships with stakeholders F/506/1982

Guided Learning Hours: 20
Unit Level: 4
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 21 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop working relationships with stakeholders. Upon completion of this unit, learners will have developed an understanding of working relationships with stakeholders and will be able to determine the scope for collaboration with stakeholders. Learners will also be able to develop productive working relationships with stakeholders and consequently evaluate stakeholder relationships.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LDD2 Develop and sustain productive working relationships with stakeholders

Unit 22: Recruitment, selection and induction practice R/506/2909

Guided Learning Hours: 33
Unit Level: 4
Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles and theories underpinning recruitment, selection and induction practice	1.1	Explain workforce planning techniques
	1.2	Describe the information needed to identify recruitment requirements
	1.3	Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
	1.4	Analyse the factors involved in establishing recruitment and selection criteria
	1.5	Evaluate the suitability of different recruitment and selection methods for different roles
	1.6	Analyse patterns of employment that affect the recruitment of staff
	1.7	Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
	1.8	Explain the induction process
	1.9	Explain the relationship between human resource processes and the induction processes
2. Be able to recruit people into an organisation	2.1	Determine current staffing needs
	2.2	Identify current skills needs from identified staffing needs
	2.3	Identify future workforce needs
	2.4	Develop a resourcing plan that addresses identified needs within budgetary limitations
	2.5	Evaluate the cost-effectiveness of different methods of recruitment for an identified role
	2.6	Explain how recruitment policies and practices meet legal and ethical requirements
	2.7	Select the most appropriate method of recruitment for identified roles
3. Be able to select appropriate people for the role	3.1	Plan assessment processes that are valid and reliable
	3.2	Provide those involved in the selection process with sufficient information to enable them to make informed decisions

	3.3	Justify assessment decisions with evidence
	3.4	Inform applicants of the outcome of the process in line with organisational procedures
	3.5	Evaluate the effectiveness of the selection process
	3.6	Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments
4. Be able to induct people into an organisation	4.1	Develop induction materials that meet operational and new starters' needs
	4.2	Explain to new starters organisational policies, procedures and structures
	4.3	Explain to new starters their role and responsibilities
	4.4	Explain to new starters their entitlements and where to go for help
	4.5	Assess new starters' training needs
	4.6	Confirm that training is available that meets operational and new starters' needs
	4.7	Provide support that meets new starters' needs throughout the induction period

Unit 22 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required for recruitment, selection and induction practice. Upon completion of this unit, learners will have developed an understanding of the key principles and theories underpinning recruitment, selection and induction practice and will be able to recruit, select and induct people into an organisation.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LDA1 Plan the workforce
- CFAM&LDA2 Recruit, select and retain people
- CFAM&LDA3 Induct individuals into their roles

Unit 23: Develop and maintain professional networks J/506/1949

Guided Learning Hours: 15
Unit Level: 4
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 23 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop and maintain professional networks and introduce learners to key principles underpinning effective networking. Upon completion of this unit, learners will be able to identify, develop, and maintain professional networks.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Networks may cover:
• Online networking (social media)
• Face-to-face networking
• Professional network services
• Formal networking (weekly/monthly meetings and referrals)

Ethical issues may relate to:
• The Data Protection Act
• Conflicts of interest
• Social responsibility
• Morality

The boundaries of confidentiality will vary but must adhere to The Data Protection Act 2018 and GDPR 2016/679.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links
This unit is based on Management & Leadership (2012) National Occupational Standards:
• CFAM&LAA3 Develop and maintain your professional networks

Unit 24: Manage physical resources K/506/1989

Guided Learning Hours: 26
Unit Level: 4
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify the need for physical resources	1.1	Identify resource requirements from analyses of organisational needs
	1.2	Evaluate alternative options for obtaining physical resources
	1.3	Evaluate the impact on the organisation of introducing physical resources
	1.4	Identify the optimum option that meets operational requirements for physical resources
2. Be able to obtain physical resources	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
	2.2	Obtain authorisation and financial commitment for the required expenditure
	2.3	Negotiate best value from contracts in accordance with organisational standards and procedures
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources
	2.5	Check that the physical resources received match those ordered
3. Be able to manage the use of physical resources	3.1	Take action to ensure physical resources are used in accordance with manufacturers' instructions
	3.2	Evaluate the efficiency of physical resources against agreed criteria
	3.3	Recommend improvements to the use of physical resources and associated working practices
	3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment

Unit 24 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage physical resources. Upon completion of this unit, learners will be able to identify the need for physical resources, obtain physical resources, and manage the use of physical resources.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LEB2 Obtain physical resources
• CFAM&LEB3 Manage physical resources

Unit 25: Prepare for and support quality audits K/506/1992

Guided Learning Hours: 17
Unit Level: 4
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:		Assessment Criteria - The learner can:
1. Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
	1.2	Analyse the purpose and requirements of a range of quality standards
	1.3	Analyse the advantages and limitations of a range of quality techniques
	1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2. Be able to prepare for quality audits	2.1	Establish the quality requirements applicable to the work being audited
	2.2	Confirm that documentation is complete
	2.3	Confirm that any previously agreed actions have been implemented
	2.4	Make available information requested in advance by auditors
3. Be able to support quality audits	3.1	Provide access to information on request within scope of the audit
	3.2	Agree actions and timescales with auditors that will remedy non-conformance or non-compliance
	3.3	Identify instances where business processes, quality standards and/or procedures could be improved
	3.4	Develop a quality improvement plan that addresses the issues raised

Unit 25 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to prepare for and support quality audits and introduce learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and support quality audits.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LFE3 Prepare for and participate in quality audits

Unit 26: Encourage learning and development M/506/1962

Guided Learning Hours:	16
Unit Level:	4
Unit Credit:	3

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 26 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to encourage learning and development and introduce learners to the key principles underpinning learning and development. Upon completion of this unit, learners will be able to support and evaluate individual's learning and development.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.2, learning and development methods could include:
• Conscious Competence learning model
• Learning evaluation methods
• Kirkpatrick's learning evaluation model
• Experiential learning
• Role-playing
• Kolb's Learning styles model

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LDC1 Identify individuals' learning needs and styles
• CFAM&LDC2 Support individuals' learning and development

Unit 27: Manage a project R/506/1999

Guided Learning Hours: 38
Unit Level: 4
Unit Credit: 7

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of a project	1.1	Explain how to carry out a cost-benefit analysis for a project
	1.2	Evaluate the use of risk analysis techniques
	1.3	Evaluate project planning and management tools and techniques
	1.4	Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources
	1.5	Analyse the requirements of project governance arrangements
2. Be able to plan a project	2.1	Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work
	2.2	Agree the objectives and scope of proposed projects with stakeholders
	2.3	Assess the interdependencies and potential risks within a project
	2.4	Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan
	2.5	Develop proportionate and targeted plans to manage identified risks and contingencies
	2.6	Apply project lifecycle approaches to the progress of a project
3. Be able to manage a project	3.1	Allocate resources in accordance with the project plan
	3.2	Brief project team members on their roles and responsibilities
	3.3	Implement plans within agreed budgets and timescales
	3.4	Communicate the requirements of the plans to those who will be affected
	3.5	Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
	3.6	Keep stakeholders up to date with developments and problems
	3.7	Complete close-out actions in accordance with project plans

	3.8	Adhere to organisational policies and procedures, legal and ethical requirements when managing a project
4. Be able to evaluate the effectiveness of a project	4.1	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
	4.2	Evaluate the effectiveness of capturing and managing project-related knowledge
	4.3	Report on the effectiveness of plans

Unit 27 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage a project. Upon completion of this unit, learners will have developed an understanding of the management of a project and will be able to plan, manage and evaluate a project.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

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Links

Management & Leadership (2012) National Occupational Standards:
•   CFAM&LFA5 Manage projects

Unit 28: Initiate and implement operational change T/506/1980

Guided Learning Hours: 19
Unit Level: 4
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the implementation of operational change	1.1	Explain sources of information indicating the need for change
	1.2	Analyse the advantages and limitations of different project and change management techniques
	1.3	Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management
2. Be able to plan for operational change	2.1	Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
	2.2	Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives
	2.3	Provide colleagues with the support needed to implement operational change
3. Be able to manage operational change	3.1	Implement the change plan within the agreed timescale using available resources
	3.2	Assess the significance of deviations from the change plan
	3.3	Address interdependency issues and tensions that affect the achievement of change objectives
	3.4	Assess the value and risks of unintended outcomes from operational change
	3.5	Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken
4. Be able to evaluate the effectiveness of operational change	4.1	Evaluate the effectiveness of operational change
	4.2	Identify areas for improvement, justifying conclusions and recommendations with evidence
	4.3	Communicate to stakeholders the lessons learned from the change

Unit 28 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to initiate and implement operational change. Upon completion of this unit, learners will have developed an understanding of the implementation of operational change and will be able to prepare for, manage, and evaluate operational change.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LCA2 Plan change
- CFAM&LCA3 Engage people in change
- CFAM&LCA4 Implement change
- CFAM&LCA5 Evaluate change

Unit 29: Conduct quality audits T/506/1994

Guided Learning Hours: 21
Unit Level: 4
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
	1.2	Analyse the purpose and requirements of a range of quality standards
	1.3	Analyse the advantages and limitations of a range of quality techniques
	1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2. Be able to prepare to carry out quality audits	2.1	Establish the quality requirements applicable to the work being audited
	2.2	Develop a plan for a quality audit
	2.3	Prepare the documentation needed to undertake a quality audit
	2.4	Specify data requirements to those who will support the audit
3. Be able to conduct quality audits	3.1	Confirm that any previously agreed actions have been implemented
	3.2	Analyse information against agreed quality criteria
	3.3	Identify instances where business processes, quality standards and/or procedures could be improved
	3.4	Agree actions and timescales that will remedy non-conformance or non-compliance

Unit 29 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to conduct quality audits and introduce learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and conduct quality audits.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteriaon must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LFE4 Carry out quality audits

Unit 30: Develop and implement an operational plan Y/506/1955

Guided Learning Hours:	24
Unit Level:	4
Unit Credit:	5

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 30 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop and implement an operational plan and introduce learners to the key principles underpinning operational planning. Upon completion of this unit, learners will be able to develop, implement, and evaluate an operational plan.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.1, risk analysis techniques might include, but are not exclusive to:
• Failure mode and criticality analysis
• Fault trees
• Identification of risk associated with ; health and safety, security, finance and environment

For Assessment Criterion 1.4, planning tools might include, but are not exclusive to:
• Fishbone diagrams
• Gantt charts
• Critical path analysis
• Business process modelling

For Learning Outcome 4, periodic reviews could include milestone reviews with teams or individuals and will be in relation to the length of the project plan.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LBA9 Develop operational plans

Unit 31: Design business processes D/506/2055

Guided Learning Hours: 23
Unit Level: 5
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 31 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to design business processes. Upon completion of this unit, learners will have developed an understanding of techniques and tools that support the design of business processes. Learners will be able to develop and evaluate business processes.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

This unit is based on Management & Leadership (2012) National Occupational Standards:
• CFAM&LFA3 Manage business processes

Unit 32: Optimise the use of technology F/506/2064

Guided Learning Hours: 29
Unit Level: 5
Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:		Assessment Criteria - The learner can:
1. Understand the principles underpinning the optimisation of technology	1.1	Explain how to keep up-to-date with technological developments
	1.2	Analyse the requirements of organisational procurement processes
	1.3	Evaluate the implications of technology for business continuity and crisis management plans
	1.4	Evaluate the legal implications of changes to the use of technology
	1.5	Analyse the requirements of a technology strategy
2. Be able to scope the use of technology	2.1	Establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality
	2.2	Evaluate the current use of technology against agreed criteria
	2.3	Identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems
	2.4	Identify the strategic implications of changes to the use of technology
	2.5	Assess the risks, limitations and benefits of changes to the use of technology
3. Be able to optimise the use of technological solutions	3.1	Specify technological requirements and priorities including the input of others in accordance with organisational technology strategy
	3.2	Take action to ensure the compatibility of technological plans and systems with other systems, processes and plans
	3.3	Recommend technological solutions that meet the specified objectives
4. Be able to manage the use of technology	4.1	Develop procedures that address all aspects of the technology and their implications
	4.2	Take action to ensure that everyone using the technology is adequately trained and equipped
	4.3	Promote the benefits of technology
	4.4	Use monitoring techniques that are appropriate to the nature of the work carried out and the system
	4.5	Take prompt corrective action in the event of problems arising

Unit 32 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to optimise the use of technology and introduce learners to the key principles underpinning the optimisation of technology. Upon completion of this unit, learners will be able to scope the use of technology, optimise the use of technological solutions, and manage the use of technology.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

This unit is based on Management & Leadership (2012) National Occupational Standards:
• CFAM&LEB5 Optimise effective use of technology

Unit 33: Promote equality of opportunity, diversity and inclusion R/506/2053

Guided Learning Hours: 26
Unit Level: 5
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning equality, diversity and inclusion in the workforce	1.1	Analyse the development of equality, diversity and inclusion policies and practices in the workforce
	1.2	Evaluate the application of approaches to equal opportunities
	1.3	Evaluate the impact of equality, diversity and inclusion policy on workforce performance
	1.4	Evaluate methods of managing ethical conflicts
	1.5	Evaluate the business benefits of effective equality, diversity and inclusion policies and practices
	1.6	Evaluate the impact of equality, diversity and inclusion on organisational practices
	1.7	Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce
2. Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements	2.1	Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose
	2.2	Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally
	2.3	Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes
	2.4	Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices
3. Be able to promote equality, diversity and inclusion policies and practices	3.1	Devise a communications strategy and plan that covers everyone within their area of responsibility
	3.2	Use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion
	3.3	Take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices
	3.4	Promote a culture where actual and potential discrimination is challenged

	3.5	Take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination

Unit 33 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to promote equality of opportunity, diversity and inclusion and introduce learners to the key principles underpinning equality, diversity and inclusion in the workforce. Upon completion of this unit, learners will be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements. Learners will also be able to promote equality, diversity and inclusion policies and practices.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LBA7 Promote equality of opportunity, diversity and inclusion

Unit 34: Manage team performance A/506/1821

Guided Learning Hours:	21
Unit Level:	3
Unit Credit:	4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of team performance	1.1	Explain the use of benchmarks in managing performance
	1.2	Explain a range of quality management techniques to manage team performance
	1.3	Describe constraints on the ability to amend priorities and plans
2. Be able to allocate and assure the quality of work	2.1	Identify the strengths, competences and expertise of team members
	2.2	Allocate work on the basis of the strengths, competences and expertise of team members
	2.3	Identify areas for improvement in team members' performance outputs and standards
	2.4	Amend priorities and plans to take account of changing circumstances
	2.5	Recommend changes to systems and processes to improve the quality of work
3. Be able to manage communications within a team	3.1	Explain to team members the lines of communication and authority levels
	3.2	Communicate individual and team objectives, responsibilities and priorities
	3.3	Use communication methods that are appropriate to the topics, audience and timescales
	3.4	Provide support to team members when they need it
	3.5	Agree with team members a process for providing feedback on work progress and any issues arising
	3.6	Review the effectiveness of team communications and make improvements

Unit 34 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criteriaon1.1, a benchmark is a standard or measurement that may include:
• Key performance indicators (KPIs)
• Best operational practices

For Assessment Criterion 1.2, quality management techniques may include:
• Total quality management (TQM)
• Statistical process control (SPC)
• Continual improvement processes

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LDB2 Allocate work to team members
• CFAM&LDB3 Quality assure work in your team

Unit 35: Manage individuals' performance J/506/1921

Guided Learning Hours: 20
Unit Level: 3
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of underperformance in the workplace	1.1	Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
	1.2	Explain how to identify causes of underperformance
	1.3	Explain the purpose of making individuals aware of their underperformance clearly but sensitively
	1.4	Explain how to address issues that hamper individuals' performance
	1.5	Explain how to agree a course of action to address underperformance
2. Be able to manage individuals' performance in the workplace	2.1	Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives
	2.2	Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs
	2.3	Apply motivation techniques to maintain morale
	2.4	Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards
	2.5	Monitor individuals' progress towards objectives in accordance with agreed plans
	2.6	Recognise individuals' achievement of targets and quality standards
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Unit 35 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage individuals' performance. Upon completion of this unit, learners will have developed an understanding of the management of underperformance in the workplace and will be able to manage individuals' performance in the workplace.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Organisational objectives are the overall goals, purpose and mission of a business as established by its management.

Motivation techniques may include, but are not exclusive to:
• Incentives and rewards
• Flexible working arrangements
• Praise and gratitude
• Coaching or mentoring

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LDB4 Manage people's performance at work
• CFAM&LDC2 Support individuals' learning and development
• CFAM&LDC3 Mentor individuals
• CFAM&LDC5 Help individuals address problems affecting their performance

Unit 36: Manage conflict within a team K/506/1927

Guided Learning Hours: 25
Unit Level: 3
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles of conflict management	1.1	Evaluate the suitability of different methods of conflict management in different situations
	1.2	Describe the personal skills needed to deal with conflict between other people
	1.3	Analyse the potential consequences of unresolved conflict within a team
	1.4	Explain the role of external arbitration and conciliation in conflict resolution
2. Be able to reduce the potential for conflict within a team	2.1	Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
	2.2	Explain to team members the constraints under which other colleagues work
	2.3	Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures
	2.4	Take action to minimise the potential for conflict within the limits of their own authority
	2.5	Explain how team members' personalities and cultural backgrounds may give rise to conflict
3. Be able to deal with conflict within a team	3.1	Assess the seriousness of conflict and its potential impact
	3.2	Treat everyone involved with impartiality and sensitivity
	3.3	Decide a course of action that offers optimum benefits
	3.4	Explain the importance of engaging team members' support for the agreed actions
	3.5	Communicate the actions to be taken to those who may be affected by it
	3.6	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team

Unit 36 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage conflict within a team and introduce learners to the key principles of conflict management. Upon completion of this unit, learners will be able to reduce the potential for conflict within a team and will also be able to deal with conflict within a team.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Methods of conflict management may include, but are not exclusive to:
- Avoiding
- Competing
- Collaborating
- Compromising
- Accommodating

For Assessment Criterion 1.2, personal skills could include:
- Withholding judgement
- Empathic questioning
- Active listening
- Assertiveness
- Objectivity

For Assessment Criterion 1.3, potential consequences may include, but are not limited to:
- Organisational
- Financial
- Team dynamics
- Productivity
- Personal

For Assessment Criterion 1.4, external arbitration may include, but is not limited to:

- Supportive
- Mediation
- Investigative

Standards of behaviour will be relevant to the learner's place of work and organisation's procedures / policies.

For Assessment Criterion 2.2, constraints may include, but are not limited to:
- Organisational
- Team
- Personal

For Assessment Criterion 3.1, impacts may include, but are not exclusive to:
- Decrease in productivity
- Decrease in co-operative working
- Less communication
- Lack of knowledge sharing
- Inability to meet deadlines
- Inability to meet objectives

Simulation

Assessment may be based on either candidate performance at work or through simulation, but evidence may be produced through simulation only in exceptional circumstances. If the unit or any part of it is simulated, it must be undertaken in a 'realistic working environment' (RWE). Further guidance can be found sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ).

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LDB8 Manage conflict in teams
- CFAM&LDD5 Manage conflict in the broader work environment

Unit 37: Implement and maintain business continuity plans and processes K/506/1930

Guided Learning Hours: 25
Unit Level: 3
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:		Assessment Criteria - The learner can:
1. Be able to plan for the implementation of business continuity plans and processes	1.1	Describe the components of a business continuity plan
	1.2	Explain the uses of a business continuity plan
	1.3	Explain the features of different business continuity planning models
	1.4	Explain the potential consequences of inadequate business continuity plans and processes
	1.5	Confirm the required aim, scope and objectives of business continuity plans
	1.6	Engage stakeholders in developing business continuity plans and processes
	1.7	Identify business-critical products and/or services and the activities and resources that support them
2. Be able to implement business continuity plans and processes	2.1	Develop a framework for business continuity management
	2.2	Recommend resources that are proportionate to the potential impact of business disruption
	2.3	Communicate the importance and requirements of business continuity plans and processes to stakeholders
	2.4	Meet their own objectives within the plan
3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes	3.1	Provide training for staff who may be affected
	3.2	Validate and test the strength of business continuity plans and processes
	3.3	Update plans and processes in the light of feedback from business continuity exercises and other sources of information

Unit 37 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to implement and maintain business continuity plans and processes. Upon completion of this unit, learners will be able to plan and execute the implementation of business continuity plans and processes. Learners will also be able to maintain the fitness for purpose of on-going business continuity plans and process.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

A business continuity plan sets out how the business will operate following an incident and how it expects to return to 'business as usual' in the quickest possible time.

For Assessment Criterion 1.7, business critical refers to anything that is necessary for a business to be successful.

Business continuity management is about identifying those parts of the business that cannot afford to be lost, such as:
• Information
• Premises
• Stock
• Staff

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LBB2 Develop, maintain and evaluate business continuity plans and arrangements

Unit 38: Procure products and/or services M/506/1928

Guided Learning Hours: 35
Unit Level: 3
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify procurement requirements	1.1	Explain current and likely future procurement requirements
	1.2	Decide whether the purchase of products and/or services offers the organisation best value
	1.3	Evaluate ethical and sustainability considerations relating to procurement
	1.4	Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits
2. Be able to select suppliers	2.1	Explain the factors to be taken into account in selecting suppliers
	2.2	Explain organisational procurement policies, procedures and standards
	2.3	Explain the effect of supplier choice on the supply chain
	2.4	Use appropriate media to publicise procurement requirements
	2.5	Confirm the capability and track record of suppliers and their products and/or services
	2.6	Select suppliers that meet the procurement specification
3. Be able to buy products and/or services	3.1	Explain the action to be taken in the event of problems arising
	3.2	Agree contract terms that are mutually acceptable within their own scope of authority
	3.3	Record agreements made, stating the specification, contract terms and any post-contract requirements
	3.4	Adhere to organisational policies and procedures, legal and ethical requirements

Unit 38 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to procure products and/or services. Upon completion of this unit, learners will be able to identify procurement requirements, select suppliers and buy products and/or services.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.3, sustainability is defined as 'avoiding the depletion of natural resources in the procurement process'.

Risk includes risks to the business and organisation as well as Health and safety risks.

For Assessment Criterion 2.5, capability and track record may be in the context of internal to or external to the learner's organisation.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LED1 Decide whether to produce or buy in products and/or services
- CFAM&LED2 Procure products and/or services
- CFAM&LED3 Select suppliers through a tendering process

Unit 39: Collaborate with other departments M/506/1931

Guided Learning Hours: 14
Unit Level: 3
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to collaborate with other departments	1.1	Explain the need for collaborating with other departments
	1.2	Explain the nature of the interaction between their own team and other departments
	1.3	Explain the features of effective collaboration
	1.4	Explain the potential implications of ineffective collaboration with other departments
	1.5	Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2. Be able to identify opportunities for collaboration with other departments	2.1	Analyse the advantages and disadvantages of collaborating with other departments
	2.2	Identify with which departments collaborative relationships should be built
	2.3	Identify the scope for and limitations of possible collaboration
3. Be able to collaborate with other departments	3.1	Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements
	3.2	Work with other departments in a way that contributes to the achievement of organisational objectives

Unit 39 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to collaborate with other departments. Upon completion of this unit, learners will understand how to collaborate with other departments and be able to identify opportunities for collaboration and consequently collaborate with other departments.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Collaborating may include, but is not limited to:
- Meeting to discuss ideas
- Sharing information
- Sharing resources
- Working on a common project
- Secondment of team members

Knowledge management is the process of capturing, sharing, developing and effectively using organisational knowledge.

A service level agreement (SLA) is part of a service contract where the service is formally defined.

Organisational objectives are the overall goals, purpose and mission of a business as established by its management.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LDD3 Develop and sustain collaborative relationships with other departments

Unit 40: Chair and lead meetings Y/506/1924

Guided Learning Hours:	10
Unit Level:	3
Unit Credit:	3

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to prepare to lead meetings	1.1	Identify the type, purpose, objectives, and background to a meeting
	1.2	Identify those individuals expected, and those required to attend a meeting
	1.3	Prepare for any formal procedures that apply to a meeting
	1.4	Describe ways of minimising likely problems in a meeting
	1.5	Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale
2. Be able to chair and lead meetings	2.1	Follow business conventions in the conduct of a meeting
	2.2	Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
	2.3	Manage the agenda within the timescale of the meeting
	2.4	Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements
3. Be able to deal with post-meeting matters	3.1	Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
	3.2	Take action to ensure that post-meeting actions are completed
	3.3	Evaluate the effectiveness of a meeting and identify points for future improvement

Unit 40 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to chair and lead meetings. Upon completion of this unit, learners will be able to prepare to lead meetings, chair and lead meetings and deal with post-meeting matters.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.3, formal procedures may include:
• Setting the time, date and place of meeting
• Sending out invites
• Setting an agenda

Business conventions are a set of rules that govern the way each meeting is managed.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LDD6 Lead meetings to achieve objectives

Unit 41: Champion customer service D/506/2153

Guided Learning Hours:	17
Unit Level:	4
Unit Credit:	4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to champion customer service	1.1	Evaluate the importance of viewing operations from the customer's viewpoint
	1.2	Analyse the role of service partners in providing customer service
	1.3	Evaluate the effectiveness of information collection systems and reports
	1.4	Describe organisational decision-making processes and limits of their own authority
	1.5	Assess the suitability of a range of monitoring techniques to identify opportunities for customer service improvements
	1.6	Describe activities that give added value to the service chain
2. Be able to identify the scope for improvements to customer service	2.1	Monitor customer service delivery to identify issues that are important to customer service
	2.2	Analyse the implications of improvements to customer service
	2.3	Identify customer service issues relating to new products and/or services
	2.4	Identify the strategic and managerial implications of changes to customer service and the service offer
3. Be able to champion customer service	3.1	Promote the role of customer service within an organisation's operational plans
	3.2	Inform individual staff members about their role in championing customer service
	3.3	Promote the benefits of effective customer service
	3.4	Provide validated customer service advice and information to colleagues
	3.5	Support others to identify areas for improvement to customer service
	3.6	Monitor the effectiveness of advice and information given
	3.7	Take actions to ensure that customer service delivery meets agreed standards

Unit 41 Guidance on Delivery and Assessment

Delivery

This unit aims to provide the knowledge and skills required to champion customer service. Upon completion of this unit, learners will be able to identify the scope of customer service improvements.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.1, the evaluation should include the impact on operations at a strategic business level.

For Assessment Criterion 1.2, a service partnership can be formed when a minimum of two organisations or two departments of the same organisation combine in order to provide more effective customer service. A service partner may be one of those organisations or departments.

As a minimum, the analysis should demonstrate that the learner has clearly identified their service partners, the contributions that they make, the interdependencies that exist and the implications of non-cooperation.

For Assessment Criterion 1.3, the evaluation of effectiveness should be based on information collected over a period of time. It should not rely on supposition.

For Assessment Criterion 1.5, the suitability of a range of monitoring techniques should be assessed in relation to specific key performance indicators which have been identified as a means of measuring customer service.

A service chain is a sequence of services where, for each subsequent service, occurrence of the first action/service is necessary for the occurrence of the second action/service.

For Assessment Criterion 2.1, it is expected that feedback will be sought from customers to help define issues that are important to customer service.

For Assessment Criterion 2.2, as a minimum, the analysis of implications should include cost, benefit, feasibility and impact on service partners. Learners are recommended to take a holistic approach and include improvements identified as part of Assessment Criteria 1.5, 1.6 and 2.1.

A service offer defines the extent and limits of the customer service that an organisation is offering.

For Assessment Criterion 3.1, the learner should be able to demonstrate their personal input to an organisation's mid to long term operational plans.

For Learning Outcome 3, the monitoring should relate to the advice and information given as part of Assessment Criterion 3.4 and should form a natural 'follow-through' as part of performance management activities.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:
• CFACSA17 Champion customer service

Unit 42: Encourage innovation J/506/2292

Guided Learning Hours: 14
Unit Level: 3
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify opportunities for innovation	1.1	Analyse the advantages and disadvantages of techniques used to generate ideas
	1.2	Explain how innovation benefits an organisation
	1.3	Explain the constraints on their own ability to make changes
	1.4	Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement
	1.5	Engage team members in finding opportunities to innovate and suggest improvements
	1.6	Monitor performance, products and/or services and developments in areas that may benefit from innovation
	1.7	Analyse valid information to identify opportunities for innovation and improvement
2. Be able to generate and test ideas for innovation and improvement	2.1	Generate ideas for innovation or improvement that meet the agreed criteria
	2.2	Test selected ideas that meet viability criteria
	2.3	Evaluate the fitness for purpose and value of the selected ideas
	2.4	Assess potential innovations and improvements against the agreed evaluation criteria
3. Be able to implement innovative ideas and improvements	3.1	Explain the risks of implementing innovative ideas and improvements
	3.2	Justify conclusions of efficiency and value with evidence
	3.3	Prepare costings and schedules of work that will enable efficient implementation
	3.4	Design processes that support efficient implementation

Unit 42 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to encourage innovation. Upon completion of this unit, learners will be able to identify opportunities for innovation and generate and test ideas for innovation and improvement. Learners will also be able to implement innovative ideas and improvements.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

For Assessment Criterion 1.1, techniques may include, but are not exclusive to:
- Brainstorming
- NGT – Nominal Group Technique
- Use of customer feedback
- Attribute listing
- Need identification
- Synetics
- Idea screening

Stakeholders may include, but are not exclusive to:
- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

For Assessment Criterion 1.5, innovate refers to making positive changes to current methods, ideas or products.

For Assessment Criterion 2.3, value refers to the benefits of the ideas and could include increased work place efficiency, greater market share, increased turnover, customer satisfaction, improved social/environmental reputation etc.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
• CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement

Unit 43: Manage business risk L/506/2004

Guided Learning Hours: 27
Unit Level: 4
Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of business risk	1.1	Explain what is meant by business risk
	1.2	Analyse business risk identification theories and models
	1.3	Explain measures and techniques to mitigate business risk
	1.4	Explain their own level of authority in managing risk
2. Be able to address business risk	2.1	Monitor work in line with organisational risk procedures
	2.2	Identify potential risks using agreed risk criteria
	2.3	Assess identified risks, their potential consequences and the probability of them happening
	2.4	Communicate to stakeholders the likelihood of the risk occurring and its potential consequences
	2.5	Explain organisational business risk management policies
3. Be able to mitigate business risk	3.1	Develop risk management plans and processes that are proportionate to the risk and the available resources
	3.2	Implement risk management plans in accordance with organisational requirements
	3.3	Monitor on-going risk-related developments and amend plans in the light of changing circumstances
	3.4	Keep stakeholders informed of any developments and their possible consequences
	3.5	Evaluate the effectiveness of actions taken, identifying possible future improvements

Unit 43 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage business risk. Upon completion of this unit, learners will have developed an understanding of the management of business risk, and will be able to address and mitigate business risk.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LBB1 Manage risks to your organisation

Unit 44: Establish business risk management processes J/506/2048

Guided Learning Hours: 29
Unit Level: 5
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand business risk management models and techniques	1.1	Analyse standards relating to the management of business risk
	1.2	Analyse the factors influencing different types of risk
	1.3	Evaluate the relationship between risk management, business continuity and crisis management
	1.4	Evaluate a range of scenario planning and crisis management models
	1.5	Analyse methods of calculating risk probability
	1.6	Analyse the effectiveness of a range of risk monitoring techniques
	1.7	Analyse the significance of risk governance structures and ownership
2. Be able to develop business risk management processes	2.1	Review periodically the effectiveness of risk management strategy, policy and criteria
	2.2	Take action to ensure that risk profiles remain current and relevant
	2.3	Develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk
	2.4	Develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation
	2.5	Take action to ensure that risk management processes are integrated into operational plans and activities
3. Be able to evaluate the effectiveness of business risk management processes	3.1	Appraise the suitability of a range of risk evaluation techniques to business risk management
	3.2	Evaluate risk using valid quantitative and qualitative information
	3.3	Identify areas for improvement in identifying and managing risk
	3.4	Encourage a culture that accepts and manages risk

Unit 44 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to establish business risk management processes and will introduce learners to business risk management models and techniques. Upon completion of this unit, learners will be able to develop and evaluate business risk management processes.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:
- CFAM&LBB1 Manage risks to your organisation

Appendix A: Skills CFA Assessment Strategy Competence units (S/NVQ) – April 2014

Business Administration
Customer Service
Management and Leadership

This Assessment Strategy was provided by Skills CFA to support delivery of qualifications on the Qualifications and Credit Framework (QCF). The QCF has now been replaced by the Regulated Qualifications Framework (RQF), however this Assessment Strategy is still relevant and must be followed.

1. Introduction

This Assessment Strategy provides principles and guidance to Awarding Organisations for the assessment of competence-based units and qualifications (including Scottish Vocational Qualifications and National Vocational Qualifications) within Business Administration[1], Customer Service and Management and Leadership in England, Scotland, Wales and Northern Ireland.

This document outlines Skills CFA principles in regards to:
- external quality control of assessment
- requirements of assessor and verifiers
- evidence
- employer direct model

These principles are in addition to the generic criteria that Awarding Organisations must meet for delivery of qualifications as required by the qualification regulators, for example Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework and any regulatory requirements specified by the SQA Accreditation.

This strategy should only be used for the assessment of competence-knowledge based units and qualifications. Awarding Organisations may assess knowledge-only units as they see fit.

2. External quality control of assessment

The quality of the assessment process is the responsibility of Awarding Organisations. However, Skills CFA encourages flexibility and innovation of approach, alongside robust systems to support quality control. Awarding Organisations are also encouraged to detail their approach to external verification, risk assessment and data requests.

2.1 External verification

- Awarding Organisations are responsible for the competence of external verifiers. It is the responsibility of Awarding Organisations to monitor centres' performance in accordance with regulatory requirements.
- Awarding Organisations must consistently apply external verification processes at all assessment centres delivering competence-based qualifications. These should be underpinned by standard risk assessment and risk management processes.

2.2 Risk assessment

- Awarding Organisations must carry out standard risk assessments for all qualification assessment centres that are delivering competence-based qualifications. Identified risks must be managed appropriately.
- Awarding Organisations must retain evidence to prove that a risk assessment has been carried out for each approved centre, and that a strategy to minimise any identified risk has been implemented.

2.3 Data requests

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[1] Or Business & Administration in Scotland

- Each quarter, Awarding Organisations must provide registration and achievement data at all qualification levels (1 to 7) and unit levels (where possible) to Skills CFA.

3. Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by several appointed individuals.

3.1 Assessors

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

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

To be able to assess candidates, Assessors must:

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

    OR

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

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

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

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

3.2 External quality assurer (EQA)[2]

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

Potential EQAs should:
- hold (or be working towards) an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. If an EQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified external verifier[3]. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.
- be "occupationally competent or have an up to date and working understanding of the occupational area they are externally verifying together with a sound knowledge of the occupational standards including being able to make judgements about the quality of assessment and the assessment process.

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[2] Also known as External Verifier (EV)

[3] The need for countersigning the decisions of EQAs working towards a qualification, applies to England and Wales and not Scotland.

It is the responsibility of the awarding body to select and appoint EQAs.

3.3 Internal quality assurer (IQA)[4]

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

Potential IQAs should:
- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA[5]. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.

- be "occupationally competent or have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will provide potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification and will also allow them to make judgements about the quality of assessment and the assessment process.

4. Evidence

4.1 Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

4.2 Simulation

- Simulation can be applied to all units listed in Appendage B
- Where simulation is used for units at Level 2 and above, it should only form a small part of the evidence for the qualification.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendage A.

5. Employer direct model

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[4] Also known as Internal Verifier (IV)

[5] The need for countersigning the decisions of IQAs working towards a qualification, applies to England and Wales and not Scotland.

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use the employer direct model:
- **An organisation must:**
  - have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification; OR
  - seek guidance and approval from an awarding organisation to demonstrate that they have:
    - appropriate processes in place to facilitate assessment, moderation or verification functions
    - carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
  - agree the mapping process with the awarding organisation/body involved
  - demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification
- **An Awarding Organisation must:**
  - offer this model to employers only
  - supply information on the requirements for internal and external moderation/verification activities to assessment centres.

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

6. Appendage A – Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units in Appendage B:
It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.
To undertake the assessment in a RWE the following guidelines must be met:
1. the RWE is managed as a real work situation
2. assessment must be carried out under realistic business pressures
3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
4. candidates must be expected to achieve a volume of work comparable to normal business practices
5. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
6. account must be taken of any legislation or regulations in relation to the type of work that is being carried out
7. candidates must be given workplace responsibilities to enable them to meet the requirements of the units
8. customer perceptions of the RWE is similar to that found in the work situation being represented
9. candidates must show that their productivity reflects those found in the work situation being represented.

7. Appendage B – Simulation: a list of units

Simulation can only be applied to the following competence units:

Business Administration

Skills CFA Ref.	Unit title	Level
B&A 3	Work with others in a business environment	1
B&A 4	Health and safety in a business environment	1
B&A 5	Manage time and workload	1
B&A 6	Use a telephone and voicemail system	1
B&A 7	Prepare text from notes	1
B&A 8	Meet and welcome visitors in a business environment	1
B&A 9	Handle mail	1
B&A 10	Use office equipment	1

Customer Service

Skills CFA Ref.	Unit title	Level

CS 2	Communication in customer service	1
CS 3	Record details of customer service problems	1
CS 4	Deal with customer queries, requests and problems	1

Management and Leadership

Skills CFA Ref.	Unit title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

Appendix B: Additional Requirements for Qualifications that use the title NVQ within the QCF
September 2009

This document has been produced by the Joint Awarding Body/SSC Working Practices Group which has been formed by the respective representative bodies to support and encourage effective working relationships between SSCs, submitting organisations and awarding organisations. The Group will update the document as necessary to make sure it is kept and to date and relevant and will consider developing additional guidance.

Contents

Purpose of document

1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.

2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.

3. The aims of these additional requirements are to
   - ensure that all competence based qualifications that use the title NVQ within the QCF are
     - o assessed consistently
     - o quality assured consistently
   - maintain the integrity of qualifications that use the title NVQ within the QCF
   - establish the NVQ brand within the QCF
   - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

Background

4. [6] "At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence".

5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.

6. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.

7. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.

8. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.

9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

Additional requirements for qualifications that use the title NVQ within the QCF

Introduction

10. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

Assessment requirements

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[6] NCVQ's NVQ Criteria and Guidance 1995.

11. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

14. When a learner cannot complete a real work activity, simulation is allowed.

15. Simulation is allowed when:

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
- the safety of a learner, other individuals and/or resources will be put at risk.

16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

18. Learners must be assessed by assessors
- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
- [7]who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
- must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

19. All assessors must carry out assessment to the standards specified in the A units.

20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Quality assurance requirements

22. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

23. Qualifications that use the title NVQ within the QCF, must be verified
- internally by an internal verifier, who is accountable to the assessment centre
- externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

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[7] Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

24. With reference to internal verification, internal verifiers must
   - [8] hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
   - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
   - be fully conversant with the standards and assessment criteria in the units to be assessed
   - understand the awarding organisation's quality assurance systems and requirements for this qualification.

25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

26. With reference to external verification, external verifiers must
   - [9] hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
   - have no connections with the assessment centre, in order to maintain objectivity
   - have sufficient and relevant technical/occupational understanding in the unit(s) being verified
   - be fully conversant with the standards and performance criteria in the units to be assessed
   - understand the awarding organisation's quality assurance systems for this qualification.

27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on
   - the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
   - an evaluation of the centre's performance and past record.

29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environment.

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[8] Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications
[9] Currently an external verifier needs to hold unit V2. Or from the past unit D35.

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/