



Learner  
Achievement  
Portfolio

# Level 3 Diploma in Business Administration – Mandatory Group A

Qualification  
Accreditation Number:  
601/3547/5  
Version AIQ004425

**Active iQ**

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# Active IQ Level 3 Diploma in Business Administration

Qualification Accreditation Number: 601/3545/5

## **Personal details**

Learner's name:

Workplace:

Workplace address:

Workplace telephone number:

Assessor's name:

Assessor's telephone number:

Assessor's email:

## Introduction

Welcome to the **Active IQ Level 3 Diploma in Business Administration**

This document is designed to assist you in gathering evidence to prove your competence against the standards in each of your chosen units. Your work-based Assessor will provide you with guidance and support and help you decide on the best types of evidence to produce to prove competence.

When you start the qualification, your work-based assessor will usually help you to:

- Identify what you can do already
- Agree on the standard and level you are aiming for
- Analyse what you need to learn
- Choose and agree on activities that allow you to learn what you need

Assessment is normally through on-the-job observation and questioning. You will produce evidence to prove you have the competence to meet the qualification's standards. Your assessor will sign off units when they believe you are ready. The assessor will test your knowledge, understanding and work-based performance to make sure you can demonstrate competence in the workplace.

When planning assessments assessors will use a range of methods appropriate to you and required by the awarding body to assess you against the standards. The various methods of assessment that can be used are:

- Direct observation of you in the workplace
- Professional discussion
- Questioning
- Examination of workplace products you have produced
- Witness testimony
- Simulation (where allowed)
- DVD / Audio

Your assessor will explain all of these different methods to you.

You will compare your performance with the standards as you learn. You will look at what you have achieved, how much you still need to do and how you should go about it until you are assessed as competent for a unit. The qualification is suited to those who already have skills and want to develop them.

# Active IQ Level 3 Diploma in Business Administration

Learners must complete a minimum of 58 credits.

Learners must achieve all five units (27 credits) from mandatory Group A and a minimum of 13 credits from optional Group B. A maximum of 10 credits can come from optional Group C and a maximum of 8 credits from optional Group D.

A minimum of 40 credits must be at level 3 or above.

Unit		Accreditation number	Level	Credit
<b>Mandatory units (Group A) You must complete all 5 units (27 credits)</b>				
1	Principles of business	D/506/1942	3	10
2	Principles of business communication and information	R/506/1940	3	4
3	Communicate in a business environment	Y/506/1910	3	4
4	Principles of administration	Y/506/1941	3	6
5	Manage personal and professional development	T/506/2952	3	3
<b>Optional units (Group B) You must achieve a minimum of 13 credits</b>				
6	Contribute to the development and implementation of an information system	A/506/1916	3	6
7	Contribute to the improvement of business performance	D/506/1911	3	6
8	Administer parking and traffic challenges, representations and civil parking appeals	F/506/1920	3	5
9	Negotiate in a business environment	H/506/1912	3	4
10	Evaluate the provision of business travel or accommodation	J/506/1918	3	5
11	Develop a presentation	K/506/1913	3	3
12	Manage an office facility	K/506/1944	3	4
13	Provide administrative support in schools	L/506/1919	3	5
14	Build legal case files	L/506/1936	3	5
15	Deliver a presentation	M/506/1914	3	3
16	Analyse and present business data	M/506/1945	3	6
17	Administer statutory parking and traffic appeals	R/506/1923	3	6
18	Create bespoke business documents	T/506/1915	3	4
19	Administer parking and traffic debt recovery	T/506/1932	3	5
20	Manage legal case files	Y/506/1938	3	5
21	Administer the recruitment and selection process	A/506/1883	2	3
22	Handle mail	D/506/1813	2	3
23	Organise business travel or accommodation	D/506/1875	2	4
24	Provide administrative support for meetings	H/506/1876	2	4
25	Prepare text from notes using touch typing	K/506/1815	2	4
26	Contribute to the organisation of an event	L/506/1869	2	3

27	Employee rights and responsibilities	L/506/1905	2	2
28	Prepare text from shorthand	M/506/1816	2	6
29	Buddy a colleague to develop their skills	M/506/1895	2	3
30	Store and retrieve information	R/506/1811	2	4
31	Administer parking dispensations	R/506/1887	2	3
32	Administer finance	R/506/1890	2	4
33	Prepare text from recorded audio instruction	T/506/1817	2	4
34	Administer human resource records	T/506/1879	2	3
35	Produce business documents	Y/506/1809	2	3
36	Produce minutes of meetings	Y/506/1812	2	3
37	Resolve administrative problems	D/506/1956	4	6
38	Prepare specifications for contracts	H/506/1957	4	4
39	Support environmental sustainability in a business environment	R/506/1954	4	4
40	Administer legal files	J/506/1935	3	5
41	Monitor information systems	F/506/1917	3	8
42	Maintain and issue stationery and supplies	Y/506/2295	2	3
<b>Optional units (Group C) You may achieve a maximum of 10 credits</b>				
43	Manage team performance	A/506/1821	3	4
44	Participate in a project	F/506/1934	3	3
45	Manage individuals' performance	J/506/1921	3	4
46	Implement and maintain business continuity plans and processes	K/506/1930	3	4
47	Manage individuals' development in the workplace	L/506/1922	3	3
48	Procure products and/or services	M/506/1928	3	5
49	Promote equality, diversity and inclusion in the workplace	T/506/1820	3	3
50	Implement change	T/506/1929	3	5
51	Chair and lead meetings	Y/506/1924	3	3
52	Bespoke software	J/502/4397	3	4
53	Spreadsheet software	J/502/4626	3	6
54	Database software	T/502/4556	3	6
55	Word processing software	Y/502/4629	3	6
56	Using email	T/502/4301	3	3
57	Organise and deliver customer service	L/506/2150	3	5
58	Resolve customers' complaints	R/506/2151	3	4
59	Manage a budget	A/506/1995	4	4
60	Develop and maintain professional networks	J/506/1949	4	3
61	Manage physical resources	K/506/1989	4	4
62	Prepare for and support quality audits	K/506/1992	4	3
63	Manage business risk	L/506/2004	4	6

64	Manage a project	R/506/1999	4	7
65	Develop and implement an operational plan	Y/506/1955	4	5
66	Encourage innovation	J/506/2292	3	4
67	Website software	Y/502/4632	3	5
68	Presentation software	T/502/4623	3	6
69	Recruitment, selection and induction practice	R/506/2909	4	6
<b>Optional units (Group D) You may achieve a maximum of 8 credits</b>				
70	Principles of digital marketing and research	F/502/9937	3	7
71	Principles of marketing stakeholder relationships	J/502/9938	3	3
72	Principles of market research	K/502/9933	3	5
73	Principles of marketing and evaluation	T/502/9935	3	7
74	Understand the customer service environment	Y/506/2152	3	5
75	Understand the legal context of business	D/506/1939	3	6
76	Principles of social media within a business	R/503/9324	3	6
77	Principles of leadership and management	F/506/2596	3	8

# Witness/Assessor Status List

Please ensure anybody who has made an assessment decision or provided a witness testimony within your portfolio has completed the witness/ assessor list

Witness name and address	Status of Witness (See key below)	Relationship to learner	Signature

### Witness Status Key:

1. Qualified Assessor, occupationally competent and familiar with standards
2. Qualified Assessor, not occupationally competent or familiar with standards
3. Occupationally competent, not an assessor (eg line manager)
4. Not occupationally competent, familiar with learner (eg customer)



# Record of Achievement

Unit name	Date Completed	Assessor Signature	IV Signature (if sampled)	Date	EV Signature (if sampled)	Date
<b>Mandatory</b>						
<b>Optional Units</b>						

# Master Evidence Index

Evidence Number	Description
1.	
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# Mandatory Group A

## Unit 1

Title		Principles of business	
Level		3	
Credit		10	
Unit accreditation no.		D/506/1942	
Learning Outcomes The learner will:		Assessment Criteria The learner can:	
		Initial Evidence Reference	
1. Understand business markets	1.1 Explain the characteristics of different business markets		WORKSHEET
	1.2 Explain the nature of interactions between businesses within a market		
	1.3 Explain how an organisation's goals may be shaped by the market in which it operates		
	1.4 Describe the legal obligations of a business		
	2.1 Define business innovation		
2. Understand business innovation and growth	2.2 Explain the uses of models of business innovation		
	2.3 Identify sources of support and guidance for business innovation		
	2.4 Explain the process of product or service development		

	2.5 Explain the benefits, risks and implications associated with innovation			
3. Understand financial management	3.1 Explain the importance of financial viability for an organisation			
	3.2 Explain the consequences of poor financial management			
	3.3 Explain different financial terminology			
4. Understand business budgeting	4.1 Explain the uses of a budget			
	4.2 Explain how to manage a budget			
5. Understand sales and marketing	5.1 Explain the principles of marketing			
	5.2 Explain a sales process			
	5.3 Explain the features and uses of market research			
	5.4 Explain the value of a brand to an organisation			
	5.5 Explain the relationship between sales and marketing			
<b>Evidence Requirements</b>				
This is a knowledge based unit. Please see worksheet section at the end of Mandatory Group A.				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 2

<b>Title</b>	Principles of business communication and information				
<b>Level</b>	3				
<b>Credit</b>	4				
<b>Unit accreditation no.</b>	R/506/1940				
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	▼	<b>Initial</b>	<b>Evidence Reference</b>	
1. Understand negotiation in a business environment	1.1 Explain the importance of negotiation in a business environment				WORKSHEET
	1.2 Explain the features and uses of different approaches to negotiation				
	1.3 Identify the components of negotiation tactics				
2. Understand how to develop and deliver presentations	2.1 Explain the different types of presentation and their requirements				
	2.2 Explain how different resources can be used to develop a presentation				
	2.3 Explain different methods of giving presentations				
	2.4 Explain best practice in delivering presentations				
	2.5 Explain how to collect and use feedback on a presentation				

3. Understand how to create bespoke business documents	<p>3.1 Explain the characteristics of bespoke documents</p> <p>3.2 Explain the factors to be taken into account in creating and presenting bespoke documents</p> <p>3.3 Explain the legal requirements and procedures for gathering information for bespoke documents</p> <p>3.4 Explain techniques to create bespoke business documents</p> <p>3.5 Explain how to gain approval of bespoke documents</p>				
4. Understand information systems in a business environment	<p>4.1 Explain the typical stages of information system development</p> <p>4.2 Analyse the benefits and limitations of different information systems</p> <p>4.3 Explain legal, security and confidentiality requirements for information systems in a business environment</p> <p>4.4 Explain how to monitor the use and effectiveness of an information system</p>				
<p><b>Evidence Requirements</b> This is a knowledge based unit. Please see worksheet section at the end of Mandatory Group A</p>					

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**



## Unit 3

<b>Title</b>	Communicate in a business environment		
<b>Level</b>	3		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	Y/506/1910		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
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		

	<p>1.8 Explain the use of communications theories and body language</p>				
	<p>1.9 Explain proof-reading techniques for business communications</p> <p>2.1 Identify the purpose and audience of the information to be communicated</p> <p>2.2 Select communication media that are appropriate to the audience and information to be communicated</p> <p>2.3 Present information in the format, layout and style that is appropriate to the information to be communicated</p> <p>2.4 Follow agreed business practices when communicating in writing</p> <p>2.5 Adapt the style and content of a communication, appropriate to specific audiences</p> <p>2.6 Present written communications that are clear, expressed in correct grammar and reflect what is intended</p> <p>2.7 Meet agreed deadlines in communicating with others</p>				
<p>3. Be able to communicate verbally in business</p>	<p>3.1 Identify the nature, purpose, audience and use of the information to be communicated</p> <p>3.2 Use language that is correct and appropriate for the audience's needs</p> <p>3.3 Use appropriate body language and tone of voice to reinforce messages</p>				

	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			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 4

Principles of administration					
3					
6					
Y/506/1941					
<b>Unit accreditation no.</b> <b>Learning Outcomes</b> <b>The learner will:</b>		<b>Assessment Criteria</b> <b>The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>	
1. Understand how to manage an office facility	1.1 Explain the legal requirements relating to the management of office facilities				WORKSHEET AND TASK
	1.2 Describe the typical services provided by an office facility				
	1.3 Explain how to establish office management procedures				
	1.4 Explain how to manage office resources				
	1.5 Explain techniques to monitor and manage work flows				
	1.6 Explain typical support and welfare facilities for office workers				
2. Understand health and safety in a business environment	2.1 Explain the legal obligations of the employer for health and safety in the workplace				
	2.2 Explain an individual's responsibilities for health and safety in the workplace				
	2.3 Describe accident and emergency procedures				

<p>3. Understand how to take minutes of meetings</p>	<p>3.1 Explain the purpose of meeting minutes</p>			
	<p>3.2 Explain the legal implications of meeting minutes</p>			
	<p>3.3 Explain the importance of accuracy in minute taking</p>			
	<p>3.4 Describe what should and should not be included in different types of meeting minutes</p>			
	<p>3.5 Describe how to take notes during meetings</p>			
<p>4. Understand how to chair, lead and manage meetings</p>	<p>4.1 Explain the features and purpose of different types of formal and informal meeting</p>			
	<p>4.2 Explain the role and responsibilities of the chair</p>			
	<p>4.3 Explain the role of others in a meeting</p>			
	<p>4.4 Explain techniques to facilitate a meeting</p>			
	<p>4.5 Explain the information requirements of a meeting before, during and after a meeting</p>			

5. Understand how to supervise an administration team	5.1 Explain the use of targets and budgets to manage workloads			
	5.2 Explain how to allocate work to individual team members			
	5.3 Explain different quality management techniques to manage the performance of an administrative team			
	5.4 Explain the techniques used to identify the need for improvements in team outputs and standards			
6. Understand how to organise events	6.1 Explain the characteristics, requirements and purposes of different types of events			
	6.2 Explain the types of information and information sources needed to organise an event			
	6.3 Explain how to plan an event			
	6.4 Explain how to identify the right resources from an event plan			
	6.5 Describe the likely types of information needed by delegates before, during and after an event			
<b>Evidence Requirements</b>				
This is a knowledge based unit. Please see worksheet section at the end of Mandatory Group A				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**


**Date:**

**IV's signature:**

**Date:**



## Unit 5

<b>Title</b>		Manage personal and professional development		
<b>Level</b>		3		
<b>Credit</b>		3		
<b>Unit accreditation no.</b>		T/506/2952		
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria</b> 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			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

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Learner  
Achievement  
Portfolio

# Level 3 Diploma in Business Administration – Optional Group B


Qualification  
Accreditation Number:  
601/3547/5  
Version AIQ004426

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# Optional Group B

## Unit 6

<b>Title</b>	Contribute to the development and implementation of an information system			
<b>Level</b>	3			
<b>Credit</b>	5			
<b>Unit accreditation no.</b>	A/506/1916			
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria</b> The learner can: 			
1. Understand the design and implementation of an information system	1.1	Explain the types of information to be managed by a system		
	1.2	Explain how information will be used and by whom		
	1.3	Explain who needs to be consulted in the design and implementation of an information system and why		
	1.4	Explain who needs to be consulted in the design and implementation of an information system and why		
2. Be able to contribute to the development of an information system	2.1	Confirm the purpose, use and features of an information system		
	2.2	Identify the information that will be managed by the system		
	2.3	Confirm requirements for reporting information		
	2.4	Recommend the functions that will be used to manipulate and report information		

	2.5 Develop guidance for the use of an information system that is accurate and easy to understand				
	2.6 Recommend user access and security levels for the information system				
	2.7 Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints				
	2.8 Participate in system tests in accordance with the specification				
3. Be able to contribute to the implementation of an information system	3.1 Implement the information system in accordance with the plan, minimising disruption to business				
	3.2 Confirm that staff are trained to use the system prior to its launch				
	3.3 Resolve or report problems or faults with the information system within the limits of their own authority				
	3.4 Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system				
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>  Simulation is not allowed for this unit except as detailed below.</p>					
<p>Simulation may be used for assessment criteria 3.3 if no naturally occurring evidence is available.</p>					
<p><b>Supplementary evidence</b>  Supplementary evidence such as questioning may be used for assessment criteria 3.3 if no naturally occurring evidence is available.</p>					



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 7

<b>Title</b>	Contribute to the improvement of business performance			
<b>Level</b>	3			
<b>Credit</b>	6			
<b>Unit accreditation no.</b>	D/506/1911			
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	<b>Initial</b>	<b>Final</b>	<b>Evidence Reference</b>
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			
<b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b> Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 8

<b>Title</b>	Administer parking and traffic challenges, representations and civil parking appeals		
<b>Level</b>	3		
<b>Credit</b>	5		
<b>Unit accreditation no.</b>	F/506/1920		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
<p>1. Understand the administration of parking and traffic challenges</p> <p>2. Be able to process the receipt of challenges, representations and CPN appeals</p>	1.1 Explain the provisions and constraints of relevant legislation, codes of practice, Traffic Regulation Orders and the Data Protection Act		
	1.2 Explain how to access, use and interpret the information needed to process challenges, representations and Civil Parking Notice (CPN) appeals		
	1.3 Evaluate the importance of keeping accurate and up to date records of information and decisions		
	1.4 Explain how to validate information in the administration of parking and traffic challenges		
	1.5 Explain the features and use of specialist software to process and record challenges, representations and CPN appeals		
	1.6 Explain the types of internal evidence needed to support reliable decisions for the administration of parking and traffic challenges		
	1.7 Explain when and why it may be appropriate to reactivate the enforcement process		
	2.1 Record the receipt of written challenges, representations and CPN appeals		
	2.2 Confirm that the information is complete, accurate, consistent and valid		

	2.3 Decide whether to allow or uphold the appeal against recognised eligibility criteria			
	2.4 Provide accurate advice and information on the progress and outcome of the case			
3. Be able to respond to challenges, representations and CPN appeals	3.1 Confirm that the information is complete, accurate, consistent and valid			
	3.2 Suspend the enforcement process while cases are being investigated			
	3.3 Obtain additional evidence where gaps are identified			
	3.4 Seek appropriate advice on cases beyond their level of authority			
	3.5 Refer cases beyond their level of authority to the right person			
	3.6 Inform customers of the decision and possible courses of action they can take within the agreed timescale			
	3.7 Adhere to organisational policies and procedures, and legal and ethical requirements when responding to challenges, representations and CPN appeals			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

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## Unit 9

<b>Title</b>	Negotiate in a business environment		
<b>Level</b>	3		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	H/506/1912		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
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			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**


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## Unit 10

<b>Title</b>		Evaluate the provision of business travel or accommodation		
<b>Level</b>		3		
<b>Credit</b>		5		
<b>Unit accreditation no.</b>		J/506/1918		
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria</b> 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		

<p>3. Be able to recommend improvements to organisational business travel or accommodation arrangements</p>	<p>3.1 Produce costed plans that set out different options, their benefits, limitations and implications</p> <p>3.2 Shortlist alternative potential providers of business travel or accommodation against agreed criteria</p> <p>3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when recommending improvements to arrangements for business travel or accommodation</p>				
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b> Simulation is not allowed.</p>					

## Assessor feedback

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## Unit 11

<b>Title</b>	Develop a presentation			
<b>Level</b>	3			
<b>Credit</b>	3			
<b>Unit accreditation no.</b>	K/506/1913			
<b>Learning Outcomes The learner will:</b>	<b>▶</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
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				
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>  Simulation is not allowed.</p>					

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

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## Unit 12

<b>Title</b>	Manage an office facility		
<b>Level</b>	3		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	K/506/1944		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria</b> 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				
<b>Evidence Requirements</b>					
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.					
<b>Simulation</b>					
Simulation is not allowed.					

## Assessor feedback

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## Unit 13

<b>Title</b>	Provide administrative support in schools		
<b>Level</b>	3		
<b>Credit</b>	5		
<b>Unit accreditation no.</b>	L/506/1919		
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand administration within a school environment	1.1 Analyse the scope, use and requirements of a school administrative system		
	1.2 Explain how their own role contributes to the achievement of a school's goals		
	1.3 Describe the policy context, issues and initiatives that affect the work of a school administrator		
	1.4 Explain a school's administration policy and procedures for dealing with others		
	1.5 Explain the requirements and procedures for dealing with child protection and student welfare		
	1.6 Explain when it may be appropriate to override the requirement to maintain confidentiality		
	2. Be able to provide administrative services	2.1 Build positive working relationships with others	
2.2 Present a professional and friendly image in line with school policy			
2.3 Coordinate the content and publishing of documents in accordance with the brief			

	2.4 Organise trips, events, placements, secondments or work experience in accordance with the brief			
	2.5 Maintain facilities to the required standard			
	2.6 Adhere to organisational policies and procedures, and legal and ethical requirements when providing administrative services			
3. Be able to operate school administrative systems and procedures	3.1 Maintain accurate records			
	3.2 Maintain the currency of registers, licences and contracts			
	3.3 Present reports and statistical returns on time in the agreed format			
	3.4 Select analysis and evaluation techniques that are appropriate to the purpose of the report and the nature of the information			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				

## Assessor feedback

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## Unit 14

<b>Title</b>	Build legal case files		
<b>Level</b>	3		
<b>Credit</b>	5		
<b>Unit accreditation no.</b>	L/506/1936		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how to build legal case files	<p>1.1 Explain the administrative requirements of the different legal areas being administered</p> <p>1.2 Explain the scope and limits of their own responsibilities and authority</p> <p>1.3 Explain the requirements of the duty of confidentiality</p> <p>1.4 Explain how to identify shortfalls in evidence and materials</p> <p>1.5 Explain the features and uses of different interviewing techniques</p> <p>1.6 Explain the use of specialist software for processing legal cases</p> <p>1.7 Explain how to access and use sources of information and evidence</p> <p>1.8 Explain the potential consequences of not meeting deadlines when building a legal case file</p>		
2. Be able to build case files	2.1 Identify gaps in evidence and materials needed		

	2.2 Carry out interviews in accordance with the principles of best practice in communication and interviewing			
	2.3 Obtain evidence and materials needed to complete the file			
	2.4 Generate correspondence that conforms with the house style and regulatory requirements			
	2.5 Submit cases on time in line with internal and external deadlines			
	2.6 Complete follow-up actions in accordance with the instructions			
	2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when building case files			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				



## Assessor feedback

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## Unit 15

<b>Title</b>		Deliver a presentation			
<b>Level</b>		3			
<b>Credit Value</b>		3			
<b>Unit Reference No.</b>		M/506/1914			
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria The learner can:</b>			
<p>1. Understand the principles underpinning the delivery of presentations</p>		<b>Initial</b>			
		<b>Evidence Reference</b>			
		▼			
		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			
<p>2. Be able to prepare to deliver a presentation</p>		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			
		2.1 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	<p>3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience</p> <p>3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation</p> <p>3.3 Use body language in a way that reinforces messages</p> <p>3.4 Use equipment and resources effectively when delivering a presentation</p> <p>3.5 Deliver a presentation within the agreed timeframe</p> <p>3.6 Respond to questions in a way that meets the audience's needs</p> <p>3.7 Evaluate the effectiveness of a presentation</p>			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				

## Assessor feedback

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## Unit 16

<b>Title</b>	Analyse and present business data		
<b>Level</b>	3		
<b>Credit Value</b>	6		
<b>Unit Reference No.</b>	M/506/1945		
<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Initial</b>	<b>Evidence Reference</b>
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 generalising 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			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				

## Assessor feedback

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## Unit 17

<b>Title</b>	Administer statutory parking and traffic appeals		
<b>Level</b>	3		
<b>Credit</b>	6		
<b>Unit accreditation no.</b>	R/506/1923		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the administration of statutory parking and traffic appeals	1.1 Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act		
	1.2 Explain the grounds on which someone may appeal and on which they may file a statement of truth		
	1.3 Explain the evidence needed to carry out an investigation		
	1.4 Explain how to validate information for statutory parking and traffic appeals		
	1.5 Explain the requirements for preparing and presenting a case summary		
	1.6 Explain the preparations and codes of conduct relating to attending a hearing for statutory parking and traffic appeals		
	1.7 Describe the actions needed to close a case and refund fees		
	1.8 Explain who needs to be informed of the outcomes of a statutory appeal and why		
	1.9 Explain the features of specialist software to process and record statutory appeals		
	1.10 Explain the potential consequences of not acting within the given deadline		
	1.11 Explain when and why an appeal may be referred by an adjudicator to an independent person to consider mitigation		



	1.1.2 Explain the actions needed to reactivate the recovery process after the failure of statutory parking and traffic appeals				
2. Be able to prepare case evidence for statutory parking and traffic appeals	2.1 Record the receipt of statutory appeal notifications or revocation orders				
	2.2 Confirm that the information is accurate and consistent				
	2.3 Notify the right person of any discrepancies				
	2.4 Meet the requirements of the deadline				
3. Be able to investigate cases for statutory appeals	3.1 Confirm that the information supplied is accurate, valid and reliable				
	3.2 Obtain additional evidence where gaps are identified				
	3.3 Refer cases beyond their own level of authority to the right person				
	3.4 Make and record decisions in statutory appeal cases on the basis of the evidence provided				
	3.5 Keep the adjudicator and appellant or respondent informed of progress and outcomes				
	3.6 Adhere to organisational policies and procedures, and legal and ethical requirements when investigating cases for statutory appeals				

<p>4. Be able to contest statutory parking and traffic appeals</p>	<p>4.1 Prepare a case summary in accordance with organisational guidelines and codes of practice</p> <p>4.2 Collate, label and present documentation in the format required by the appeals service</p> <p>4.3 Respond promptly to requests for further information</p> <p>4.4 Inform everyone who needs to know of the outcomes of a statutory appeal</p> <p>4.5 Keep accurate records of information and decisions made</p>				
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>  Simulation is not allowed.</p>					

## Assessor feedback

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## Unit 18

<b>Title</b>		Create bespoke business documents		
<b>Level</b>		3		
<b>Credit</b>		4		
<b>Unit accreditation no.</b>		T/506/1915		
<b>Learning Outcomes The learner will:</b>		<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
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			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

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## Unit 19

<b>Title</b>	Administer parking and traffic debt recovery		
<b>Level</b>	3		
<b>Credit</b>	5		
<b>Unit accreditation no.</b>	T/506/1932		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b> ✓		
<b>The learner will:</b>	<b>The learner can:</b>		
1. Understand the parking and traffic debt recovery process	1.1 Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act		
	1.2 Explain the criteria, policy and procedures relating to debt recovery		
	1.3 Analyse the role of the Traffic Enforcement Centre and magistrates' court in the debt recovery process		
	1.4 Explain the requirements of debt recovery documentation		
	1.5 Explain the features and benefits of different investigation techniques		
	1.6 Explain who needs to be informed of the outcomes of the debt recovery process and why		
	1.7 Explain the actions to be taken at each stage of the debt recovery process		
	1.8 Explain the potential consequences of an inadequate audit trail		
	1.9 Explain the actions needed to close a debt recovery case		

<p>2. Be able to administer the parking and traffic debt recovery process</p>	<p>2.1 Monitor the quality of the data to be registered at the Traffic Enforcement Centre or magistrates' court</p> <p>2.2 Serve debt recovery documentation in accordance with organisational policy and relevant legislation</p> <p>2.3 Prepare case evidence in accordance with organisational policy and relevant legislation</p> <p>2.4 Make decisions on the basis of the evidence within the limits of their own authority</p> <p>2.5 Inform everyone who needs to know of the progress and outcomes of the case</p> <p>2.6 Monitor the performance of debt recovery agents</p> <p>2.7 Take prompt action in the event of problems arising in the debt recovery process</p> <p>2.8 Keep accurate and up-to-date records of actions and decisions taken</p> <p>2.9 Adhere to organisational policies and procedures, and legal and ethical requirements when administering the parking and traffic debt recovery process</p>			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				



## Assessor feedback

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## Unit 20

<b>Title</b>		Manage legal case files			
<b>Level</b>		3			
<b>Credit</b>		5			
<b>Unit accreditation no.</b>		Y/506/1938			
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Initial</b>	<b>Evidence</b>	<b>Reference</b>
<b>The learner will:</b>		<b>The learner can:</b>	✓		
1. Understand the management of legal case files	1.1	Explain the administrative requirements of the different legal areas being administered			
	1.2	Explain the scope and limits of their own responsibilities and authority			
	1.3	Explain the requirements of the duty of confidentiality			
	1.4	Describe the structure, format and contents of a case file			
	1.5	Explain how to validate information when managing a legal case file			
	1.6	Explain the requirements of processing appeals			
	1.7	Explain the potential consequences of not meeting internal and external deadlines when managing a legal case file			
2. Be able to manage case files	2.1	Plan the management of a case file to meet deadlines			
	2.2	Identify the location of required documents and materials			
	2.3	Take action to ensure the file contains accurate and up-to-date information, documents and materials and is secure			
	2.4	Take action to ensure court bundles are prepared correctly			

	<p>2.5 Generate correspondence and documents that conform with the requirements of house style and legal and procedural requirements</p> <p>2.6 Submit documents on time</p> <p>2.7 Process and record the hearing outcomes in accordance with organisational and procedural requirements</p> <p>2.8 Close and archive files in accordance with organisational and regulatory requirements</p> <p>2.9 Keep fee-earners informed of actions taken, progress, developments and problems</p> <p>2.10 Adhere to organisational policies and procedures, and legal and ethical requirements when managing case files</p>				
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b> Simulation is not allowed.</p>					

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## Unit 21

<b>Title</b>	Administer the recruitment and selection process		
<b>Level</b>	2		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	A/506/1883		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the recruitment and selection process	1.1 Explain the different administrative requirements of internal and external recruitment		
	1.2 Describe the uses of a job description and a person specification		
	1.3 Explain the administrative requirements of different methods of selection		
	1.4 Explain the requirements of different pre-employment checks to be carried out		
	1.5 Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process		
	1.6 Explain the requirements of confidentiality, data protection and system security		

<p>2. Be able to administer the recruitment process</p>	<p>2.1 Check that the job or role details are correct and are in accordance with the brief</p> <p>2.2 Place job advertisements in the agreed media in accordance with the timescales</p> <p>2.3 Record applicant responses within the timescale</p> <p>2.4 Provide requested information to applicants in accordance with organisational policies and procedures</p> <p>2.5 Adhere to organisational policies and procedures, legal and ethical requirements</p>			
<p>3. Be able to communicate verbally in business environments</p>	<p>3.1 Invite shortlisted applicants to participate in the selection process in accordance with organisational procedures</p> <p>3.2 Co-ordinate selection arrangements in accordance with the brief</p> <p>3.3 Carry out agreed pre-employment checks within the agreed timescale</p> <p>3.4 Inform applicants of the outcome of their application in accordance with organisational policies and procedures</p> <p>3.5 Keep selection records up-to-date</p>			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				

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## Unit 22

<b>Title</b>	Handle mail		
<b>Level</b>	2		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	D/506/1813		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how to deal with mail	1.1 Explain how to deal with “junk” mail		
	1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail		
	1.3 Describe how to operate a franking machine		
	1.4 Explain how to prepare packages for distribution		
	1.5 State organisational policies and procedures on mail handling, security and the use of courier services		
	1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures		



2. Be able to deal with incoming mail	2.1 Sort incoming mail in line with organisational procedures			
	2.2 Distribute incoming mail and packages to the right people according to the agreed schedule			
	2.3 Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures			
3. Be able to deal with outgoing mail	3.1 Organise the collection of outgoing mail and packages on time			
	3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item			
	3.3 Dispatch outgoing mail on time			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

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## Unit 23

<b>Title</b>	Organise business travel or accommodation		
<b>Level</b>	2		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	D/506/1875		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the organisation of business travel or accommodation for others	1.1 Explain any budgetary or policy constraints relating to business travel or accommodation		
	1.2 Describe financial arrangements relating to business travel or accommodation		
	1.3 Explain how to make arrangements for visas and related foreign travel documentation		
	1.4 Describe the procedures for obtaining or exchanging foreign currency		
2. Be able to research business travel or accommodation options for others	2.1 Identify different suppliers that are capable of delivering the services required within budget		
	2.2 Recommend travel or accommodation arrangements that best meet the requirements		
	2.3 Recommend suppliers of travel or accommodation that best meet the requirements		

<p>3. Be able to make business travel or accommodation arrangements for others</p>	<p>3.1 Confirm the requirements for travel or accommodation</p> <p>3.2 Agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements</p> <p>3.3 Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately</p> <p>3.4 Obtain travel or accommodation documentation within the required timescale</p> <p>3.5 Confirm the acceptability of payments to be made within the limits of their own authority</p> <p>3.6 Keep up-to-date records of travel or accommodation arrangements and agreed commitments</p> <p>3.7 Adhere to organisational policies and procedures, legal and ethical requirements when making business travel or accommodation arrangements for others</p>				
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b> Simulation is not allowed.</p>					

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

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## Unit 24

<b>Title</b>	Provide administrative support for meetings		
<b>Level</b>	2		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	H/506/1876		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the administration of meetings	1.1 Describe the purpose of the meeting and who needs to attend		
	1.2 Explain why it is important to have a minimum number of attendees for a meeting		
	1.3 Explain ways to achieve maximum attendance at meetings		
	1.4 Explain the access, health, safety and security requirements relating to meetings		
	1.5 Describe how to set up the resources needed for a meeting		
	1.6 Explain the responsibilities of the meeting chair and meeting secretary		
	1.7 Explain the difference between formal and informal meetings		
	1.8 Explain the legal implications of formal meetings		

<p>2. Be able to make administrative preparations for meetings</p>	<p>2.1 Book meeting venue, resources, and facilities in accordance with the brief</p> <p>2.2 Collate documents needed for a meeting</p> <p>2.3 Distribute meeting invitations, documents and other meeting-related requirements within the timescale</p> <p>2.4 Confirm meeting attendees and any special requirements</p>			
<p>3. Be able to support the administration of meetings</p>	<p>3.1 Take action to ensure that the equipment allocated for use at a meeting functions correctly</p> <p>3.2 Provide support to meetings in accordance with requests</p> <p>3.3 Ensure the venue is restored to the required conditions after the meeting</p> <p>3.4 Distribute meeting records promptly to the agreed distribution list</p> <p>3.5 Carry out any follow-up actions in accordance with the brief</p>			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

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## Unit 25

<b>Title</b>	Prepare text from notes using touch typing		
<b>Level</b>	2		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	K/506/1815		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how to create text from notes	1.1 Explain the importance of confirming the purpose of the text and intended audience		
	1.2 Describe the problems that may occur in transcribing notes written by others		
	1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content		
	1.4 Explain how technology features can help to create, format and check the accuracy of text		
	1.5 Describe ways of checking produced texts for accuracy and correctness		
	1.6 Describe organisational procedures for the storage, security and confidentiality of information		

2. Be able to produce text using touch typing	2.1 Agree the purpose, format and deadlines for texts			
	2.2 Touch type texts at the speed and level of accuracy required by the organisation			
	2.3 Check that the text is accurate and the meaning is clear and correct			
	2.4 Store texts and original notes safely and securely following organisational procedures			
	2.5 Present texts in the required formats and within the agreed timescales			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

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## Unit 26

<b>Title</b>	Contribute to the organisation of an event		
<b>Level</b>	2		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	L/506/1869		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand event organisation	1.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event		
	1.2 Explain the purpose and features of different types of events		
	1.3 Describe the type of resources needed for different types of events		
	1.4 Describe the different needs attendees may have and how to meet these		
	1.5 Explain the requirements of health, safety and security when organising events		
	1.6 Describe the types of problems that may occur during events and how to deal with them		

2. Be able to carry out pre-event action	<p>2.1 Identify venue requirements for an event</p> <p>2.2 Obtain resources within the agreed timescales</p> <p>2.3 Distribute pre-event documentation to delegates in accordance with the event plan</p> <p>2.4 Co-ordinate attendee responses within the agreed timescale</p> <p>2.5 Identify any special requirements of event attendees</p>				
3. Be able to set up an event	<p>3.1 Set up layout and resources in accordance with the event plan</p> <p>3.2 Confirm that all identified resources are in place and meet requirements</p> <p>3.3 Behave in a way that maintains organisational values and standards</p>				
4. Be able to carry out post-event actions	<p>4.1 Ensure the venue is restored to the required conditions in accordance with the terms of the contract</p> <p>4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event</p>				

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

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## Unit 27

<b>Title</b>	Employee rights and responsibilities		
<b>Level</b>	2		
<b>Credit</b>	2		
<b>Unit accreditation no.</b>	L/506/1905		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the role of organisations and industries	1.1 Explain the role of their own occupation within an organisation and industry		WORKSHEET
	1.2 Describe career pathways within their organisation and industry		
	1.3 Identify sources of information and advice on an industry, occupation, training and career pathway		
	1.4 Describe an organisation's principles of conduct and codes of practice		
	1.5 Explain issues of public concern that affect an organisation and industry		
	1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role		
	2. Understand employers' expectations and employees' rights and obligations	2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role	
2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour			
2.3 Describe the procedures and documentation that protect relationships with employees			
2.4 Identify sources of information and advice on employment rights and responsibilities			
<b>Evidence Requirements</b>			
This is a knowledge based unit. Please see worksheet section at the end of Optional Group B.			



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

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## Unit 28

<b>Title</b>	Prepare text from shorthand		
<b>Level</b>	2		
<b>Credit</b>	6		
<b>Unit accreditation no.</b>	M/506/1816		
<b>Learning Outcomes The learner will:</b>	<b>▼</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how to use shorthand to create text			
	1.1 Explain the importance of confirming the purpose of the text and intended audience		
	1.2 Describe techniques that may be used when taking shorthand notes		
	1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content		
	1.4 Explain how technology features can help to create, format and check the accuracy of text		
	1.5 Describe ways of checking produced texts for accuracy and correctness		
	1.6 Describe organisational procedures for the storage, security and confidentiality of information		

<p>2. Be able to use shorthand to prepare text</p>	<p>2.1 Agree the purpose, format and deadlines for texts</p> <p>2.2 Take dictation using shorthand at the speed required by the organisation</p> <p>2.3 Input and format text from shorthand notes</p> <p>2.4 Check that text is accurate and the meaning is clear and correct</p> <p>2.5 Store texts and original notes safely and securely following organisational procedures</p> <p>2.6 Present texts in the required formats and within the agreed timescales</p>			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

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<p>3. Be able to support a buddy colleague carrying out work activities</p>	3.1 Remain unobtrusive while a buddy colleague carries out their work activities			
	3.2 Provide examples of how to carry out tasks correctly			
	3.3 Identify instances of good practice and areas for improvement through observation			
	3.4 Praise a buddy colleague on well completed tasks			
	3.5 Give constructive feedback on ways in which a buddy could improve performance			
	3.6 Offer a buddy hints and tips based on personal experience			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				

## Unit 30

<b>Title</b>	Store and retrieve information		
<b>Level</b>	2		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	R/506/1811		
<b>Learning Outcomes The learner will:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand information storage and retrieval			
	1.1 Describe systems and procedures for storing and retrieving information		
	1.2 Outline legal and organisational requirements for information security and retention		
	1.3 Explain how to create filing systems to facilitate information identification and retrieval		
	1.4 Explain how to use different search techniques to locate and retrieve information		
			1.5 Describe what to do when problems arise when storing or retrieving information

2. Be able to gather and store information	2.1 Gather the information required within the agreed timescale				
	2.2 Store files and folders in accordance with organisational procedures				
	2.3 Store information in approved locations				
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements				
3. Be able to retrieve information	3.1 Confirm information to be retrieved and its intended use				
	3.2 Retrieve the required information within the agreed timescale				
<p><b>Evidence Requirements</b>                  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>                  Simulation is not allowed.</p>					



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

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## Unit 31

<b>Title</b>	Administer parking dispensations		
<b>Level</b>	2		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	R/506/1887		
<b>Learning Outcomes The learner will:</b>	<b>▼</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the administration of parking dispensations			
	1.1 Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations		
	1.2 Describe the legal and regulatory requirements relating to parking dispensations		
	1.3 Describe the parking dispensation eligibility criteria and checks		
	1.4 Describe organisational security and anti-fraud policies, procedures and processes		
	1.5 Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges		
	1.6 Explain where to go for help when dealing with parking dispensations		

<p>2. Be able to process applications for parking dispensations</p>	<p>2.1 Advise customers of the eligibility criteria for parking dispensations</p> <p>2.2 Determine whether customers are eligible by matching the case to the criteria</p> <p>2.3 Clarify any areas of doubt or confusion with customers</p> <p>2.4 Carry out relevant checks in accordance with organisational procedures and legislative procedures</p> <p>2.5 Record the reasons for the decision as to whether or not to grant parking dispensations</p> <p>2.6 Maintain the requirements of confidentiality and data protection</p>				
<p>3. Be able to issue parking dispensations</p>	<p>3.1 Communicate the decision and return related paperwork on parking dispensations to customers in accordance with organisational procedures</p> <p>3.2 Process payments and refunds in accordance with organisational procedures</p> <p>3.3 Keep arecords up-to-date</p> <p>3.4 Adhere to organisational policies and procedures, legal and ethical requirements</p>				

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria

**Simulation**

Simulation is not allowed.

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

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**Date:**

## Unit 32

<b>Title</b>	Administer finance		
<b>Level</b>	2		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	R/506/1890		
<b>Learning Outcomes The learner will:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand finance for administrators			
			1.1 Describe organisational hierarchy and levels of authority for financial transactions
			1.2 Explain organisational systems for sales invoicing, purchasing, payments and receipts
			1.3 Describe the use of a purchase order, invoice, receipts and expenses
2. Be able to administer finance			
			2.1 Record income and expenditure in accordance with organisational policies and procedures
			2.2 Process purchase orders, invoices or expenses in accordance with organisational policies and procedures
			2.3 Process outgoing payments to the correct recipient
			2.4 Accept or allocate incoming payments in accordance with organisational policies

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

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## Unit 33

<b>Title</b>	Prepare text from recorded audio instruction		
<b>Level</b>	2		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	T/506/1817		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the preparation of text from recorded notes	1.1 Explain the importance of confirming the purpose of the text and intended audience		
	1.2 Describe the main features of the different types of technology that can be used for playing back recordings		
	1.3 Explain how different speaking styles of those giving dictation can affect outputs		
	1.4 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content		
	1.5 Describe ways of checking produced texts for accuracy and correctness		
	1.6 Describe organisational procedures for the storage, security and confidentiality of information		



2. Be able to prepare text from recorded notes	2.1 Agree the purpose, format and deadlines for texts				
	2.2 Input and format text from audio recording				
	2.3 Check that text is accurate and the meaning is clear and correct				
	2.4 Store texts and original recordings safely and securely following organisational procedures				
	2.5 Present texts in the required formats and within the agreed timescales				
<b>Evidence Requirements</b>					
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.					
<b>Simulation</b>					
Simulation is not allowed.					

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**


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## Unit 34

<b>Title</b>	Administer human resource records		
<b>Level</b>	2		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	T/506/1879		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria</b> The learner can: 		
1. Understand the administration of human resource (HR) records	1.1 Explain what HR-related information needs to be kept and why		
	1.2 Explain the relationship of HR to other parts of an organisation		
	1.3 Describe the impact of other organisations on HR activities		
	1.4 Describe the features and uses of organisational systems for managing human resource information		
	1.5 Explain the requirements of confidentiality, data protection and system security		
	1.6 Describe the information to be provided for different management reports		
	1.7 Explain the limits of their own authority in administering HR records		

	1.8 Explain the implications of not keeping HR records up-to-date				
	1.9 Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data				
2. Be able to administer HR information	2.1 Keep HR records up-to-date				
	2.2 Process data in accordance with organisational procedures				
	2.3 Provide information within the limits of confidentiality				
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements				
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>  Simulation is not allowed.</p>					

## Assessor feedback

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## Unit 35

<b>Title</b>	Produce business documents		
<b>Level</b>	2		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	Y/506/1809		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how to prepare business documents	1.1 Explain the requirements for language, tone, image and presentation for different documents		
	1.2 Explain how to integrate images into documents		
	1.3 Describe how corporate identity impacts upon document production		
	1.4 Explain the requirements of data protection, copyright and intellectual property legislation relating to document production		
	1.5 Describe organisational procedures for version control		
	1.6 Describe security requirements relating to document production		

2. Be able to prepare business documents	<p data-bbox="228 932 289 1793">2.1 Identify the purpose, audience, content, style, format and deadlines of a document</p> <p data-bbox="337 920 367 1793">2.2 Use document production resources in line with organisational guidelines</p> <p data-bbox="451 996 480 1793">2.3 Use correct grammar, spelling, punctuation and sentence structure</p> <p data-bbox="565 893 594 1793">2.4 Produce documents that meet the requirements within the agreed timescale</p>	3. Be able to distribute business documents	<p data-bbox="678 920 708 1793">3.1 Provide final documents in the appropriate medium for authorised readers</p> <p data-bbox="792 881 821 1793">3.2 Specify restrictions and distribution lists in accordance with the requirements</p> <p data-bbox="906 847 966 1793">3.3 Maintain the requirements of security in the production, distribution and storage of documents</p>	<b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.	<b>Simulation</b> Simulation is not allowed.
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## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

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## Unit 36

<b>Title</b>	Produce minutes of meetings		
<b>Level</b>	2		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	Y/506/1812		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how to take minutes of meetings	1.1 Explain the purpose of different types of minutes and other meeting records		
	1.2 Explain the legal requirements of formal minutes		
	1.3 Describe organisational conventions for producing minutes		
	1.4 Describe the responsibilities of the minute taker in a meeting		
	1.5 Explain why it is important to maintain confidentiality of meetings, discussions and actions		
	1.6 Explain why it is necessary to record who proposed and seconded suggestions and changes		
2. Be able to take notes of meetings	2.1 Take accurate notes of the attendance, proceedings, areas of discussion and agreed actions of meetings		
	2.2 Record allocated responsibilities for agreed actions		

<p>3. Be able to produce minutes of meetings</p>	<p>3.1 Transcribe notes accurately into meeting minutes using correct language, grammar, punctuation and sentence structure and in the agreed style</p>				
	<p>3.2 Include agreed attachments or appendices</p>				
	<p>3.3 Obtain approval for the final documents</p>				
	<p>3.4 Distribute minutes to the agreed distribution list</p>				
	<p>3.5 Maintain the requirements of confidentiality</p>				
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b> Simulation is not allowed.</p>					

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

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## Unit 37

<b>Title</b>		Resolve administrative problems		
<b>Level</b>		4		
<b>Credit</b>		6		
<b>Unit accreditation no.</b>		D/506/1956		
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>		
<b>The learner will:</b>		<b>The learner can:</b>		
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			
	<b>Evidence Requirements</b>			
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

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## Unit 38

<b>Title</b>	Prepare specifications for contracts		
<b>Level</b>	4		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	H/506/1957		
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Initial</b>	<b>Evidence Reference</b>
<b>The learner will:</b>	✓		
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				
<p><b>Evidence Requirements</b>            Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>            Simulation is not allowed.</p>					



## Assessor feedback

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## Unit 39

<b>Title</b>	Support environmental sustainability in a business environment		
<b>Level</b>	4		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	R/506/1954		
<b>Learning Outcomes The learner will:</b>	<b>✓</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial Evidence Reference</b>
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	

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed for this unit except as detailed below.

Simulation may be used for assessment criteria 2.5 if no naturally occurring evidence is available.

**Supplementary evidence**

Supplementary evidence such as questioning may be used for assessment criteria 2.5 if no naturally occurring evidence is available.

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**



	2.4 Take action to ensure that files are correctly labelled and dated including summaries of their contents				
	2.5 Generate correspondence that conform with the requirements of house style				
	2.6 Record all time spent, costs and disbursements accurately				
	2.7 Generate accurate bills that conform with organisational and regulatory requirements				
	2.8 Adhere to organisational policies and procedures, and legal and ethical requirements when maintaining a legal file				
3. Be able to close and archive a legal file	3.1 Address any outstanding issues for a legal file				
	3.2 Prepare accurate final bills in accordance with organisational and regulatory requirements				
	3.3 Take action to ensure that closed files contain all the necessary documentation				
	3.4 Confirm whether any documents need to be added to the firm's precedent, knowledge or data bank				
	3.5 Close files in accordance with organisational standards and procedures when the account shows a nil balance				
	3.6 Archive files in accordance with organisational and regulatory requirements				
<b>Evidence Requirements</b>	Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>	Simulation is not allowed.				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 41

<b>Title</b>	Monitor information systems		
<b>Level</b>	3		
<b>Credit</b>	8		
<b>Unit accreditation no.</b>	F/506/1917		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
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			
	<b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.			
<b>Simulation</b> Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 42

<b>Title</b>	Maintain and issue stationery and supplies			
<b>Level</b>	2			
<b>Credit</b>	3			
<b>Unit accreditation no.</b>	Y/506/2295			
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>	
1. Understand the maintenance of stationery and supplies	1.1 Describe organisational policies, procedures and levels of authority in maintaining supplies			
	1.2 Explain how to carry out a stock check of stationery			
	1.3 Describe the types of problems that may occur with deliveries and stock items			
	1.4 Explain how to deal with problems that occur with deliveries and stock items			
	1.5 Explain the factors to take into account when ordering stationery			
	1.6 Explain the benefits and limitations of different potential suppliers, against organisational requirements			
	1.7 Explain how to calculate quantities of stationery and supplies to be ordered			
	1.8 Describe how to dispose of or recycle waste			

<p>2. Be able to maintain stocks of stationery and supplies</p>	<p>2.1 Maintain stocks of stationery and supplies at the required levels</p> <p>2.2 Maintain the requirements of storage and security</p> <p>2.3 Carry out stock checks in accordance with organisational policies and procedures</p> <p>2.4 Chase up late or incorrect orders with suppliers</p>			
<p>3. Be able to issue stock of stationery and supplies</p>	<p>3.1 Issue stationery and supplies in accordance with organisational requirements</p> <p>3.2 Maintain up-to-date records of stock issued, received and in storage</p> <p>3.3 Deal with unwanted or damaged stationery and supplies safely</p> <p>3.4 Recommend ways in which the system for receiving and issuing stock could be improved</p>			
<p><b>Evidence Requirements</b>            Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>            Simulation is not allowed for this unit except as detailed below.</p>				
<p><b>Supplementary evidence</b>            Supplementary evidence such as questioning may be used for assessment criteria 2.4 and 3.3 if no naturally occurring evidence is available.</p>				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

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Learner  
Achievement  
Portfolio

# Level 3 Diploma in Business Administration – Optional Group C

Qualification  
Accreditation Number:  
601/3547/5  
Version AIQ004427

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# Optional Group C

## Unit 43

<b>Title</b>	Manage team performance		
<b>Level</b>	3		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	A/506/1821		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
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			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 44

<b>Title</b>	Participate in a project		
<b>Level</b>	3		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	F/506/1934		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how to manage a project	1.1 Explain the features of a project business case		
	1.2 Explain the stages of a project lifecycle		
	1.3 Explain the roles of people involved in a project		
	1.4 Explain the uses of project-related information		
	1.5 Explain the advantages and limitations of different project monitoring techniques		
	1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources		
2. Be able to support the delivery of a project	2.1 Fulfil their role in accordance with a project plan		
	2.2 Collect project-related information in accordance with project plans		
	2.3 Use appropriate tools to analyse project information		
	2.4 Report on information analysis in the agreed format and timescale		
	2.5 Draw issues, anomalies and potential problems to the attention of project managers		

	2.6 Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project			
<p><b>Evidence of real work activity</b></p> <p>There must be evidence that the learner has met all of the requirements listed under 'The learner can' through their own work in a real business administration environment. Evidence may be gathered through a combination of methods, for example, observations, professional discussion, looking at products of the learner's work or using witness testimony from suitably experienced colleagues. There must be sufficient evidence to ensure that the learner can meet all the requirements on a consistent basis.</p> <p>There must also be evidence that the learner's work in a real business administration environment has met the requirements listed under 'Assessment requirements or guidance specified by a sector or regulatory body'.</p>				
<p><b>Simulation</b></p> <p>Simulation is not allowed for this unit except as detailed below.</p> <p>Simulation may be used for assessment criteria 2.5 if no naturally occurring evidence is available.</p>				
<p><b>Supplementary evidence</b></p> <p>Supplementary evidence such as questioning may be used for assessment criteria 2.5 if no naturally occurring evidence is available.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**


**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 45

<b>Title</b>		Manage individuals' performance			
<b>Level</b>		3			
<b>Credit</b>		4			
<b>Unit accreditation no.</b>		J/506/1921			
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria</b> 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					
		<b>Initial</b>	<b>Evidence</b>	<b>Reference</b>	

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed.



## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 46

<b>Title</b>	Implement and maintain business continuity plans and processes		
<b>Level</b>	3		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	K/506/1930		
<b>Learning Outcomes The learner will:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
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	<p>2.1 Develop a framework for business continuity management</p> <p>2.2 Recommend resources that are proportionate to the potential impact of business disruption</p> <p>2.3 Communicate the importance and requirements of business continuity plans and processes to stakeholders</p> <p>2.4 Meet their own objectives within the plan</p>			
3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes	<p>3.1 Provide training for staff who may be affected</p> <p>3.2 Validate and test the strength of business continuity plans and processes</p> <p>3.3 Update plans and processes in the light of feedback from business continuity exercises and other sources of information</p>			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 47

<b>Title</b>	Manage individuals' development in the workplace		
<b>Level</b>	3		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	L/506/1922		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Be able to carry out performance appraisals	1.1 Explain the purpose of performance reviews and appraisals		
	1.2 Explain techniques to prepare for and carry out appraisals		
	1.3 Provide a private environment in which to carry out appraisals		
	1.4 Carry out performance reviews and appraisals in accordance with organisational policies and procedures		
	1.5 Provide clear, specific and evidence-based feedback sensitively		
	1.6 Agree future actions that are consistent with appraisal findings and identified development needs		
	2. Be able to support the learning and development of individual team members	2.1 Describe training techniques that can be applied in the workplace	
2.2 Analyse the advantages and disadvantages of learning and development interventions and methods			
2.3 Explain organisational learning and development policies and resource availability			
2.4 Review individuals' learning and development needs at regular intervals			
2.5 Suggest learning and development opportunities and interventions that are likely to meet individual and business needs			

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 48

<b>Title</b>	Procure products and/or services			
<b>Level</b>	3			
<b>Credit</b>	5			
<b>Unit accreditation no.</b>	M/506/1928			
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>	
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			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Unit 49

<b>Title</b>	Promote equality, diversity and inclusion in the workplace		
<b>Level</b>	3		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	T/506/1820		
<b>Learning Outcomes The learner will:</b>	<b>↘</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1 Explain the difference between equality, diversity and inclusion		
	1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy		
	1.3 Explain the potential consequences of breaches of equality legislation		
	1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion		
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1 Explain the different forms of discrimination and harassment		
	2.2 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace		
	2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace		
3. Be able to support equality, diversity and inclusion in the workplace	3.1 Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace		
	3.2 Identify potential issues relating to equality, diversity and inclusion in the workplace		
	3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace		
<b>Evidence Requirements</b>	Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.		
<b>Simulation</b>	Simulation is not allowed.		

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 50

<b>Title</b>		Implement change			
<b>Level</b>		3			
<b>Credit</b>		5			
<b>Unit accreditation no.</b>		T/506/1929			
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>	<b>Initial</b>	<b>Evidence</b>	<b>Reference</b>
<b>The learner will:</b>		<b>The learner can:</b>	✓		
1. Understand the principles of change management	1.1	Explain the importance of effective leadership when implementing change			
	1.2	Explain the role of internal and external stakeholders in the management of change			
	1.3	Evaluate the suitability of change management models for different contexts			
	1.4	Explain how to assess the business risks associated with change			
	1.5	Assess the need for contingency planning when implementing change			
	1.6	Assess the need for crisis management when implementing change			
	1.7	Explain the different types of barriers to change and how to deal with these			
	1.8	Explain how to evaluate change management projects			
2. Be able to plan the implementation of change	2.1	Explain the need for change			
	2.2	Explain the potential consequences of not implementing change			
	2.3	Explain the roles and responsibilities of a change management project team			
	2.4	Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources			

	2.5 Brief team members on their roles and responsibilities and the objectives of the change			
	2.6 Gain acceptance to the need for change from team members and other stakeholders			
3. Be able to manage the implementation of a change plan	3.1 Explain organisational escalation processes for reporting problems			
	3.2 Analyse the advantages and disadvantages of monitoring techniques			
	3.3 Implement the plan within the agreed timescale			
	3.4 Provide support to team members and other stakeholders according to identified needs			
	3.5 Monitor the progress of the implementation against the plan			
	3.6 Manage problems in accordance with contingency plans			
4. Be able to evaluate the effectiveness of the implementation of change plans	4.1 Assess the suitability of techniques used to analyse the effectiveness of change			
	4.2 Collate valid feedback and information from stakeholders			
	4.3 Analyse feedback and information against agreed criteria			
	4.4 Identify areas for future improvement			
	4.5 Communicate the lessons learned with those who may benefit			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 51

<b>Title</b>	Chair and lead meetings		
<b>Level</b>	3		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	Y/506/1924		
<b>Learning Outcomes The learner will:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
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

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed.



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 52

<b>Title</b>	Bespoke software		
<b>Level</b>	3		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	J/502/4397		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Input and combine information using bespoke software	1.1 Input relevant information accurately so that it is ready for processing		
	1.2 Select and use appropriate techniques to link and combine information within the application and across different software applications		
2. Create and modify appropriate structures to organise and retrieve information efficiently	2.1 Evaluate the use of software functions to structure, layout and style information		
	2.2 Create, change and use appropriate structures and/or layouts to organise information efficiently		
	2.3 Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available		
3. Exploit the functions of the software effectively to process and present information	3.1 Select and use appropriate tools and techniques to edit, analyse and format information		
	3.2 Check information meets needs, using IT tools and making corrections as necessary		
	3.3 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs		
	3.4 Select and use presentation methods to aid clarity and meaning		
<b>Evidence Requirements</b>	Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.		
<b>Simulation</b>	Assessment of this unit may be based on either the learner's performance at work or through simulation, where necessary. If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).		
	This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.		

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 53

<b>Title</b>	Spreadsheet software			
<b>Level</b>	3			
<b>Credit</b>	6			
<b>Unit accreditation no.</b>	J/502/4626			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured			
	1.2 Enter and edit numerical and other data accurately			
	1.3 Combine and link data across worksheets			
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available			
2. Select and use appropriate formulas and data analysis tools and techniques to meet requirements	2.1 Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them			
	2.2 Select and use a wide range of appropriate functions and formulas to meet calculation requirements			
	2.3 Select and use a range of tools and techniques to analyse and interpret data to meet requirements			
	2.4 Select and use forecasting tools and techniques			
3. Use tools and techniques to present, and format and publish spreadsheet information	3.1 Explain how to present and format spreadsheet information effectively to meet needs			
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively			
	3.3 Select and use appropriate tools and techniques to generate, develop and format charts and graphs			

	3.4 Select and use appropriate page layout to present, print and publish spreadsheet information			
	3.5 Explain how to find and sort out any errors in formulas			
	3.6 Check spreadsheet information meets needs, using IT tools and making corrections as necessary			
	3.7 Use auditing tools to identify and respond appropriately to any problems with spreadsheets			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 54

<b>Title</b>	Database software			
<b>Level</b>	3			
<b>Credit</b>	6			
<b>Unit accreditation no.</b>	T/502/4556			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference Number/s</b>
1. Plan, create and modify relational database tables to meet requirements  2. Enter, edit and organise structured information in a database	1.1 Explain how a relational database design enables data to be organised and queried			
	1.2 Plan and create multiple tables for data entry with appropriate fields and properties			
	1.3 Set up and modify relationships between database tables			
	1.4 Explain why and how to maintain data integrity			
	1.5 Respond appropriately to problems with database tables			
	1.6 Use database tools and techniques to ensure data integrity is maintained			
	2.1 Design and create forms to access, enter, edit and organise data in a database			
	2.2 Select and use appropriate tools and techniques to format data entry forms			
	2.3 Check data entry meets needs, using IT tools and making corrections as necessary			
	2.4 Respond appropriately to data entry errors			

<p>3. Use database software tools to create, edit and run data queries and produce reports</p>	<p>3.1 Explain how to select, generate and output information from queries according to requirements</p> <p>3.2 Create and run database queries to display, amend or calculate selected data</p> <p>3.3 Plan and produce database reports from a multiple-table relational database</p> <p>3.4 Select and use appropriate tools and techniques to format database reports</p> <p>3.5 Check reports meet needs, using IT tools and making corrections as necessary</p>			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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Date:

## Unit 55

<b>Title:</b>	Word processing software				
<b>Level:</b>	3				
<b>Credit</b>	6				
<b>Unit accreditation no.</b>	Y/502/4629				
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	✓	<b>Initial</b>	<b>Evidence Reference Number/s</b>	
1. Enter and combine text and other information accurately within word processing documents	1.1 Summarise what types of information are needed for the document and how they should be linked or integrated				
	1.2 Use appropriate techniques to enter text and other types of information accurately and efficiently				
	1.3 Create, use and modify appropriate templates for different types of documents				
	1.4 Explain how to combine and merge information from other software or multiple documents				
	1.5 Combine and merge information within a document from a range of sources				
	1.6 Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available				
	1.7 Select and use tools and techniques to work with multiple documents or users				
	1.8 Customise interface to meet needs				
	2. Create and modify appropriate layouts, structures and styles for word processing documents	2.1 Analyse and explain the requirements for structure and style			
		2.2 Create, use and modify columns, tables and forms to organise information			
2.3 Define and modify styles for document elements					
2.4 Select and use tools and techniques to organise and structure long documents					

3. Use word processing software tools to format and present documents effectively to meet requirements	3.1 Explain how the information should be formatted to aid meaning			
	3.2 Select and use appropriate techniques to format characters and paragraphs			
	3.3 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents			
	3.4 Check documents meet needs, using IT tools and making corrections as necessary			
	3.5 Evaluate the quality of the documents produced to ensure they are fit for purpose			
	3.6 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed for this unit except as detailed below.				
Simulation may be used for assessment criteria 3.6 if no naturally occurring evidence is available.				
<b>Supplementary evidence</b>				
Supplementary evidence such as questioning may be used for assessment criteria 3.6 if no naturally occurring evidence is available.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 56

Title		Using email					
Level		3					
Credit		3					
Unit accreditation no.		T/502/4301					
Learning outcomes The learner will:		Assessment criteria The learner can:					
1. Use e-mail software tools and techniques to compose and send messages		1.1 Select and use software tools to compose and format e-mail messages, including attachments	✓	Initial	Evidence Reference		
		1.2 Explain methods to improve message transmission					
		1.3 Send e-mail messages to individuals and groups					
		1.4 Explain why and how to stay safe and respect others when using e-mail					
		1.5 Use an address book to manage contact information					
		2. Manage use of e-mail software effectively		2.1 Develop and communicate guidelines and procedures for using e-mail effectively			
				2.2 Read and respond appropriately to e-mail messages and attachments			
				2.3 Use email software tools and techniques to automate responses			
				2.4 Explain why, how and when to archive messages			
				2.5 Organise, store and archive e-mail messages effectively			
2.6 Customise e-mail software to make it easier to use							
2.7 Explain how to minimise e-mail problems							
2.8 Respond appropriately to email problems							

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

Date:

## Unit 57

<b>Title</b>	Organise and deliver customer service			
<b>Level</b>	3			
<b>Credit</b>	5			
<b>Unit accreditation no.</b>	L/506/2150			
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>	
1. Understand how to organise customer service delivery	1.1 Explain how different methods of promoting products and/or services impact on customer service delivery			
	1.2 Explain who should be involved in the organisation of customer service delivery			
	1.3 Explain the importance of differentiating between customers' wants, needs and expectations			
	1.4 Explain different ways of segmenting customer groups			
	1.5 Explain how customer segmentation is used in organising customer service delivery			
	1.6 Explain how to analyse the "customer journey"			
	2. Be able to plan the delivery of customer service	2.1 Identify customers' needs and expectations		
		2.2 Map the "customer journey"		
		2.3 Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service		
		2.4 Prepare the resources needed to deliver products and/or services to different types of customers		
2.5 Plan how to deal with unexpected additional workloads				
2.6 Allocate priorities to address points of service failure				



3. Be able to deliver customer service	3.1 Take steps to ensure that the needs of customers are balanced with organisational objectives			
	3.2 Agree realistic and achievable actions with customers			
	3.3 Identify areas for improvement in their own customer service delivery			
	3.4 Adapt their own customer service delivery to meet customers' changing expectations			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 58

<b>Title</b>	Resolve customers' complaints		
<b>Level</b>	3		
<b>Credit</b>	4		
<b>Unit accreditation no.</b>	R/506/2151		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the monitoring and resolution of customers' complaints	1.1 Assess the suitability of a range of monitoring techniques for customers' complaints		
	1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery		
	1.3 Explain negotiating techniques used to resolve customers' complaints		
	1.4 Explain conflict management techniques used in dealing with upset customers		
	1.5 Explain organisational procedures for dealing with customer complaints		
	1.6 Explain when to escalate customers' complaints		
	1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint		
	1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services		

<p>2. Be able to deal with customers' complaints</p>	<p>2.1 Confirm the nature, cause and implications of customers' complaints</p>			
	<p>2.2 Take personal responsibility for dealing with complaints</p>			
	<p>2.3 Communicate in a way that recognises customers' problems and understands their points of view</p>			
	<p>2.4 Explain the advantages and limitations of different complaint response options to customers</p>			
	<p>2.5 Explain the advantages and limitations of different complaint response options to the organisation</p>			
	<p>2.6 Keep customers informed of progress</p>			
	<p>2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority</p>			
<p>3. Be able to deal with customers' complaints</p>	<p>2.8 Record the outcome of the handling of complaints for future reference</p>			
	<p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p>			
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b> Simulation is not allowed.</p>				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit


Assessor's signature:

Date:

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## Unit 59

<b>Title</b>		Manage a budget		
<b>Level</b>		4		
<b>Credit</b>		4		
<b>Unit accreditation no.</b>		A/506/1995		
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria</b> 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		
	2.1	Explain the purposes of budget-setting		
2. Understand how to set budgets	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		
	3.1	Use the budget to control performance and expenditure		
3. Be able to manage a budget	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			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**



## Unit 60

<b>Title</b>	Develop and maintain professional networks		
<b>Level</b>	4		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	J/506/1949		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
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		

	<p>3.4 Establish the boundaries of confidentiality</p>				
	<p>3.5 Agree guidelines for the exchange of information and resources</p>				
	<p>3.6 Take action to ensure that participation in networks reflects current and defined future aspirations and needs</p>				
	<p>3.7 Make introductions to people with common or complementary interest to and within networks</p>				
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>  Simulation is not allowed.</p>					

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit


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## Unit 61

<b>Title</b>		Manage physical resources		
<b>Level</b>		4		
<b>Credit</b>		4		
<b>Unit accreditation no.</b>		K/506/1989		
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria</b> 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		
	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits		
2. Be able to obtain physical resources	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			
	<b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.			
<b>Simulation</b> Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 62

<b>Title</b>	Prepare for and support quality audits		
<b>Level</b>	4		
<b>Credit</b>	3		
<b>Unit accreditation no.</b>	K/506/1992		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
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		
	2.1 Establish the quality requirements applicable to the work being audited		
2. Be able to prepare for quality audits	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		
	3.1 Provide access to information on request within scope of the audit		
3. Be able to support quality audits	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		

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Simulation**

Simulation is not allowed.



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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## Unit 63

<b>Title</b>		Manage business risk		
<b>Level</b>		4		
<b>Credit</b>		6		
<b>Unit accreditation no.</b>		L/506/2004		
<b>Learning Outcomes The learner will:</b>		<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
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			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>  Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 63

Title		Initial		Evidence Reference	
Manage a project					
4					
7					
R/506/1999					
Unit accreditation no.		Initial		Evidence Reference	
Learning Outcomes		Initial		Evidence Reference	
The learner will:		Initial		Evidence Reference	
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				
	2.1 Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work				
2. Be able to plan a project	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			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit


Assessor's signature:

Date:

IV's signature:

Date:

## Unit 65

<b>Title</b>		Develop and implement an operational plan		
<b>Level</b>		4		
<b>Credit</b>		5		
<b>Unit accreditation no.</b>		Y/506/1955		
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria</b> 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			
<b>Evidence Requirements</b>				
Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Simulation</b>				
Simulation is not allowed.				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 66

<b>Title</b>		Encourage innovation		
<b>Level</b>		3		
<b>Credit</b>		4		
<b>Unit accreditation no.</b>		J/506/2292		
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria The learner can:</b>		
		<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
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		

<p>3. Be able to implement innovative ideas and improvements</p>	<p>3.1 Explain the risks of implementing innovative ideas and improvements</p>			
	<p>3.2 Justify conclusions of efficiency and value with evidence</p>			
	<p>3.3 Prepare costings and schedules of work that will enable efficient implementation</p>			
	<p>3.4 Design processes that support efficient implementation</p>			
	<p><b>Evidence Requirements</b>            Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>			
<p><b>Simulation</b>            Simulation is not allowed.</p>				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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Date:

## Unit 67

<b>Title</b>	Website software		
<b>Level</b>	3		
<b>Credit</b>	5		
<b>Unit accreditation no.</b>	Y/502/4632		
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>
1. Create structures and styles and use them to produce websites	<p>1.1 Describe what website content and layout will be needed for each page and for the site</p> <p>1.2 Plan and create web page templates to layout content</p> <p>1.3 Select and use website features and structures to enhance website navigation and functionality</p> <p>1.4 Create, select and use styles to enhance website consistency and readability</p> <p>1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites</p> <p>1.6 Explain what access issues may need to be taken into account</p> <p>1.7 Explain when and why to use different file types for saving content</p> <p>1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available</p>	✓	
2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	<p>2.1 Prepare content for web pages so that it is ready for editing and formatting</p> <p>2.2 Organise and combine information needed for web pages inline with any copyright constraints, including across different software</p>		
			<b>Evidence Reference</b>

	<p>2.3 Select and use appropriate editing and formatting techniques to aid meaning</p> <p>2.4 Select and use appropriate programming and development techniques to add features and enhance websites</p> <p>2.5 Select and use file formats that make information easier to download</p> <p>2.6 Check web pages meet needs, using IT tools and making corrections as necessary</p>		
<p>3. Publish and test multiple page websites with multimedia and interactive features</p>	<p>3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned</p> <p>3.2 Identify any quality problems with websites and how to respond to them</p> <p>3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently</p> <p>3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose</p>		
<p><b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>			
<p><b>Simulation</b> Simulation is not allowed for this unit except as detailed below.  Simulation may be used for assessment criteria 3.4 if no naturally occurring evidence is available.</p>			
<p><b>Supplementary evidence</b> Supplementary evidence such as questioning may be used for assessment criteria 3.4 if no naturally occurring evidence is available.</p>			

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**



## Unit 68

<b>Title</b>	Presentation software			
<b>Level</b>	3			
<b>Credit</b>	6			
<b>Unit accreditation no.</b>	T/502/4623			
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Input and combine text and other information within presentation slides	1.1 Explain what types of information are required for the presentation 1.2 Enter text and other information using layouts appropriate to type of information 1.3 Insert charts and tables and link to source data 1.4 Insert images, video or sound to enhance the presentation 1.5 Identify any constraints which may affect the presentation			
2. Use presentation software tools to structure, edit and format presentations	1.6 Organise and combine information for presentations in line with any constraints 1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available 2.1 Explain when and how to use and change slide structure and themes to enhance presentations 2.2 Create, amend and use appropriate templates and themes for slides 2.3 Explain how interactive and presentation effects can be used to aid meaning or impact 2.4 Select and use appropriate techniques to edit and format presentations to meet needs 2.5 Create and use interactive elements to enhance presentations 2.6 Select and use animation and transition techniques appropriately to enhance presentations			

<p>3. Prepare interactive slideshow for presentation</p>	<p>3.1 Explain how to present slides to communicate effectively for different contexts</p> <p>3.2 Prepare interactive slideshow and associated products for presentation</p> <p>3.3 Check presentation meets needs, using IT tools and making corrections as necessary</p> <p>3.4 Evaluate presentations, identify any quality problems and discuss how to respond to them</p> <p>3.5 Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose</p>				
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>					
<p><b>Simulation</b>  Simulation is not allowed for this unit except as detailed below.</p>					
<p>Simulation may be used for assessment criteria 3.5 if no naturally occurring evidence is available.</p>					
<p><b>Supplementary evidence</b>  Supplementary evidence such as questioning may be used for assessment criteria 3.5 if no naturally occurring evidence is available.</p>					

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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Date:

## Unit 69

<b>Title</b>	Recruitment, selection and induction practice			
<b>Level</b>	4			
<b>Credit</b>	6			
<b>Unit accreditation no.</b>	R/506/2909			
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
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			

	<p>2.3 Identify future workforce needs</p> <p>2.4 Develop a resourcing plan that addresses identified needs within budgetary limitations</p> <p>2.5 Evaluate the cost-effectiveness of different methods of recruitment for an identified role</p> <p>2.6 Explain how recruitment policies and practices meet legal and ethical requirements</p> <p>2.7 Select the most appropriate method of recruitment for identified roles</p>			
<p>3. Be able to select appropriate people for the role</p>	<p>3.1 Plan assessment processes that are valid and reliable</p> <p>3.2 Provide those involved in the selection process with sufficient information to enable them to make informed decisions</p> <p>3.3 Justify assessment decisions with evidence</p> <p>3.4 Inform applicants of the outcome of the process in line with organisational procedures</p> <p>3.5 Evaluate the effectiveness of the selection process</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments</p>			
<p>4. Be able to induct people into an organisation</p>	<p>4.1 Develop induction materials that meet operational and new starters' needs</p> <p>4.2 Explain to new starters organisational policies, procedures and structures</p> <p>4.3 Explain to new starters their role and responsibilities</p> <p>4.4 Explain to new starters their entitlements and where to go for help</p>			

	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			
<p><b>Evidence Requirements</b>            Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p>				
<p><b>Simulation</b>            Simulation is not allowed.</p>				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

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Learner  
Achievement  
Portfolio

# Level 3 Diploma in Business Administration – Optional Group D

Qualification  
Accreditation Number:  
601/3547/5  
Version AIQ004428

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# Optional Group D

## Unit 70

<b>Title</b>	Principles of digital marketing and research		
<b>Level</b>	3		
<b>Credit</b>	7		
<b>Unit accreditation no.</b>	F/502/9937		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the role and requirements of digital marketing	1.1 Explain the role of digital marketing within the overall marketing strategy  1.2 Explain the strengths and weaknesses of digital marketing for different marketing applications  1.3 Explain the importance of targeted digital marketing  1.4 Describe the sources of data lists for use in targeting customers and potential customers  1.5 Explain the legal requirements and implications of digital marketing  1.6 Describe the design requirements of data capture and reporting systems for digital marketing  1.7 Explain the importance of evaluating the impact of digital marketing activities		
2. Understand the principles of search engine optimisation (SEO)	2.1 Explain the importance of search engine optimisation  2.2 Describe how to calculate the cost-efficiency of SEO  2.3 Explain the use of Meta Tags, website codes and keywords  2.4 Explain the use of offsite SEO in optimising marketing effectiveness		

	<p>2.5 Explain the design principles of response systems</p>			
	<p>2.6 Explain the advantages and disadvantages of links to other websites</p>			
<p>3. Understand the principles of marketing research using the internet</p>	<p>3.1 Explain the scope for customising search-related internet facilities to enable the identification and retrieval of targeted information</p>			
	<p>3.2 Explain the advantages and disadvantages of different data mining techniques</p>			
	<p>3.3 Explain how to use multiple-table relational databases</p>			
	<p>3.4 Explain how to ensure the validity and reliability of information retrieved from the internet</p>			
	<p>4.1 Explain the potential uses of a Customer Relationship Management (CRM) system</p>			
<p>4. Understand the principles of digital marketing device and message design</p>	<p>4.2 Explain the design requirements of a CRM system</p>			
	<p>4.3 Describe the characteristics of an effective digital marketing device</p>			
	<p>4.4 Describe the characteristics of an effective digital response system</p>			
	<p>4.5 Explain the requirements, advantages and disadvantages of different tracking systems</p>			
	<p>4.6 Explain how to overcome the barriers posed by non-interoperable technologies</p>			
	<p>5.1 Explain the implications for the use of digital technology of campaigns that are aimed at retention, acquisition and conversion</p>			
<p>5. Understand how to use digital technology for marketing purposes</p>	<p>5.2 Explain methods of managing digital databases including permission marketing and the application of suppressions/opt-outs</p>			
	<p>5.3 Explain the advantages and disadvantages of different digital technologies and combination of technologies for a range of marketing applications</p>			

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Additional information**

A worksheet can be developed if required. Please contact [pippa@activeiq.co.uk](mailto:pippa@activeiq.co.uk)

**Simulation**

Simulation is not allowed.

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit


Assessor's signature:

Date:

IV's signature:

Date:

## Unit 71

<b>Title</b>		Principles of marketing stakeholder relationships		
<b>Level</b>		3		
<b>Credit</b>		3		
<b>Unit accreditation no.</b>		J/502/9938		
<b>Learning Outcomes The learner will:</b>		<b>Assessment Criteria</b> The learner can: 		
1. Understand marketing stakeholder relationships	1.1	Explain the basis on which the need for marketing stakeholder relationships are identified and prioritised		
	1.2	Explain the use of stakeholder mapping in developing ways of building relationships		
	1.3	Describe the nature of interest of different stakeholder groups and how this affects the nature of relationships and communications		
	1.4	Explain the significance of stakeholders to the achievement of the overall marketing strategy		
	1.5	Describe the features of the market in which stakeholders operate		
	1.6	Describe how to establish stakeholders' attitudes to an organisation		
	1.7	Describe actual and potential synergies and conflicts between clients and other stakeholders		
2. Understand how to build and manage marketing stakeholder relationships	2.1	Explain how to identify common goals and potential synergy between stakeholders and an organisation		
	2.2	Explain the importance of engaging stakeholders in marketing activities		
	2.3	Explain the basis upon which stakeholder communications plans are developed		
	2.4	Explain the requirements of a competitor management strategy		
		<b>Initial</b>	<b>Evidence</b>	<b>Reference</b>

	2.5 Explain the importance of agreeing common objectives with clients				
	2.6 Describe the scope of generalist and specialist personnel that can be deployed in support of building long term relationships with clients				
3. Understand how to monitor and control marketing stakeholder relationships	3.1 Explain the use of key performance indicators and success criteria in monitoring the effectiveness of stakeholder relationships				
	3.2 Describe methods of monitoring the ongoing effectiveness of stakeholder relationships				
	3.3 Explain the importance of effective stakeholder communications and feedback system				
	3.4 Explain how changes in the market environment in which stakeholders operate may have an impact on relationships				
	3.5 Explain how to develop strategies and plans that address changing stakeholder attitudes and needs				
	3.6 Explain how to develop reporting systems that meet agreed success criteria				
	3.7 Explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders				
<b>Evidence of real work activity</b>	Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.				
<b>Additional information</b>	A worksheet can be developed if required. Please contact <a href="mailto:pippa@activeiq.co.uk">pippa@activeiq.co.uk</a>				
<b>Simulation</b>	Simulation is not allowed.				



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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## Unit 72

<b>Title</b>	Principles of market research		
<b>Level</b>	3		
<b>Credit</b>	5		
<b>Unit accreditation no.</b>	K/502/9933		
<b>Learning Outcomes The learner will:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the basis on which market research is commissioned			
			1.1 Describe how to identify the need for market research and the sources of evidence to support this
			1.2 Describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others
			1.3 Explain how to set research parameters, aims and evaluation criteria
			1.4 Explain the importance of involving stakeholders in the definition of research to be carried out
			1.5 Explain how to evaluate different options for conducting the research
2. Understand how to design market research projects			2.1 Explain how to set research objectives, timescales, budget and resource requirements and success criteria
			2.2 Explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives
			2.3 Describe the factors to be taken into account when selecting research instruments that are fit for purpose
			2.4 Explain how to ensure the suitability of methods chosen to conduct research
			2.5 Explain the strengths and limitations of quantitative and qualitative research

	2.6 Explain how risks inherent in market research may be addressed			
	2.7 Explain how to ensure that research data collected is valid and reliable			
	2.8 Describe the uses of the research outputs			
	2.9 Explain how to obtain approval to the proposed research			
3. Understand the principles of marketing data collection	3.1 Explain the difference between primary and secondary research and how this affects data collection methods and interpretation			
	3.2 Describe the importance of using research instruments correctly			
	3.3 Explain the role of data collection in a market research project			
	3.4 Explain how to address problems arising in data collection (eg insufficiency of representative sample, unreliable or invalid data)			
	3.5 Explain the importance of accurate data collection and recording			
	3.6 Explain marketing data storage, security and access requirements			
4. Understand the principles of marketing data interpretation and evaluation	4.1 Explain the volume of data needed to ensure statistical confidence			
	4.2 Explain how to evaluate the quality, reliability and validity of market research data			
	4.3 Describe the use(s) of market research			
	4.4 Explain the application, strengths and weaknesses of different data analysis methods			
	4.5 Explain the use of statistical tools to identify trends, causes and correlations in marketing data			
	4.6 Explain the strengths and weaknesses of different data evaluation methods			

	4.7 Explain the basis on which to reach conclusions as to the usefulness of the research				
<b>Evidence Requirements</b> Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.					
<b>Additional information</b> A worksheet can be developed if required. Please contact <a href="mailto:pippa@activeiq.co.uk">pippa@activeiq.co.uk</a> .					
<b>Simulation</b> Simulation is not allowed.					

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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## Unit 73

<b>Title</b>	Principles of marketing and evaluation		
<b>Level</b>	3		
<b>Credit</b>	7		
<b>Unit accreditation no.</b>	T/502/9935		
<b>Learning Outcomes The learner will:</b>	<b>➤</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the principles of market segmentation			
			1.1 Explain the importance of defining market segments to the development and achievement of the marketing strategy
			1.2 Explain the difference between market segments and customer classification
			1.3 Explain how the characteristics, motivations and behaviours of potential target customers are identified
			1.4 Explain how to cluster customers with similar characteristics
			1.5 Describe how to confirm that proposed segments are real, distinctive, viable and their buying power measurable
			1.6 Explain how to evaluate the profitability and stability of market segments
			1.7 Describe how a range of products may appeal to different market segments
			1.8 Explain the motivators and inhibitors that influence customer behaviour
			1.9 Explain the use of Customer Relationship Management

<p>2. Understand how to assess market opportunities for new products and/or services</p>	<p>2.1 Describe the economic and buyer behavioural factors to be taken into account when assessing new market opportunities</p> <p>2.2 Describe the cultural factors that are likely to affect customers' perception of products and/or services and sales performance</p> <p>2.3 Explain how to identify opportunities and threats in new markets and for new products in existing markets</p> <p>2.4 Explain how competitor and potential competitor activity may affect projected sales performance</p> <p>2.5 Explain the basis of recommendations to exploit new market opportunities</p>			
<p>3. Understand the principles of marketing strategy development</p>	<p>3.1 Describe the topics to be addressed in a marketing strategy</p> <p>3.2 Explain the use of market analyses to inform the development of a marketing strategy</p> <p>3.3 Explain how to evaluate risks to the achievement of objectives</p> <p>3.4 Describe how to forecast sales by product and/or service</p> <p>3.5 Explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts</p> <p>3.6 Explain the importance of engaging stakeholders in the development of a marketing strategy</p> <p>3.7 Explain the significance of customer loyalty to the achievement of marketing objectives and strategy</p> <p>3.8 Explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment</p>			

4. Understand how to evaluate the effectiveness of a marketing strategy	4.1 Explain the importance of conducting the evaluation in accordance with the specification			
	4.2 Describe the factors to be taken into account in the evaluation of the effectiveness of a marketing strategy			
	4.3 Explain the strengths and weaknesses of different evaluation methods			
	4.4 Describe how to identify trends and themes from evaluation data			
	4.5 Explain how to ensure the reliability and validity of evaluation data			
	4.6 Explain how to achieve an acceptable level of statistical confidence			
	4.7 Explain how to address critical issues revealed by evaluation			
	4.8 Explain the importance of justifying recommendations and conclusions with evidence			
	4.9 Explain the use of impact analysis in the evaluation process			
	4.10 Explain the importance of marketing to the achievement of business objectives and strategies			
	4.11 Describe the links between corporate social responsibility and marketing strategies			

**Evidence Requirements**

Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.

**Additional information**

A worksheet can be developed if required. Please contact [pippa@activeiq.co.uk](mailto:pippa@activeiq.co.uk)

**Simulation**

Simulation is not allowed.



## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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## Unit 74

<b>Title</b>	Understand the customer service environment		
<b>Level</b>	3		
<b>Credit</b>	5		
<b>Unit accreditation no.</b>	Y/506/2152		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the concepts and practices underpinning customer service delivery	1.1 Explain the value of customer service as a competitive tool		WORKSHEET
	1.2 Explain the process of mapping the customer journey and its importance in delivering effective customer service		
	1.3 Describe techniques used to identify service failures		
	1.4 Explain the concept and importance of the service profit chain		
	1.5 Describe methods of measuring organisational effectiveness in the delivery of customer service		
2. Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to customers and to an organisation		
	2.2 Explain how branding can influence customers' perception of an organisation and its products and/or services		
	2.3 Explain the potential impact of good and poor customer service on a brand		
3. Understand the structure of customer service	3.1 Explain the features of different customer service models and customer service standards		
	3.2 Explain the relationship between customer service and operational areas of an organisation		
	3.3 Explain the relationship between customer service and continuous improvement processes		

4. Understand the implications of legislation on customer service delivery	3.4 Explain the costs and benefits of customer service to an organisation			
	3.5 Explain the impact of organisational values on how customers create their expectations			
	3.6 Explain how organisational values impact on meeting customer expectations			
	4.1 Explain the implications of consumer-related legislation on customer service delivery			
	4.2 Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information			
	<b>Evidence Requirements</b> This is a knowledge based unit. Please see worksheet section at the end of Optional Group D			

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

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## Unit 75

<b>Title</b>	Understand the legal context of business		
<b>Level</b>	3		
<b>Credit</b>	6		
<b>Unit accreditation no.</b>	D/506/1939		
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the legal framework within which businesses operate	1.1 Explain the legal requirements of different types of business  1.2 Describe the roles and powers of government departments and agencies in regulating business  1.3 Explain the legal provisions relating to intellectual property		
2. Understand the principles of business governance	2.1 Explain the corporate governance statutory framework of a business  2.2 Explain the roles and responsibilities of an organisation's governing body  2.3 Explain the financial reporting requirements of an organisation		
3. Understand how contract law affects a business	3.1 Explain the elements of a valid business contract  3.2 Analyse different types of contracts  3.3 Explain the difference between negligence and liability  3.4 Explain the liabilities and entitlements of sellers and purchasers of goods and services		

4. Understand the requirements of employment law	4.1 Describe the sources, institutions and enforcement systems for individual employment rights			
	4.2 Explain the features of types of worker and employment contracts for service			
	4.3 Explain the implications of contracts of service and contracts for service			
	4.4 Explain the implications of different types of employment status			
	4.5 Explain the requirements for an organisation for health and safety			
	4.6 Explain the requirements for an organisation for equality and diversity			
	4.7 Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy			
	4.8 Describe the impact of human rights legislation on the employment relationship			
	<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p> <p><b>Additional information</b>  A worksheet can be developed if required. Please contact <a href="mailto:pippa@activeiq.co.uk">pippa@activeiq.co.uk</a>.</p> <p><b>Simulation</b>  Simulation is not allowed.</p>			

## Unit 76

<b>Title</b> <b>Level</b> <b>Credit</b> <b>Unit accreditation no.</b>	Principles of social media within a business 3 6 R/503/9324		
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand how social media fits into the objectives and marketing of a business	1.1 Describe a business and its type, vision, aims, objectives and goals 1.2 Identify the brand and values of a business and how these are portrayed to the audience of a business 1.3 Describe the marketing tools available to a business 1.4 Explain the consequences of using social media on the budget of different sizes and types of business 1.5 Explain the benefits and consequences of encouraging amplification 1.6 Explain the benefits and consequences of encouraging engagement 1.7 Explain the factors to consider when identifying a social media plan for a business 1.8 Explain how social media could fit into the marketing plan of a business		
2. Understand how to select social media tools and channels for a business	2.1 Describe the different tools and channels that can be used for social media 2.2 Describe the features and benefits of the different tools and channels that can be used for social media		

	2.3 Identify the potential type of audience for each different tool and channel that can be used for social media			
	2.4 Explain the factors to consider when selecting different tools and channels for social media			
	2.5 Evaluate different tools and channels for social media for business use			
3. Understand how to measure the success of using social media tools and channels	3.1 Explain the importance of measuring the outcomes of using different social media tools and channels			
	3.2 Explain why SMARTER targets should be set for different social media tools and channels			
	3.3 Describe the methods a business can use to measure and identify success of different social media tools and channels			
	3.4 Describe what success could look like when using different social media tools and channels for different types and sizes of business			
4. Understand how social media policy and guidelines can impact a business	4.1 Describe the components of a business's social media policy and guidelines			
	4.2 Explain the importance of having a social media policy and guidelines			
	4.3 Explain the importance of having a reputation management policy			
	4.4 Describe the benefits of managing perception changes in a business's reputation			
	4.5 Describe how to manage perception changes in a business's reputation			



<p>5. Be able to monitor how a business is using Social Media</p>	<p>5.1 Explain the importance of knowing how similar businesses or industries are using social media</p>			
	<p>5.2 Explain how to monitor the ways similar businesses or industries are using social media</p>			
	<p>5.3 Monitor how a business is using social media</p>			
	<p>5.4 Identify improvements to a business's use of social media</p>			
<p><b>Evidence Requirements</b>  Evidence for this unit should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria.</p> <p><b>Additional information</b>  A worksheet can be developed if required. Please contact <a href="mailto:pippa@activeiq.co.uk">pippa@activeiq.co.uk</a></p> <p><b>Simulation</b>  Simulation is not allowed.</p>				

## Assessor feedback

**Below detail why, as the assessor, you feel the learner has achieved this unit**

**Assessor's signature:**

**Date:**

**IV's signature:**

**Date:**

## Unit 77

<b>Title</b>	Principles of leadership and management			
<b>Level</b>	3			
<b>Credit</b>	8			
<b>Unit accreditation no.</b>	F/506/2596			
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>	<b>✓</b>	<b>Initial</b>	<b>Evidence Reference</b>
1. Understand the principles of effective decision making	1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken			WORKSHEET
	1.2 Assess the importance of analysing the potential impact of decision making			
	1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making			
	1.4 Explain the importance of aligning decisions with business objectives, values and policies			
	1.5 Explain how to validate information used in the decision making process			
	1.6 Explain how to address issues that hamper the achievement of targets and quality standards			
	2. Understand leadership styles and models	2.1 Explain the difference in the influence of managers and leaders on their teams		
2.2 Evaluate the suitability and impact of different leadership styles in different contexts				
2.3 Analyse theories and models of motivation and their application in the workplace				

3. Understand the role, functions and processes of management	3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work			
	3.2 Explain how managers ensure that team objectives are met			
	3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives			
	3.4 Analyse theories and models of management			
	3.5 Explain how the application of management theories guide a manager's actions			
	3.6 Explain the operational constraints imposed by budgets			
4. Understand performance measurement	4.1 Explain the relationship between business objectives and performance measures			
	4.2 Explain the features of a performance measurement system			
	4.3 Explain how to set key performance indicators (KPIs)			
	4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance			
	4.5 Explain the use of management accounts and management information systems in performance management			
	4.6 Explain the distinction between outcomes and outputs			
<b>Evidence Requirements</b>				
This is a knowledge based unit. Please see worksheet section at the end of Optional Group D.				

## Assessor feedback

Below detail why, as the assessor, you feel the learner has achieved this unit

Assessor's signature:

Date:

IV's signature:

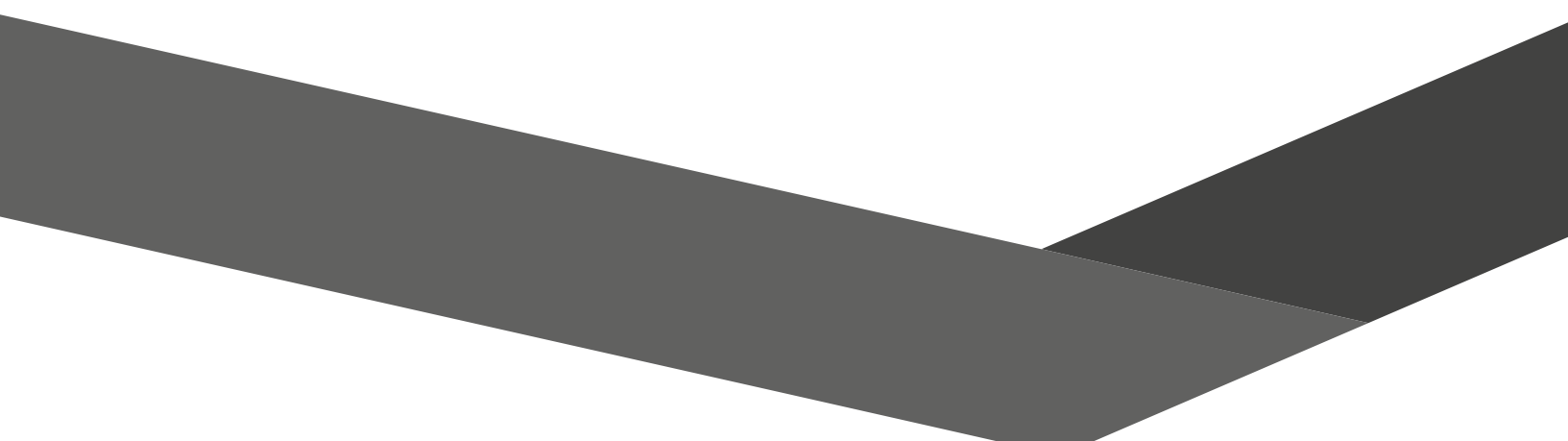
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