



Learner
Achievement
Portfolio

Level 3 Diploma in Management – Group A

Qualification
Accreditation Number:
601/3701/0
Version AIQ004485

Active iQ

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Active IQ Level 3 Diploma in Management

Qualification Accreditation Number: 601/3701/0

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 Management**

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 Management

You must achieve a minimum of 55 credits.

You must complete all five units in mandatory group A (31 credits), a minimum of 17 credits from optional group B and a maximum of 7 credits from optional group C.

A minimum of 41 credits must be at level 3.

Unit		Accreditation number	Level	Credit
Mandatory units (Group A) You must complete all five units (31 credits)				
1.	Manage personal and professional development	T/506/2952	3	3
2.	Manage team performance	A/506/1821	3	4
3.	Principles of leadership and management	F/506/2596	3	8
4.	Principles of people management	R/506/1937	3	6
5.	Principles of business	D/506/1942	3	10
Optional units (Group B) You must achieve a minimum of 17 credits				
6.	Promote equality, diversity and inclusion in the workplace	T/506/1820	3	3
7.	Manage individuals' performance	J/506/1921	3	4
8.	Manage individuals' development in the workplace	L/506/1922	3	3
9.	Chair and lead meetings	Y/506/1924	3	3
10.	Encourage innovation	J/506/2292	3	4
11.	Manage conflict within a team	K/506/1927	3	5
12.	Procure products and/or services	M/506/1928	3	5
13.	Implement change	T/506/1929	3	5
14.	Implement and maintain business continuity plans and processes	K/506/1930	3	4
15.	Collaborate with other departments	M/506/1931	3	3
16.	Support remote or virtual teams	A/506/1933	3	4
17.	Participate in a project	F/506/1934	3	3
18.	Develop and maintain professional networks	J/506/1949	4	3
19.	Develop and implement an operational plan	Y/506/1955	4	5
20.	Encourage learning and development	M/506/1962	4	3
21.	Discipline and grievance management	A/506/1981	4	3
22.	Develop working relationships with stakeholders	F/506/1982	4	4
23.	Manage physical resources	K/506/1989	4	4
24.	Manage the impact of work activities on the environment	J/506/2907	4	4
25.	Prepare for and support quality audits	K/506/1992	4	3
26.	Conduct quality audits	T/506/1994	4	3
27.	Manage a budget	A/506/1995	4	4
28.	Manage a project	R/506/1999	4	7
29.	Manage business risk	L/506/2004	4	6
30.	Manage knowledge in an organisation	A/506/2032	4	5
31.	Recruitment, selection and induction practice	R/506/2909	4	6
32.	Manage redundancy and redeployment	M/506/2044	4	6

Optional units (Group C) You may achieve a maximum of 7 credits				
33.	Buddy a colleague to develop their skills	M/506/1895	2	3
34.	Contribute to the improvement of business performance	D/506/1911	3	6
35.	Negotiate in a business environment	H/506/1912	3	4
36.	Develop a presentation	K/506/1913	3	3
37.	Deliver a presentation	M/506/1914	3	3
38.	Contribute to the development and implementation of an information system	A/506/1916	3	6
39.	Resolve customers' problems	K/506/2169	3	4
40.	Resolve customers' complaints	R/506/2151	3	4
41.	Gather, analyse and interpret customer feedback	D/506/2170	3	5
42.	Employee rights and responsibilities	L/506/1905	2	2
43.	Health and safety procedures in the workplace	T/505/4673	2	2
44.	Manage events	M/506/1959	4	6
45.	Review the quality of customer service	F/506/2176	4	4

You may only complete 1 unit from each row.

Barred units	
This unit	Is barred against this unit
Unit 17 Participate in a project (F/506/1934)	Unit 28 Manage a project (R/506/1999)
Unit 28 Manage a project (R/506/1999)	Unit 17 Participate in a project (F/506/1934)

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
Mandatory						
Optional Units						

Master Evidence Index

Evidence Number	Description
1.	
2.	
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Mandatory Group A

Unit 1

Title	Manage personal and professional development		
Level	3		
Credit	3		
Unit accreditation no.	T/506/2952		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
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		
	2.1 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. Be able to fulfil a personal and professional development plan	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			
	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:

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			
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 3

Title	Principles of leadership and management			
Level	3			
Credit	8			
Unit accreditation no.	F/506/2596			
Learning Outcomes The learner will:	Assessment Criteria The learner can:	✓	Initial	Evidence Reference
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 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			WORKSHEET
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			
Evidence Requirements				
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 4

Principles of people management	
3	
6	
R/506/1937	
Assessment Criteria	
The learner can:	
1.	Initial Evidence Reference
Understand the principles of workforce management	WORKSHEET
1.1 Explain the relationship between Human Resources (HR) functions and other business functions	
1.2 Explain the purpose and process of workforce planning	
1.3 Explain how employment law affects an organisation's HR and business policies and practices	
1.4 Evaluate the implications for an organisation of utilising different types of employment contracts	
1.5 Evaluate the implications for an individual of different types of employment contracts	
2.	
Understand equality of opportunity, diversity and inclusion	
2.1 Explain an organisation's responsibilities and liabilities under equality legislation	
2.2 Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations	
2.3 Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion	
2.4 Explain how to measure diversity within an organisation	

5. Understand training and development	5.1 Explain the benefits of employee development			
	5.2 Explain the advantages and limitations of different types of training and development methods			
	5.3 Explain the role of targets, objectives and feedback in employee development			
	5.4 Explain how personal development plans support the training and development of individuals			
	5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles			
	5.6 Explain how to support individuals' learning and development			
6. Understand reward and recognition	6.1 Describe the components of 'total reward'			
	6.2 Analyse the relationship between motivation and reward			
	6.3 Explain different types of pay structures			
	6.4 Explain the risks involved in the management of reward schemes			
Evidence Requirements				
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

Principles of business					
3					
10					
D/506/1942					
Unit accreditation no.		▼		Initial	Evidence Reference
Learning Outcomes The learner will:		Assessment Criteria The learner can:			
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				

<p>3. Understand financial management</p>	<p>3.1 Explain the importance of financial viability for an organisation</p> <p>3.2 Explain the consequences of poor financial management</p> <p>3.3 Explain different financial terminology</p>				<p>WORKSHEET</p>
<p>4. Understand business budgeting</p>	<p>4.1 Explain the uses of a budget</p> <p>4.2 Explain how to manage a budget</p>				
<p>5. Understand sales and marketing</p>	<p>5.1 Explain the principles of marketing</p> <p>5.2 Explain a sales process</p> <p>5.3 Explain the features and uses of market research</p> <p>5.4 Explain the value of a brand to an organisation</p> <p>5.5 Explain the relationship between sales and marketing</p>				
<p>Evidence Requirements 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:

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Optional Group B

Unit 6

Title		Promote equality, diversity and inclusion in the workplace		
Level		3		
Credit		3		
Unit accreditation no.		T/506/1820		
Learning Outcomes The learner will:		Assessment Criteria The learner can: 		
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		

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 7

Title		Manage individuals' performance														
Level		3														
Credit		4														
Unit accreditation no.		J/506/1921														
Learning Outcomes The learner will:		Assessment Criteria The learner can:														
1. Understand the management of underperformance in the workplace	1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance															
					1.2 Explain how to identify causes of underperformance											
									1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively							
													1.4 Explain how to address issues that hamper individuals' performance			
	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										
			Initial	Evidence Reference												

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 8

Title	Manage individuals' development in the workplace		
Level	3		
Credit	3		
Unit accreditation no.	L/506/1922		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
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 9

Title	Chair and lead meetings		
Level	3		
Credit	3		
Unit accreditation no.	Y/506/1924		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
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 10

Title		Encourage innovation	
Level		3	
Credit		4	
Unit accreditation no.		J/506/2292	
Learning Outcomes The learner will:		Assessment Criteria The learner can:	
		Initial Evidence Reference	
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>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.</p>					
<p>Simulation 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 11

Title		Manage conflict within a team		
Level		3		
Credit		5		
Unit accreditation no.		K/506/1927		
Learning Outcomes The learner will:		Assessment Criteria The learner can:		
		Initial		
		Evidence Reference		
1. Understand the principles of conflict management		1.1 Evaluate the suitability of different methods of conflict management in different situations		
		1.2 Describe the personal skills needed to deal with conflict between other people		
		1.3 Analyse the potential consequences of unresolved conflict within a team		
		1.4 Explain the role of external arbitration and conciliation in conflict resolution		
2. Be able to reduce the potential for conflict within a team		2.1 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour		
		2.2 Explain to team members the constraints under which other colleagues work		
		2.3 Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures		
		2.4 Take action to minimise the potential for conflict within the limits of their own authority		
		2.5 Explain how team members' personalities and cultural backgrounds may give rise to conflict		

3. Be able to deal with conflict within a team	3.1 Assess the seriousness of conflict and its potential impact			
	3.2 Treat everyone involved with impartiality and sensitivity			
	3.3 Decide a course of action that offers optimum benefits			
	3.4 Explain the importance of engaging team members' support for the agreed actions			
	3.5 Communicate the actions to be taken to those who may be affected by it			
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team			
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 may be used for all learning outcomes and assessment criteria if no naturally occurring evidence is available				
Supplementary evidence				
Supplementary evidence such as questioning may be used for all learning outcomes and assessment criteria 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 12

Title		Procure products and/or services		
Level		3		
Credit		5		
Unit accreditation no.		M/506/1928		
Learning Outcomes The learner will:		✓		
Assessment Criteria The learner can:		Initial Evidence Reference		
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			
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 13

Title		Implement change			
Level		3			
Credit		5			
Unit accreditation no.		T/506/1929			
Learning Outcomes		Assessment Criteria			
The learner will:		The learner can:			
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			
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:

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Unit 14

Title	Implement and maintain business continuity plans and processes			
Level	3			
Credit	4			
Unit accreditation no.	K/506/1930			
Learning Outcomes The learner will:	<p>Assessment Criteria The learner can:</p>			
<p>1. Be able to plan for the implementation of business continuity plans and processes</p>	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		
			Initial	Evidence Reference

<p>2. Be able to implement business continuity plans and processes</p>	<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>			
<p>3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes</p>	<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>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.</p>				
<p>Simulation 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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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:

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Date:

Unit 16

Support remote or virtual teams				
3				
4				
A/506/1933				
Unit accreditation no.		Assessment Criteria		
Learning Outcomes		The learner can:		
The learner will:		Initial Evidence Reference		
1. Be able to assess the support needed by remote or virtual teams	1.1 Identify the resource requirements for providing communication tools and processes for remote or virtual working			
	1.2 Specify effective tools and processes that are capable of supporting remote or virtual teams			
	1.3 Identify processes and systems that will enable people to connect to information and knowledge remotely and securely			
	1.4 Plan how to assure the safety of staff in remote teams			
	2.1 Provide guidelines, training, information and coaching to support remote or virtual teams			
	2.2 Identify areas for improvement from monitoring processes and information			
2. Be able to support remote or virtual teams	2.3 Facilitate interactive collaboration amongst stakeholders			
	2.4 Take action to ensure that team members adhere to regulatory, professional and commercial requirements			
	2.5 Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed			
	2.6 Take action to ensure that records management issues arising from remote or virtual working are addressed			

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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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				
Evidence of real work activity					
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

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Unit 18

Title		Develop and maintain professional networks	
Level		4	
Credit		3	
Unit accreditation no.		J/506/1949	
Learning Outcomes The learner will:		Assessment Criteria The learner can:	Evidence Reference
1. Understand the principles of effective networking	1.1	Describe the interpersonal skills needed for effective networking	
	1.2	Explain the basis on which to choose networks to be developed	
	1.3	Evaluate the role of shared agendas and conflict management in relationship-building	
	1.4	Evaluate the role of the internet in business networking	
	1.5	Assess the importance of following up leads and actions	
	1.6	Analyse ethical issues relating to networking activities	
2. Be able to identify professional networks for development	2.1	Identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations	
	2.2	Shortlist networks for development against defined criteria	
	2.3	Assess the benefits and limitations of joining and maintaining selected network(s)	
3. Be able to maintain professional networks	3.1	Identify the potential for mutual benefit with network members	
	3.2	Promote their own skills, knowledge and competence to network members	
	3.3	Provide information, services or support to network members where the potential for mutual benefit has been identified	

	3.4 Establish the boundaries of confidentiality			
	3.5 Agree guidelines for the exchange of information and resources			
	3.6 Take action to ensure that participation in networks reflects current and defined future aspirations and needs			
	3.7 Make introductions to people with common or complementary interest to and within networks			
<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.</p>				
<p>Simulation 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 19

Title	Develop and implement an operational plan		
Level	4		
Credit	5		
Unit accreditation no.	Y/506/1955		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
1. Understand the principles of operational planning	<p>1.1 Evaluate the use of risk analysis techniques in operational planning</p> <p>1.2 Explain the components of an operational plan</p> <p>1.3 Analyse the relationship between strategic and operational plans</p> <p>1.4 Evaluate the use of planning tools and techniques in the operational planning process</p> <p>1.5 Explain how to carry out a cost-benefit analysis</p>		
2. Be able to develop an operational plan	<p>2.1 Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)</p> <p>2.2 Identify evaluation mechanisms appropriate to the plan</p> <p>2.3 Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures</p> <p>2.4 Develop proportionate and targeted plans to manage identified risks</p> <p>2.5 Take action to ensure that plans complement and maximise synergy with other business areas</p> <p>2.6 Adhere to organisational policies and procedures, legal and ethical requirements</p>		

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			
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:

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Unit 20

Title	Encourage learning and development		
Level	4		
Credit	3		
Unit accreditation no.	M/506/1962		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
1. Understand the principles of learning and development	<p>1.1 Assess the role of continuous professional development (CPD) in identifying and meeting individuals' learning and development for current and future business needs</p> <p>1.2 Analyse the advantages and limitations of different learning and development methods</p> <p>1.3 Explain how to identify individuals' learning and development needs</p> <p>1.4 Evaluate the role of self-reflection in learning and development</p>		
2. Be able to support individuals' learning and development	<p>2.1 Promote the benefits of learning to people in own area of responsibility</p> <p>2.2 Support individuals in identifying their current and likely future learning and development needs from a range of information sources</p> <p>2.3 Agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs</p> <p>2.4 Summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan</p> <p>2.5 Create an environment that encourages and promotes learning and development</p> <p>2.6 Provide opportunities for individuals to apply their developing competence in the workplace</p>		

<p>3. Be able to evaluate individuals' learning and development</p>	<p>3.1 Analyse information from a range of sources on individuals' performance and development</p>			
	<p>3.2 Evaluate the effectiveness of different learning and development methods</p>			
	<p>3.3 Agree revisions to personal development plans in the light of feedback</p>			
	<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.</p>			
<p>Simulation 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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Date:

Unit 21

Title		Discipline and grievance management			
Level		4			
Credit		3			
Unit accreditation no.		A/506/1981			
Learning Outcomes The learner will:		Assessment Criteria The learner can:			
<p>1. Understand the principles supporting the management of discipline and grievance cases</p>		Initial	Evidence	Reference	
		1.1	Explain the difference between a discipline case and a grievance case and the implications for their management		
		1.2	Explain sources of advice and expertise on discipline and grievance		
		1.3	Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases		
		1.4	Explain organisational procedures for the management of discipline and grievance cases		
		1.5	Explain the communication techniques to be used in the management of discipline and grievance cases		
		1.6	Explain the types of behaviours that are likely to result in disciplinary proceedings		
		1.7	Explain the types of actions that are likely to lead to a grievance		
		1.8	Explain how to carry out investigations into discipline and grievance cases		
		1.9	Analyse the effect of well managed and poorly managed discipline and grievance cases		
1.10	Explain how the outcomes of discipline and grievance cases can be managed				

2. Be able to manage a disciplinary case	2.1 Inform an individual that they are subject to disciplinary proceedings within agreed timescales			
	2.2 Explain to an individual the reasons why they are subject to disciplinary proceedings			
	2.3 Provide evidence that supports the case for disciplinary proceedings			
	2.4 Develop a case to support an individual who is subject to disciplinary proceedings			
	2.5 Keep detailed and accurate records of agreements, actions and events for disciplinary cases			
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case			
	3. Be able to manage a grievance	3.1 Identify the nature of a grievance		
3.2 Investigate the seriousness and potential implications of a grievance				
3.3 Adhere to organisational procedures when managing a grievance				
3.4 Evaluate the effectiveness of how a grievance has been managed				
3.5 Agree measures to prevent future reoccurrences of grievances				
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 all assessment criteria in learning outcomes 2 and 3 if no naturally occurring evidence is available.				
Supplementary evidence				
Supplementary evidence such as questioning may be used for all assessment criteria in learning outcomes 2 and 3 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:

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Unit 22

Title	Develop working relationships with stakeholders		
Level	4		
Credit	4		
Unit accreditation no.	F/506/1982		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
1. Understand working relationships with stakeholders	<p>1.1 Analyse stakeholder mapping techniques</p> <p>1.2 Explain how influencing skills and techniques can be used to enhance the relationship with stakeholders</p> <p>1.3 Explain how expectation management and conflict resolution techniques are applied to stakeholder management</p> <p>1.4 Analyse the advantages and limitations of different types of stakeholder consultation</p> <p>1.5 Evaluate the risks and potential consequences of inadequate stakeholder consultation</p>		
2. Be able to determine the scope for collaboration with stakeholders	<p>2.1 Identify the stakeholders with whom relationships should be developed</p> <p>2.2 Explain the roles, responsibilities, interests and concerns of stakeholders</p> <p>2.3 Evaluate business areas that would benefit from collaboration with stakeholders</p> <p>2.4 Evaluate the scope for and limitations of collaborating with different types of stakeholder</p>		

<p>3. Be able to develop productive working relationships with stakeholders</p>	<p>3.1 Create a climate of mutual trust and respect by behaving openly and honestly</p> <p>3.2 Take account of the advice provided by stakeholders</p> <p>3.3 Minimise the potential for friction and conflict amongst stakeholders</p>			
<p>4. Be able to evaluate relationships with stakeholders</p>	<p>4.1 Monitor relationships and developments with stakeholders</p> <p>4.2 Address changes that may have an effect on stakeholder relationships</p> <p>4.3 Recommend improvements based on analyses of the effectiveness of stakeholder relationships</p>			
<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.</p>				
<p>Simulation 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 23

Title		Manage physical resources			
Level		4			
Credit		4			
Unit accreditation no.		K/506/1989			
Learning Outcomes The learner will:		Assessment Criteria The learner can:	▼	Initial	Evidence Reference
1. Be able to identify the need for physical resources	1.1	Identify resource requirements from analyses of organisational needs			
	1.2	Evaluate alternative options for obtaining physical resources			
	1.3	Evaluate the impact on the organisation of introducing physical resources			
	1.4	Identify the optimum option that meets operational requirements for physical resources			
2. Be able to obtain physical resources	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits			
	2.2	Obtain authorisation and financial commitment for the required expenditure			
	2.3	Negotiate best value from contracts in accordance with organisational standards and procedures			
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources			
	2.5	Check that the physical resources received match those ordered			

3. Be able to manage the use of physical resources	3.1 Take action to ensure physical resources are used in accordance with manufacturers' instructions			
	3.2 Evaluate the efficiency of physical resources against agreed criteria			
	3.3 Recommend improvements to the use of physical resources and associated working practices			
	3.4 Analyse the benefits of effective equipment in the conservation of energy and the environment			
	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:

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Unit 24

Title		Manage the impact of work activities on the environment		
Level		4		
Credit		4		
Unit accreditation no.		J/506/2907		
Learning Outcomes The learner will:		Assessment Criteria The learner can:		
		Initial		
		Evidence Reference		
1. Understand how to support environmentally-friendly working practices	1.1 Explain how to carry out an environmental impact analysis			
	1.2 Compare sources of specialist advice on environmentally-friendly working practices			
	1.3 Analyse the business and environmental benefits of effective energy management policies			
	1.4 Explain the health and safety requirements for the use and disposal of resources and waste			
2. Be able to organise work so as to minimise the impact on the environment	2.1 Analyse potentially adverse effects on the environment caused by work activities			
	2.2 Evaluate the effectiveness of methods of improving environmental sustainability in an organisation			
	2.3 Implement plans and procedures to adapt work practices to make them more environmentally-friendly			
	2.4 Develop a system for colleagues to recommend improvements to make work practices more environmentally-friendly			

3. Be able to manage the environmental impact of the use of resources	3.1 Explain when to obtain specialist environmental management advice			
	3.2 Explain where to seek specialist environmental management advice			
	3.3 Determine the environmental impact of the use of different physical resources			
	3.4 Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment			
	3.5 Evaluate the effectiveness of organisational environmental policies and procedures			
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements			
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 25

Title	Prepare for and support quality audits		
Level	4		
Credit	3		
Unit accreditation no.	K/506/1992		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
1. Understand the principles underpinning the management of quality	<p>1.1 Analyse the principles of quality management</p> <p>1.2 Analyse the purpose and requirements of a range of quality standards</p> <p>1.3 Analyse the advantages and limitations of a range of quality techniques</p> <p>1.4 Assess how the management of quality contributes to the achievement of organisational objectives</p>		
2. Be able to prepare for quality audits	<p>2.1 Establish the quality requirements applicable to the work being audited</p> <p>2.2 Confirm that documentation is complete</p> <p>2.3 Confirm that any previously agreed actions have been implemented</p> <p>2.4 Make available information requested in advance by auditors</p>		
3. Be able to support quality audits	<p>3.1 Provide access to information on request within scope of the audit</p> <p>3.2 Agree actions and timescales with auditors that will remedy non-conformance or non-compliance</p> <p>3.3 Identify instances where business processes, quality standards and/or procedures could be improved</p> <p>3.4 Develop a quality improvement plan that addresses the issues raised</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


Assessor's signature:

Date:

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Unit 26

Title		Conduct quality audits		
Level		4		
Credit		3		
Unit accreditation no.		T/506/1994		
Learning Outcomes The learner will:		Assessment Criteria The learner can: 		
1. Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management		
	1.2	Analyse the purpose and requirements of a range of quality standards		
	1.3	Analyse the advantages and limitations of a range of quality techniques		
	1.4	Assess how the management of quality contributes to the achievement of organisational objectives		
	2.1	Establish the quality requirements applicable to the work being audited		
2. Be able to prepare to carry out quality audits	2.2	Develop a plan for a quality audit		
	2.3	Prepare the documentation needed to undertake a quality audit		
	2.4	Specify data requirements to those who will support the audit		
	3.1	Confirm that any previously agreed actions have been implemented		
3. Be able to conduct quality audits	3.2	Analyse information against agreed quality criteria		
	3.3	Identify instances where business processes, quality standards and/or procedures could be improved		
	3.4	Agree actions and timescales that will remedy non-conformance or non-compliance		

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

Title		Manage a budget			
Level		4			
Credit		4			
Unit accreditation no.		A/506/1995			
Learning Outcomes The learner will:		Assessment Criteria The learner can:	➤	Initial	Evidence Reference
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				
<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.</p>					
<p>Simulation 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 28

Title		Manage a project		
Level		4		
Credit		7		
Unit accreditation no.		R/506/1999		
Learning Outcomes The learner will:		Assessment Criteria The learner can:		
		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. Be able to plan a project	2.1 Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work			
	2.2 Agree the objectives and scope of proposed projects with stakeholders			
	2.3 Assess the interdependencies and potential risks within a project			
	2.4 Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan			
	2.5 Develop proportionate and targeted plans to manage identified risks and contingencies			
	2.6 Apply project lifecycle approaches to the progress of a project			

3. Be able to manage a project	3.1 Allocate resources in accordance with the project plan			
	3.2 Brief project team members on their roles and responsibilities			
	3.3 Implement plans within agreed budgets and timescales			
	3.4 Communicate the requirements of the plans to those who will be affected			
	3.5 Revise plans in the light of changing circumstances in accordance with project objectives and identified risks			
	3.6 Keep stakeholders up to date with developments and problems			
	3.7 Complete close-out actions in accordance with project plans			
	3.8 Adhere to organisational policies and procedures, legal and ethical requirements when managing a project			
4. Be able to evaluate the effectiveness of a project	4.1 Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources			
	4.2 Evaluate the effectiveness of capturing and managing project-related knowledge			
	4.3 Report on the effectiveness of plans			
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 29

Title		Manage business risk	
Level		4	
Credit		6	
Unit accreditation no.		L/506/2004	
Learning Outcomes The learner will:		Initial	Evidence Reference
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		
	2.1 Monitor work in line with organisational risk procedures		
2. Be able to address business risk	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		
3. Be able to mitigate business risk	2.5 Explain organisational business risk management policies		
	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>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.</p>				
<p>Simulation 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 30

Title		Manage knowledge in an organisation		
Level		4		
Credit		5		
Unit accreditation no.		A/506/2032		
Learning Outcomes The learner will:		Assessment Criteria The learner can: 		
1. Understand the principles of knowledge management	1.1	Explain the concept, scope and importance of knowledge management		
	1.2	Explain the concept of intellectual property		
	1.3	Identify the business drivers that lead to effective knowledge management		
	1.4	Explain the risks associated with knowledge management and their potential implications		
	1.5	Explain the importance of engaging others and communicating knowledge management issues and activities		
	1.6	Explain best practice principles and techniques for effective knowledge management		
	1.7	Describe strategies to manage tacit and explicit knowledge		
2. Be able to identify knowledge to be managed within an organisation	2.1	Identify the criteria against which knowledge will be managed		
	2.2	Engage colleagues in identifying the knowledge to be managed		

3. Be able to manage knowledge within an organisation	3.1 Implement actions in accordance with the knowledge management plan			
	3.2 Adhere to security processes for the collection, storage and retrieval of knowledge			
	3.3 Evaluate the extent to which current knowledge management systems and processes are fit for purpose			
	3.4 Recommend improvements to processes and systems to manage knowledge			
	3.5 Assess the likely impact and implications of the loss of knowledge			
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:

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Unit 31

Title	Recruitment, selection and induction practice		
Level	4		
Credit	6		
Unit accreditation no.	R/506/2909		
Learning Outcomes The learner will:	✓	Assessment Criteria The learner can:	Initial Evidence Reference
1. Understand the principles and theories underpinning recruitment, selection and induction practice		1.1 Explain workforce planning techniques	
		1.2 Describe the information needed to identify recruitment requirements	
		1.3 Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices	
		1.4 Analyse the factors involved in establishing recruitment and selection criteria	
		1.5 Evaluate the suitability of different recruitment and selection methods for different roles	
		1.6 Analyse patterns of employment that affect the recruitment of staff	
		1.7 Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements	
		1.8 Explain the induction process	
		1.9 Explain the relationship between human resource processes and the induction processes	
2. Be able to recruit people into an organisation		2.1 Determine current staffing needs	
		2.2 Identify current skills needs from identified staffing needs	

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

	4.5 Assess new starters' training needs			
	4.6 Confirm that training is available that meets operational and new starters' needs			
	4.7 Provide support that meets new starters' needs throughout the induction period			
<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.</p>				
<p>Simulation 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 32

Title	Manage redundancy and redeployment		
Level	4		
Credit	6		
Unit accreditation no.	M/506/2044		
Learning Outcomes The learner will:	✓	Initial	Evidence Reference
1. Understand the management of redundancy			
1.1 Explain the legal requirements that relate to the management of redundancy			
1.2 Explain the conditions required for a redundancy and their implications			
1.3 Explain possible ways of avoiding redundancies			
1.4 Explain the factors involved in identifying the pool for redundancy selection			
1.5 Explain the factors involved in developing an appeals process			
1.6 Explain the process for planning and managing a redundancy			
1.7 Evaluate the implications of voluntary and compulsory redundancy on individuals			
1.8 Evaluate the implications of voluntary and compulsory redundancy for organisations			
1.9 Evaluate the type of information required by staff who are retained			
1.10 Evaluate the type of information required by staff who are made redundant			
1.11 Assess the role of outplacement in redundancy			

2. Understand the principles of redeployment	2.1 Explain the concept of redeployment			
3. Be able to manage a redundancy	2.2 Explain the legal requirements that relate to the management of redeployment			
	2.3 Explain the process for planning and managing a redeployment			
	2.4 Evaluate the type of information required by staff who are retained			
	2.5 Evaluate the type of information required by staff who are redeployed			
	2.6 Evaluate the benefits and limitations to an organisation of redeployment			
	2.7 Assess the role of project management techniques in the management of redeployment			
	3.1 Evaluate the available options for avoiding a redundancy and their implications			
	3.2 Develop a redundancy plan and timetable that addresses redundancy objectives			
	3.3 Take action to ensure that redundancy payments are calculated accurately			
	3.4 Use an appropriate method for communicating the outcome of a redundancy decision			
3.5 Make agreed support services available to those who have been made redundant				

<p>4. Be able to manage the redeployment of staff</p>	<p>4.1 Explain to redeployees the reasons, purpose and benefits of redeployment</p> <p>4.2 Develop a redeployment plan that addresses agreed objectives</p> <p>4.3 Use an appropriate method for communicating about redeployment</p> <p>4.4 Make agreed support services available to those being redeployed</p> <p>4.5 Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff</p>			
<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.</p>				
<p>Simulation Simulation may be used for all assessment criteria in learning outcomes 3 and 4 if no naturally occurring evidence is available.</p>				
<p>Supplementary evidence Supplementary evidence such as questioning may be used for all assessment criteria in learning outcomes 3 and 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:

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Optional Group C

Unit 33

Title	Buddy a colleague to develop their skills		
Level	2		
Credit	3		
Accreditation No	M/506/1895		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
1. Understand how to buddy a colleague	1.1 Describe what is expected of a buddy		
	1.2 Explain techniques to give positive feedback and constructive criticism		
	1.3 Explain techniques to establish rapport with a buddy		
2. Be able to plan to buddy a colleague	2.1 Agree which aspects of a colleague's work may benefit from buddying		
	2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague		
	2.3 Agree a schedule of meetings that minimise disruption to business		
	2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives		

3. Be able to support a buddy colleague carrying out work activities	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			
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:

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Unit 34

Title	Contribute to the improvement of business performance		
Level	3		
Credit	6		
Unit accreditation no.	D/506/1911		
Learning Outcomes	Assessment Criteria	Initial	Evidence Reference
The learner will:	The learner can:	✓	
1. Understand the principles of resolving business problems	1.1 Explain the use of different problem-solving techniques		
	1.2 Explain the organisational and legal constraints relating to problem-solving		
	1.3 Describe the role of stakeholders in problem-solving		
	1.4 Describe the steps in the business decision-making process		
	1.5 Analyse the implications of adopting recommendations and implementing decisions to solve business problems		
2. Understand improvement techniques and processes	2.1 Describe the purpose and benefits of continuous improvement		
	2.2 Analyse the features, use and constraints of different continuous improvement techniques and models		
	2.3 Explain how to carry out a cost-benefit analysis		
3. Be able to solve problems in business	2.4 Explain the importance of feedback from customers and other stakeholders in continuous improvement		
	3.1 Identify the nature, likely cause and implications of a problem		
	3.2 Evaluate the scope and scale of a problem		

4. Be able to contribute to the improvement of activities	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			
	4.1 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				
<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.</p>				
<p>Simulation 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 35

Title	Negotiate in a business environment		
Level	3		
Credit	4		
Unit accreditation no.	H/506/1912		
Learning Outcomes The learner will:	▼	Initial	Evidence Reference
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				
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:

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Unit 36

Title		Develop a presentation		
Level		3		
Credit		3		
Accreditation No		K/506/1913		
Learning Outcomes The learner will:		Assessment Criteria The learner can:		
<p>1. Understand how to develop a presentation</p> <p>2. Be able to develop a presentation</p>		▼	Initial	Evidence Reference
		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		
		2.1 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				

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:

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Unit 37

Title		Deliver a presentation			
Level		3			
Credit		3			
Accreditation No		M/506/1914			
Learning Outcomes The learner will:		Assessment Criteria The learner can:			
<p>1. Understand the principles underpinning the delivery of presentations</p>		Initial			
		Evidence Reference			
		▼			
		1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations			
		1.2 Explain how the type and size of the audience affects the delivery of a presentation			
		1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations			
		1.4 Explain voice projection and timing techniques when delivering presentations			
		1.5 Explain the factors to be taken into account in responding to questions from an audience			
		1.6 Explain different methods for evaluating the effectiveness of a presentation			
		<p>2. Be able to prepare to deliver a presentation</p>			
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			

<p>3. Be able to deliver a presentation</p>	<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>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.</p>				
<p>Simulation 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 38

Title	Contribute to the development and implementation of an information system			
Level	3			
Credit	5			
Unit accreditation no.	A/506/1916			
Learning Outcomes The learner will:	➤	Initial	Evidence	Reference
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 the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system		
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>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.</p>				
<p>Simulation Simulation is not allowed for this unit except as detailed below. Simulation may be used for assessment criteria 3.3 if no naturally occurring evidence is available.</p>				
<p>Supplementary evidence 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:

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Unit 39

Title	Resolve customers' problems		
Level	3		
Credit	4		
Unit accreditation no.	K/506/2169		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
1. Understand the monitoring and resolution of customers' problems	1.1 Assess the suitability of a range of techniques for monitoring customer problems		
	1.2 Explain how to use the resolution of customers' problems to improve products and/or services		
	1.3 Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance		
	1.4 Explain the features of negotiating techniques used to resolve customers' problems		
	2.1 Confirm the nature and cause of customers' problems		
2. Be able to deal with customers' problems	2.2 Explain when customers' problems should be treated as complaints		
	2.3 Explain the benefits to customers and the organisation of the options available to solve problems		
	2.4 Explain the drawbacks to customers and the organisation of the options available to solve problems		
	2.5 Explain to customers the options for resolving their problems		
	2.6 Agree solutions that meet customers' and organisational requirements within their own levels of authority		
	2.7 Inform colleagues of the nature of problems and actions taken		

	2.8 Evaluate the effectiveness of the resolution of customers' problems				
	2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems				
<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.</p>					
<p>Simulation 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 40

Title	Resolve customers' complaints		
Level	3		
Credit	4		
Unit accreditation no.	R/506/2151		
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Initial	Evidence Reference
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		

2. Be able to deal with customers' complaints	2.1 Confirm the nature, cause and implications of customers' complaints			
	2.2 Take personal responsibility for dealing with complaints			
	2.3 Communicate in a way that recognises customers' problems and understands their points of view			
	2.4 Explain the advantages and limitations of different complaint response options to customers			
	2.5 Explain the advantages and limitations of different complaint response options to the organisation			
	2.6 Keep customers informed of progress			
	2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority			
	2.8 Record the outcome of the handling of complaints for future reference			
	2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints			
	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 41

Title	Gather, analyse and interpret customer feedback		
Level	3		
Credit	5		
Unit accreditation no.	D/506/2170		
Learning Outcomes	Initial Evidence Reference		
The learner will:	▼		
1. Understand how to gather, analyse and interpret customer feedback	1.1 Describe methods of collecting data for customer research		
	1.2 Explain random sampling techniques used to collect data		
	1.3 Explain how to evaluate bias in non-random samples		
	1.4 Explain the principles of questionnaire design		
	1.5 Assess the suitability of a range of techniques to analyse customer feedback		
	1.6 Explain techniques used to monitor the quality of data collected		
	1.7 Explain the use of software to record and analyse customer feedback		
	1.8 Explain the validation issues associated with customer feedback		
	1.9 Explain the importance of anonymising comments from customers who do not wish to be identified		

2. Be able to plan the collection of customer feedback on customer service issues	2.1 Identify the objectives of collecting customer feedback			
	2.2 Justify the reasons for selecting different data collection methods			
	2.3 Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe			
3. Be able to gather customer feedback	3.1 Collect customer feedback using the sampling frame identified in a customer service plan			
	3.2 Record data in a way that makes analysis straightforward			
	3.3 Verify that all data is handled in line with legal, organisational and ethical policies and procedures			
4. Be able to analyse and interpret customer feedback to recommend improvements	4.1 Use data analysis methods to identify patterns and trends in customer feedback			
	4.2 Use the findings of a data analysis to identify areas for improvement to customer service			
	4.3 Present the findings of an analysis in the agreed format			
	4.4 Recommend improvements in response to the findings of an analysis			
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 42

Title		Employee rights and responsibilities		
Level		2		
Credit		2		
Unit accreditation no.		L/506/1905		
Learning Outcomes The learner will:		Assessment Criteria The learner can:		
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				
Evidence Requirements		This is a knowledge based unit. Please see worksheet section at the end of Optional Group C.		

Assessor feedback

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

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Unit 43

Title	Health and safety procedures in the workplace		
Level	2		
Credit	2		
Unit accreditation no.	T/505/4673		
Learning Outcomes The learner will:	✓	Assessment Criteria The learner can:	Initial Evidence Reference
1. Know health and safety procedures in the workplace		1.1 Define the main responsibilities for health and safety in the workplace of the following: a) employers b) employees	
		1.2 Describe two health and safety laws affecting the workplace	
		1.3 Define the importance of following health and safety procedures in the workplace	
		1.4 Define the types of information or support available in relation to a specified aspect of health and safety in the workplace	
		2.1 Carry out a risk assessment of a specified workplace activity	
2. Be able to carry out tasks with regard to health and safety in the workplace		2.2 Use equipment or tools safely in the workplace	
		2.3 Describe how to prevent accidents in the workplace	
		2.4 Assess how own health and safety practices could be improved	
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 44

Title	Manage events				
Level	4				
Credit	6				
Unit accreditation no.	M/506/1959				
Learning Outcomes The learner will:	Assessment Criteria The learner can:	▼	Initial	Evidence	Reference
1. Understand the management of an event	1.1 Explain how organisational objectives will be met by an event				
	1.2 Explain the flexibilities and constraints of an event's budget				
	1.3 Evaluate the use of project management techniques in event management				
	1.4 Analyse how models of contingency and crisis management can be applied to event management				
	1.5 Analyse the use of customer relationship management (CRM) systems to attract attendees				
	1.6 Evaluate the application of the principles of logistics to event management				
	1.7 Describe the insurance requirements of an event				

2. Be able to manage the planning of an event	<p>2.1 Identify the purpose of an event and the key messages to be communicated</p> <p>2.2 Identify target attendees for an event</p> <p>2.3 Assess the impact of an event on an organisation and its stakeholders</p> <p>2.4 Establish requirements for resources, location, technical facilities, layout, health and safety</p> <p>2.5 Identify how event-related risks and contingencies will be managed</p> <p>2.6 Develop an event plan that specifies objectives, success and evaluation criteria</p> <p>2.7 Make formal agreements for what will be provided, by whom and when</p> <p>2.8 Determine methods of entry, security, access and pricing</p>			
3. Be able to manage an event	<p>3.1 Manage the allocation of resources in accordance with the event management plan</p> <p>3.2 Respond to changing circumstances in accordance with contingency plans</p> <p>3.3 Deliver agreed outputs within the timescale</p> <p>3.4 Manage interdependencies, risks and problems in accordance with the event management plan</p> <p>3.5 Comply with the venue, insurance and technical requirements</p> <p>3.6 Apply the principles and good practice of customer care when managing an event</p> <p>3.7 Adhere to organisational policies and procedures, legal and ethical requirements when managing an event</p>			

4. Be able to follow up an event	4.1 Ensure that all post-event leads or actions are followed up			
	4.2 Optimise opportunities to take actions that are likely to further business objectives			
	4.3 Evaluate the effectiveness of an event against agreed criteria			
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:

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Unit 45

Title	Review the quality of customer service		
Level	4		
Credit	4		
Unit accreditation no.	F/506/2176		
Learning Outcomes The learner will:	✓	Assessment Criteria The learner can:	Initial Evidence Reference
1. Understand how to review the quality of customer service		1.1 Explain the value of measuring the quality of customer service	
		1.2 Analyse the criteria for and factors involved in setting customer service standards	
		1.3 Explain how to construct representative samples	
		1.4 Analyse methods of validating information and information sources	
		1.5 Explain how to set and use customer service performance metrics	
		1.6 Explain the use of customer feedback in the measurement of customer service	
		1.7 Analyse the advantages and disadvantages of a range of data analysis methods	

2. Be able to plan the measurement of customer service	<p>2.1 Identify the features of customer service against which customer satisfaction can be measured</p> <p>2.2 Select data collection methods that are valid and reliable</p> <p>2.3 Specify monitoring techniques that measure customer satisfaction</p> <p>2.4 Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service</p> <p>2.5 Specify the information to be collected</p>	3. Be able to evaluate the quality of customer service	<p>3.1 Validate the information collected to identify useable data</p> <p>3.2 Use information analysis methods that are appropriate to the nature of the information collected</p> <p>3.3 Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria</p> <p>3.4 Develop recommendations that address identified areas for improvement supported by evidence</p>	<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.</p>	<p>Simulation Simulation is not allowed.</p>
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Assessor feedback

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

Assessor's signature:

Date:

IV's signature:

Date: