Certificates and Diplomas in Business Administration (5528)

Level 3 Unit handbook for centres

August 2018 Version 4.1

UNITHANDBOOK

City&
Guilds

Qualification at a glance

Subject area	Business and Administration
City & Guilds number	5528
Age group approved	16+
Entry requirements	None
Assessment	By Portfolio/Assignment/Evolve
Centre Approval	Available
Support materials	Qualification handbook Assessment packs Text Book Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Version and date	Change detail	Section
2.0 March 2016	All units have been updated.	**Units**
3.0 June 2016	Units 318, 319, 320 and 324 have been updated with the portfolio equivalent unit numbers	**Units**
3.1 June 2016	Added assessment criterion 5.4 and 5.5 to unit 326	**Units**
4.0 February 2017	Amended credits for Unit 309	**Units**
4.1 August 2018	Updated data protection legislation, removing reference to specific date of legislation	**Throughout**

Contents

1 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Summary of Level 3 Units

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value
Y/506/1910	301	Communicate in a business environment	4
D/506/1911	302	Contribute to the improvement of business performance	6
K/506/1913	304	Develop a presentation	3
M/506/1914	305	Deliver a presentation	3
T/506/1915	306	Create bespoke business documents	4
A/506/1916	307	Contribute to the development and implementation of an information system	6
F/506/1917	308	Monitor information systems	8
J/506/1918	309	Evaluate the provision of business travel or accommodation	4
L/506/1919	310	Provide administrative support in schools	5
F/506/1920	311	Administer parking and traffic challenges, representations and civil parking appeals	5
R/506/1923	312	Administer statutory parking and traffic appeals	6

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value
T/506/1932	313	Administer parking and traffic debt recovery	5
J/506/1935	314	Administer legal files	5
L/506/1936	315	Build legal case files	5
Y/506/1938	316	Manage legal case files	5
R/506/1940	318	Principles of business communication and information	4
Y/506/1941	319	Principles of administration	6
D/506/1942	320	Principles of business	10
K/506/1944	321	Manage an office facility	4
M/506/1945	322	Analyse and present business data	6
L/506/2150	323	Organise and deliver customer service	5
Y/506/2152	324	Understand the customer service environment	5
R/506/2151	325	Resolve customers' complaints	4
F/502/9937	326	Principles of digital marketing and research	7
J/502/4397	327	Bespoke software	4
J/502/4626	328	Spreadsheet software	6
J/502/9938	329	Principles of marketing stakeholder relationships	3
K/502/9933	330	Principles of market research	5
T/506/1820	332	Promote equality, diversity and inclusion in the workplace	3
A/506/1821	333	Manage team performance	4
J/506/1921	334	Manage individuals' performance	4
L/506/1922	335	Manage individuals' development in the workplace	3
Y/506/1924	336	Chair and lead meetings	3
D/506/1925	337	Principles of leadership and management	8

Unit accreditation number	City & Guilds unit no.	Unit title	Credit value
J/506/2292	338	Encourage innovation	4
K/506/1927	339	Manage conflict within a team	5
M/506/1928	340	Procure products and/or services	5
T/506/1929	341	Implement change	5
K/506/1930	342	Implement and maintain business continuity plans and processes	4
M/506/1931	343	Collaborate with other departments	3
F/506/1934	344	Participate in a project	3
T/506/2952	345	Manage personal and professional development	3
R/503/9324	346	Principles of social media within a business	6
T/502/4301	347	Using email	3
T/502/4556	348	Database software	6
T/502/4623	349	Presentation software	6
T/502/9935	350	Principles of marketing and evaluation	7
Y/502/4629	351	Word processing software	6
Y/502/4632	352	Website software	5

Unit 301 Communicate in a business environment

UAN:	**Y/506/1910**
Level:	3
Credit value:	4
GLH:	24
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAA613 Understand how to communicate in a business environment • CFABAA614 Prepare to communicate in a business environment • CFABAA615 Communicate in a business environment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to communicate in business both in writing and verbally.

Learning outcome
The learner will: 1. Understand business communication models, systems and processes.
Assessment criteria
The learner can: 1.1 analyse the communication needs of internal and external **stakeholders** 1.2 analyse the different **communication models** that support administration 1.3 evaluate the effectiveness of different communication systems 1.4 explain the factors that affect the choice of communication media 1.5 explain the importance of using correct: a. **grammar** b. sentence structure c. **punctuation** d. **spelling** e. conventions in business communications 1.6 explain the **factors** to be taken into account in planning and structuring different communication media 1.7 explain ways of overcoming **barriers** to communication 1.8 explain the use of communications theories and body language 1.9 explain **proof-reading techniques** for business communications.

Assessment Guidance
Stakeholders: Internal • managers • colleagues • shareholders External • suppliers • customers • lenders **Communication models:** • one-to-one • cascade • round table meeting • group meeting • webinar (across continents) **Grammar:** • nouns - name of person/place eg London, John

- pronouns - instead of noun eg instead of saying 'John' refer to 'him' or 'he'
- verbs - doing things eg 'run'
- adverbs - is a verb executed eg 'he ran quickly'
- adjectives - description of nouns eg reality television

Punctuation:

- full stops (.)
- commas (,)
- apostrophes (')

Spelling:
Examples below demonstrate how a similar word has a different meaning:

- accept; except
- advise; advice
- personnel; personal
- as well as words which are often spelt incorrectly: accomodation – accommodation

Factors:
The 5 W's

- who
- what
- when
- to whom
- which model

Barriers:

- poor listening skills
- lack of communication skills
- language problems
- technology breakdown
- prejudice and misconception
- conflicting messages
- lack of discussion
- environmental constraints

Proof-reading techniques include:

- read your document backwards
- read from hard copy

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome
The learner will: 2. Be able to communicate in writing in business.
Assessment criteria
The learner can: 2.1 identify the purpose and audience of the information to be communicated 2.2 select communication **media** that are appropriate to the audience and information to be communicated 2.3 present information in the: a. format b. layout c. **style** that is appropriate to the information to be communicated 2.4 follow agreed business practices when communicating in writing 2.5 adapt the style and content of a communication, appropriate to specific audiences 2.6 present written communications that are: a. clear b. expressed in correct grammar c. reflect what is intended 2.7 meet agreed deadlines in communicating with others.

Assessment Guidance
Media: • letters • e-mail • fax • report **House-style:** Format, layout and style used within the organisation. **Evidence may be supplied by:** • product • witness testimony • observation

Learning outcome
The learner will: 3. Be able to communicate verbally in business.

Assessment criteria
The learner can: 3.1 identify the: a. nature b. purpose c. audience d. use of the information to be communicated 3.2 use language that is correct and appropriate for the audience's needs 3.3 use appropriate body language and tone of voice to reinforce messages 3.4 identify the meaning and implications of information that is communicated **verbally** 3.5 **confirm** that a recipient has understood correctly what has been communicated 3.6 respond in a way that is appropriate to the situation and in accordance with organisational policies and standards.

Assessment Guidance
Verbally through: • face-to-face • video conferencing • telephone/answer phone **Confirm** through: • paraphrasing • probing • clarifying • verifying • summarising **Evidence may be supplied by:** • observation • witness testimony • professional discussion.

Unit 301 Communicate in a business environment

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 302 Contribute to the improvement of business performance

UAN:	**D/506/1911**
Level:	3
Credit value:	6
GLH:	33
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAH122 Assist in improving organisational performance.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to contribute to the improvement of business performance. Upon completion of this unit, learners will have developed an understanding of the key principles associated with resolving business problems and an understanding of improvement techniques and processes. Learners will be able to apply this knowledge when solving problems in business and when contributing to the improvement of business activities.

Learning outcome
The learner will: 1. Understand the principles of resolving business problems.
Assessment criteria
The learner can: 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.

Assessment Guidance
Techniques: • PEST analysis • risk analysis • failure modes and effects analysis • cause and effect analysis **Decision-making process:** Decision Matrix Analysis (also known as – Grid Analysis). **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Understand improvement techniques and processes.
Assessment criteria
The learner can: 2.1 describe the purpose and benefits of continuous improvement 2.2 analyse the: a. features b. use c. constraints of different continuous improvement techniques and **models** 2.2 explain how to carry out a **cost-benefit analysis** 2.3 explain the importance of feedback from customers and other **stakeholders** in continuous improvement.

Assessment Guidance
Models: • Crosby's 14 steps • Kaizen model **Cost-benefit analysis:** Adding up the benefits of a course of action, comparing these with costs associated. **Stakeholders:** Anyone who has an interest in the process/product. **Evidence may be supplied by:** • report • professional discussion

Learning outcome
The learner will: 3. Be able to solve problems in business.
Assessment criteria
The learner can: 3.1 identify the: a. nature b. likely cause c. implications of a problem 3.2 evaluate the scope and scale of a problem 3.3 analyse the possible courses of action that can be taken in response to a problem 3.4 use evidence to justify the approach to problem-solving 3.5 develop a plan and success criteria that are appropriate to the nature and scale of a problem 3.6 obtain approval to implement a solution to a problem 3.7 take action to resolve or mitigate a problem 3.8 evaluate the degree of success and scale of the implications of a solved problem.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 4. Be able to contribute to the improvement of activities.
Assessment criteria
The learner can: 4.1 identify the: a. nature b. scope c. scale of possible contributions to continuous improvement activities 4.2 measure changes achieved against existing **baseline data** 4.3 calculate performance measures relating to: a. cost b. quality c. delivery 4.3 justify the case for adopting improvements identified with evidence 4.4 develop standard operating procedures and resource plans that are capable of implementing agreed changes.

Assessment Guidance
Baseline data: Initial collection of data which serves as a basis for comparison with the subsequently acquired data. **Evidence may be supplied by:** • product • report • professional discussion • questioning.

Unit 302 Contribute to the improvement of business performance

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 303 Negotiate in a business environment

UAN:	**H/506/1912**
Level:	3
Credit value:	4
GLH:	18
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAG124 Negotiate in a business environment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to negotiate in a business environment and introduces learners to the principles underpinning negotiation. Upon completion of this unit, learners will be able to prepare for business negotiations and carry out business negotiations.

Learning outcome
The learner will: 1. Understand the principles underpinning negotiation.
Assessment criteria
The learner can: 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.

Assessment Guidance
Strategy: • plan • tactic • approach **Techniques:** • 'The Persuasion Tools Model' • Win-Win • 'Lewicki & Hiam' **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to prepare for business negotiations.
Assessment criteria
The learner can: 2.1 identify the: a. purpose b. scope c. 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.

Assessment Guidance
Fall-back stances: Eg A last ditch compromise. **Evidence may be supplied by:** • report • product • professional discussion • questioning

Learning outcome
The learner will: 3. Be able to carry out business negotiations.
Assessment criteria
The learner can: 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: a. negotiations b. outcomes c. agreements made 3.4 adhere to: d. organisational policies and procedures e. legal and ethical requirements when carrying out business negotiations.

Assessment Guidance
Evidence may be supplied by: • report • product • professional discussion • questioning • witness testimony.

Unit 303 Negotiate in a business environment
Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 304 Develop a presentation

UAN:	**K/506/1913**
Level:	3
Credit value:	3
GLH:	11
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: CFABAA617 Develop a presentation.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to develop a presentation. Upon completion of this unit, learners will understand best practice in developing presentations and will be able to develop a structured presentation.

Learning outcome
The learner will: 1. Understand how to develop a presentation.
Assessment criteria
The learner can: 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**.

Assessment Guidance
Best practice: • appropriate size font • use of colour as appropriate • use of charts appropriately • choosing the right method for the occasion (eg handout to present to a meeting rather than a 35 slide presentation which says the same) **Factors:** • specific aims and objectives • research topic • include key points • use colour appropriately • product relevant handouts • Five 'P's – **P**lanning and **P**reparation **P**revent **P**oor **P**erformance **Communication media:** • meetings • e-mail • conference calls • reports • presentations • webinar **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to develop a presentation.
Assessment criteria
The learner can: 2.1 identify the: a. purpose b. content c. style d. timing e. audience for a presentation 2.2 select a **communication media** that is appropriate to the: a. nature of a presentation b. message

c. audience

2.3 tailor a presentation to fit the timescale and audience's needs 2.4 prepare a presentation that is:

a. logically structured
b. summarises the content
c. addresses the brief

2.4 take action to ensure that a presentation adheres to organisational guidelines and policies

2.5 develop **materials** that support the content of a presentation

Assessment Guidance

Communication media:

- slide presentation
- flip chart with handouts
- handouts only

Materials:

- handouts
- activities
- data specific eg financial standing in the market

Evidence may be supplied by:

- product
- report
- professional discussion
- questioning.

Unit 304 Develop a presentation
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 305 Deliver a presentation

UAN:	**M/506/1914**
Level:	3
Credit value:	3
GLH:	17
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAA623 Deliver a presentation.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.

Learning outcome
The learner will: 1. Understand the principles underpinning the delivery of presentations.
Assessment criteria
The learner can: 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.

Assessment Guidance

Methods of, and media for, making presentations:

- oral
- slides
- handouts
- cue cards
- whiteboard
- flipchart
- webinar

Audience:

- medium – between 10 and 25
- large – more than 25

Contingency:

- something that may happen
- something set aside for unforeseen emergency

Techniques:
The 'Goldilocks principle' – delivery of the presentation to suit the audience, and if the material and timing is right the topic will be understood.

Factors:

- that test your expertise
- that demonstrates the questioner's expertise
- that aims to correct an assertion you have made
- that seeks justification
- that comes too early
- you cannot answer

Methods:

- question and answer
- feedback questionnaire
- follow up e-mail

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome
The learner will: 2. Be able to prepare to deliver a presentation.
Assessment criteria
The learner can: 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.

Assessment Guidance
Evidence may be supplied by: • observation • product • witness testimony • professional discussion • questioning

Learning outcome
The learner will: 3. Be able to deliver a presentation.
Assessment criteria
The learner can: 3.1 speak clearly and confidently, using language that is appropriate for the topic and the audience 3.2 vary their voice: a. tone b. pace c. volume appropriately when delivering a presentation 3.3 use body language in a way that reinforces messages 3.4 use equipment and resources effectively when delivering a presentation 3.5 deliver a presentation within the agreed timeframe 3.6 respond to questions in a way that meets the audience's needs 3.7 evaluate the effectiveness of a presentation.

Assessment Guidance
Evidence may be supplied by: • observation • product • witness testimony • professional discussion • questioning.

Unit 305 Deliver a presentation
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 306 Create bespoke business documents

UAN:	**T/506/1915**
Level:	3
Credit value:	4
GLH:	23
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAA212 Design and produce documents in a business environment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to create bespoke business documents. Upon completion of this unit, learners will understand how to create bespoke business documents and will be able to apply this knowledge when designing and creating bespoke business documents.

Learning outcome
The learner will: 1. Understand how to create bespoke business documents.
Assessment criteria
The learner can: 1.1 explain the use of bespoke **business documents** 1.2 describe the **factors** to be taken into account in selecting the appropriate method of presenting a business document 1.3 describe the use of **technology** to create bespoke business documents 1.4 explain the purpose and requirements of **corporate identity** in bespoke business documents 1.5 **analyse** different design **techniques** used to create attractive bespoke business documents 1.6 explain the factors to be taken into account in evaluating the impact of bespoke business documents.

Assessment Guidance
Business documents: • brochures • catalogue • poster • advertising documentation • training manuals (eg health & safety) • new letterheads with complimentary slips and business cards **Factors:** • size of audience to impress • content, legal, advertising, global **Technology:** • desk-top publishing software • software subject specific (eg Contract Management) • digital Media • corporate identity • company image • uniqueness • distinctiveness **Analyse:** Break the information into constituent parts; examine the relationship between the parts; question the information. **Techniques:** Kano Model Analysis (Dr Noriaki Kano) – a useful technique for deciding which features you want to include in a product or service. You might want to research other techniques. **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to design bespoke business documents.
Assessment criteria
The learner can: 2.1 confirm the: a. purpose b. nature c. content d. style e. quality standards f. audience g. deadline of the document 2.2 identify the **optimum method** of presenting the document 2.3 create design options that meet the specification 2.4 take into account feedback from **stakeholders**.

Assessment Guidance
Optimum method: eg • best possible • most advantageous **Stakeholders** • those with a direct interest – clients, customers • end user recipients **Evidence may be supplied by:** • product • observation • professional discussion • witness testimony • questioning

Learning outcome
The learner will: 3. Be able to create bespoke business documents.

Assessment criteria
The learner can: 3.1 include content that: a. meets the brief b. is accurate c. grammatically correct 3.2 use design techniques to create documents that meet the specification 3.3 integrate non-text items into the agreed layout 3.4 present documents within the agreed timescale.

Assessment Guidance
Evidence may be supplied by: • product • observation • professional discussion • witness testimony • questioning.

Unit 306 Create bespoke business documents
Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 307 Contribute to the development and implementation of an information system

UAN:	**A/506/1916**
Level:	3
Credit value:	6
GLH:	21
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAD111 Support the design and development of information system.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to contribute to the development and implementation of an information system. Upon completion of this unit learners will have developed an understanding of the design and implementation of an information system. Learners will be able to contribute to both the development and implementation of an information system.

Learning outcome
The learner will: 1. Understand the design and implementation of an information system.
Assessment criteria
The learner can: 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.

Assessment Guidance
Information: eg • sales • purchasing • accounts • personnel • payroll • stock • customers • suppliers • technical specifications • legislation • and many more **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to contribute to the development of an information system.
Assessment criteria
The learner can: 2.1 confirm the: a. **purpose** b. **use** c. **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.

Assessment Guidance
Purpose, use and features: • processing fast and accurate data • large capacity fast access storage • fast communication, both technological and human • reduce information overload • span boundaries • a competitive weapon **Functions:** • classification • sort information • summarise information • identify information **Evidence may be supplied by:** • product • report • witness testimony • professional discussion • questioning

Learning outcome
The learner will: 3. Be able to contribute to the implementation of an information system.
Assessment criteria
The learner can: 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: a. organisational policies and procedures b. legal and ethical requirements in the implementation of an information system.

Assessment Guidance
Evidence may be supplied by: • product • report • witness testimony • professional discussion • questioning.

Unit 307 Contribute to the development and implementation of an information system

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 308 Monitor information systems

UAN:	**F/506/1917**
Level	3
Credit value:	8
GLH:	43
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAD131 Monitor information systems.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment trategy
Aim:	This unit aims to develop the knowledge and skills required to monitor information systems. Upon completion of this unit, learners will have an understanding of how information systems are used and will be able to monitor information systems.

Learning outcome
The learner will: 1. Understand how information systems are used.
Assessment criteria
The learner can: 1.1 explain how the intended use of **reports** affects the choice of format and language 1.2 explain how the audience of reports affects the choice of format and language 1.3 explain the features of different **problem-solving techniques** related to information systems 1.4 evaluate the suitability of possible problem-solving actions related to information systems 1.5 explain techniques to **validate** the reliability of information 1.6 analyse the suitability of different **evaluation** techniques related to information systems 1.7 assess the potential consequences of breaches of confidentiality 1.8 evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information.

Assessment Guidance
Reports: • informational • analytical • research **Problem-solving techniques:** • upgrades • training • re-training **Validate** by: eg • double entry • proof-reading • data type • range and constraint • code and cross-reference • structured • check digit • format check • length check • lookup table • presence check • range check **Evaluation:** • observation of users • surveys • interviews **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to monitor information systems.
Assessment criteria
The learner can: 2.1 develop a plan to monitor information systems that specifies: a. objectives a. scope b. timescale c. resource implications d. the techniques to be used e. reporting requirements 2.2 carry out monitoring activities in accordance with the plan 2.3 provide training and support to system users that is appropriate to their needs 2.4 identify the cause of problems with an information system 2.5 suggest solutions to problems with an information system 2.6 recommend adaptations to the system in response to identified problems or developments 2.7 adhere to: a. organisational policies and procedures b. legal and ethical requirements when monitoring information systems.

Assessment Guidance
Evidence may be supplied by: • product • witness testimony • professional discussion • questioning.

Unit 308 Monitor information systems
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 309 Evaluate the provision of business travel or accommodation

UAN:	**J/506/1918**
Level:	3
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAA322 Organise business travel or accommodation.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to evaluate the provision of business travel or accommodation. Upon completion of this unit, learners will have developed an understanding of the provision of business travel or accommodation arrangements. Learners will utilise this knowledge when evaluating the quality of organisational business travel or accommodation arrangements and making recommendations for improvements.

Learning outcome
The learner will: 1. Understand the provision of business travel or accommodation arrangements.
Assessment criteria
The learner can: 1.1 explain the **factors** to be taken into account in setting evaluation criteria for the provision of business travel or accommodation 1.2 explain different travel or accommodation-related **needs** and services 1.3 explain different arrangements that could be made for the provision of business travel or accommodation 1.4 explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation.

Assessment Guidance
Factors: • cost • suitability • discounts • delivery and after-sales service charges • reliability and reputation **Needs:** eg • transport; car, train, plane • hotel; 3*, 4* or 5* • foreign currency • visa • budgetary restraints **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to evaluate the quality of organisational business travel or accommodation arrangements.

Assessment criteria
The learner can: 2.1 assess the performance of providers of travel or accommodation against **agreed criteria** 2.2 identify instances of exceptional and inadequate performance 2.3 evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation and their implications 2.4 identify alternative potential providers and ways of providing travel or accommodation.

Assessment Guidance
Agreed criteria: • cost • quality and safety • service • delivery • social responsibility • convenience • risk • responsiveness **Evidence may be supplied by:** • product • report • professional discussion • questioning

Learning outcome
The learner will: 3. Be able to recommend improvements to organisational business travel or accommodation arrangements.
Assessment criteria
The learner can: 3.1 produce costed plans that set out different **options**: a. their benefits b. limitations c. implications 3.2 shortlist alternative potential providers of business travel or accommodation against agreed criteria 3.3 adhere to: a. organisational policies and procedures b. legal and ethical requirements when recommending improvements to arrangements for business travel or accommodation.

Assessment Guidance
Options: • benefits – special deals, use of corporate credit card etc. • limitations – only specific chain of hotels possible • implications – could miss out on better deals **Evidence may be supplied by:** • report • product • professional discussion • questioning.

Unit 309 Evaluate the provision of business travel or accommodation

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 310 Provide administrative support in schools

UAN	**L/506/1919**
Level:	3
Credit value:	5
GLH:	33
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: • CFABAB141 Provide administrative support in schools.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to provide administrative support in schools. Upon completion of this unit, learners will have developed an understanding of administration within a school environment and will be able to provide administrative services. Learners will also be able to operate school administrative systems and procedures.

Learning outcome
The learner will: 1. Understand administration within a school environment.
Assessment criteria
The learner can: 1.1 analyse the: a. scope b. use c. requirements of a school administrative system 1.2 explain how their own role contributes to the achievement of a school's goals 1.3 describe the policy context, issues and initiatives that affect the work of a school administrator 1.4 explain a school's administration policy and procedures for dealing with others 1.5 explain the requirements and procedures for dealing with child protection and student welfare 1.6 explain when it may be appropriate to override the requirement to maintain confidentiality.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to provide administrative services.
Assessment criteria
The learner can: 2.1 build positive working relationships with others 2.2 present a professional and friendly image in line with school policy 2.3 coordinate the content and publishing of documents in accordance with the brief 2.4 organise: a. trips b. events c. placements d. secondments or work experience in accordance with the brief

2.5 maintain facilities to the required standard 2.6
adhere to:

a. organisational policies and procedures
b. legal and ethical requirements

when providing administrative services.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • observation • product • witness testimony

Learning outcome
The learner will: 3. Be able to operate school administrative systems and procedures.
Assessment criteria
The learner can: 3.1 maintain accurate records 3.2 maintain the currency of: a. registers b. licences c. contracts 3.3 present reports and statistical returns on time in the agreed format 3.4 select analysis and evaluation techniques that are appropriate to the purpose of the report and the nature of the information.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • observation • product • witness testimony.

Unit 311 Administer parking and traffic challenges, representations and civil parking appeals

UAN:	**F/506/1920**
Level:	3
Credit value:	5
GLH:	31
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: • CFASPA2 Administer parking and traffic challenges, representations and parking charge notice appeals
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to administer parking traffic challenges, representations and civil parking appeals. Upon completion of this unit, learners will have an understanding of the administration of parking and traffic challenges. Learners will be able to process the receipt of, and respond to, challenges, representations and Civil Parking Notice appeals.

Learning outcome
The learner will: 1. Understand the administration of parking and traffic challenges.
Assessment criteria
The learner can: 1.1 explain the provisions and constraints of relevant legislation, codes of practice, Traffic Regulation Orders and the Data Protection Act 1.2 explain how to access, use and interpret the information needed to process challenges, representations and Civil Parking Notice (CPN) appeals 1.3 evaluate the importance of keeping accurate and up to date records of information and decisions 1.4 explain how to validate information in the administration of parking and traffic challenges 1.5 explain the features and use of specialist software to process and record challenges, representations and CPN appeals 1.6 explain the types of internal evidence needed to support reliable decisions for the administration of parking and traffic challenges 1.7 explain when and why it may be appropriate to reactivate the enforcement process.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to process the receipt of challenges, representations and CPN appeals.
Assessment criteria
The learner can: 2.1 record the receipt of written challenges, representations and CPN appeals 2.2 confirm that the information is complete, accurate, consistent and valid 2.3 decide whether to allow or uphold the appeal against recognised eligibility criteria 2.4 provide accurate advice and information on the progress and outcome of the case.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • observation • product • witness testimony

Learning outcome
The learner will: 3. Be able to respond to challenges, representations and CPN appeals.
Assessment criteria
The learner can: 3.1 confirm that the information is complete, accurate, consistent and valid 3.2 suspend the enforcement process while cases are being investigated 3.3 obtain additional evidence where gaps are identified 3.4 seek appropriate advice on cases beyond their level of authority 3.5 refer cases beyond their level of authority to the right person 3.6 inform customers of the decision and possible courses of action they can take within the agreed timescale 3.7 adhere to organisational policies and procedures, and legal and ethical requirements when responding to challenges, representations and CPN appeals.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • observation • product • witness testimony.

Unit 312 Administer statutory parking and traffic appeals

UAN	**R/506/1923**
Level:	3
Credit value:	6
GLH:	42
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: CFASPA3 Administer statutory parking and traffic appeals.
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to administer statutory parking and traffic appeals. Upon completion of this unit, learners will have an understanding of the administration of statutory parking and traffic appeals. Learners will be able to apply this knowledge when preparing case evidence for statutory parking and traffic appeals, investigating cases, and contesting statutory parking and traffic appeals.

Learning outcome
The learner will: 1. Understand the administration of statutory parking and traffic appeals.
Assessment criteria
The learner can: 1.1 explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act 1.2 explain the grounds on which someone may appeal and on which they may file a statement of truth 1.3 explain the evidence needed to carry out an investigation 1.4 explain how to validate information for statutory parking and traffic appeals 1.5 explain the requirements for preparing and presenting a case summary 1.6 explain the preparations and codes of conduct relating to attending a hearing for statutory parking and traffic appeals 1.7 describe the actions needed to close a case and refund fees 1.8 explain who needs to be informed of the outcomes of a statutory 1.9 explain the features of specialist software to process and record statutory appeals 1.10 explain the potential consequences of not acting within the given deadline 1.11 explain when and why an appeal may be referred by an adjudicator to an independent person to consider mitigation 1.12 explain the actions needed to reactivate the recovery process after the failure of statutory parking and traffic appeals. appeal and why

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to prepare case evidence for statutory parking and traffic appeals.
Assessment criteria
The learner can: 2.1 record the receipt of statutory appeal notifications or revocation orders 2.2 confirm that the information is accurate and consistent 2.3 notify the right person of any discrepancies 2.4 meet the requirements of the deadline.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • observation • product • witness testimony

Learning outcome
The learner will: 3. Be able to investigate cases for statutory appeals.
Assessment criteria
The learner can: 3.1 confirm that the information supplied is accurate, valid and reliable 3.2 obtain additional evidence where gaps are identified 3.3 refer cases beyond their own level of authority to the right person 3.4 make and record decisions in statutory appeal cases on the basis of the evidence provided 3.5 keep the adjudicator and appellant or respondent informed of progress and outcomes 3.6 adhere to organisational policies and procedures, and legal and ethical requirements when investigating cases for statutory appeals.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • observation • product • witness testimony

Learning outcome
The learner will: 4. Be able to contest statutory parking and traffic appeals.
Assessment criteria
The learner can: 4.1 prepare a case summary in accordance with organisational guidelines and codes of practice 4.2 collate, label and present documentation in the format required by the appeals service 4.3 respond promptly to requests for further information 4.4 Inform everyone who needs to know of the outcomes of a statutory appeal 4.5 keep accurate records of information and decisions made.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • observation • product • witness testimony.

Unit 313 Administer parking and traffic debt recovery

UAN	**T/506/1932**
Level:	3
Credit value:	5
GLH:	35
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: • CFASPA4 Administer parking and traffic debt recovery
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to administer parking and traffic debt recovery. Upon completion of this unit, learners will have an understanding of the parking and traffic debt recovery process and learners will be able to apply this knowledge when administering the parking and traffic debt recovery process.

Learning outcome
The learner will: 1. Understand the parking and traffic debt recovery process.
Assessment criteria
The learner can: 1.1 explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act 1.2 explain the criteria, policy and procedures relating to debt recovery 1.3 analyse the role of the Traffic Enforcement Centre and magistrates' court in the debt recovery process 1.4 explain the requirements of debt recovery documentation 1.5 explain the features and benefits of different investigation techniques 1.6 explain who needs to be informed of the outcomes of the debt recovery process and why

1.7 explain the actions to be taken at each stage of the debt recovery process 1.8 explain the potential consequences of an inadequate audit trail 1.9 explain the actions needed to close a debt recovery case.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to administer the parking and traffic debt recovery process.
Assessment criteria
The learner can: 2.1 monitor the quality of the data to be registered at the Traffic Enforcement Centre or magistrates' court 2.2 serve debt recovery documentation in accordance with organisational policy and relevant legislation 2.3 prepare case evidence in accordance with organisational policy and relevant legislation 2.4 make decisions on the basis of the evidence within the limits of their own authority 2.5 inform everyone who needs to know of the progress and outcomes of the case 2.6 monitor the performance of debt recovery agents 2.7 take prompt action in the event of problems arising in the debt recovery process 2.8 keep accurate and up-to-date records of actions and decisions taken 2.9 adhere to organisational policies and procedures, and legal and ethical requirements when administering the parking and traffic debt recovery process.

Assessment Guidance
Evidence may be supplied by: • professional discussion • questioning • observation • product • witness testimony.

Unit 314 Administer legal files

UAN	**J/506/1935**
Level:	3
Credit value:	5
GLH:	31
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: CFABAB111 Administer legal files
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim	This unit aims to develop the knowledge and skills required to administer legal files. Upon completion of this unit, learners will have developed an understanding of the administration of legal files and will be able to maintain, close, and archive a legal file

Learning outcome
The learner will: 1. Understand the administration of legal files.
Assessment criteria
The learner can: 1.1 explain the administrative requirements of the different **legal areas** being administered 1.2 explain the scope and limits of their own responsibilities and authority 1.3 explain the requirements of the duty of confidentiality 1.4 explain the use of **specialist software** for processing legal cases 1.5 explain the potential consequences of inadequate or inaccurate record keeping 1.6 describe the organisational and regulatory purpose and nature of different legal checks and searches 1.7 explain the organisational and regulatory purpose of a client care letter 1.8 explain how records of **time spent** on work are used.

Assessment Guidance
Legal areas: • Civil Litigation Department • Family Department • Probate Department • Conveyance Department • Common Law • Criminal Law **Specialist software:** • Case Management **Time spent:** • time recording • 'Bill of Costs' **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to maintain a legal file.
Assessment criteria
The learner can: 2.1 confirm that information on file is complete, accurate and valid 2.2 process money received from clients in accordance with organisational and regulatory requirements 2.3 keep fee-earners informed of actions taken, progress, developments and problems 2.4 take action to ensure that files are correctly labelled and dated including summaries of their contents 2.5 generate correspondence that conform with the requirements of house style 2.6 record all time spent, costs and disbursements accurately 2.7 generate accurate bills that conform with organisational and regulatory requirements 2.8 adhere to organisational policies and procedures, and legal and ethical requirements when maintaining a legal file.

Assessment Guidance
Evidence may be supplied by: • observation • professional discussion • report • witness testimony • questioning

Learning outcome
The learner will: 3. Be able to close and archive a legal file.
Assessment criteria
The learner can: 3.1 address any outstanding issues for a legal file 3.2 prepare accurate final bills in accordance with organisational and regulatory requirements 3.3 take action to ensure that closed files contain all the necessary documentation 3.4 confirm whether any documents need to be added to the firm's precedent, knowledge or data bank 3.5 close files in accordance with organisational standards and procedures when the account shows a nil balance 3.6 archive files in accordance with organisational and regulatory requirements.

Assessment Guidance
Evidence may be supplied by: • observation • professional discussion • report • witness testimony • questioning.

Unit 314 Administer legal files
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing i.e. observation report, product etc.

Unit 315 Build legal case files

UAN	**T/506/1932**
Level:	3
Credit value:	5
GLH:	35
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: • CFABAB112 Build case files
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim	This unit aims to develop the knowledge and skills required to build legal case files. Upon completion of this unit, learners will understand how to, and be able to, build legal case files.

Learning outcome
The learner will: 1. Understand how to build legal case files.
Assessment criteria
The learner can: 1.1 explain the administrative requirements of the different **legal areas** being administered 1.2 explain the scope and limits of their own responsibilities and authority 1.3 explain the requirements of the duty of confidentiality 1.4 explain how to identify shortfalls in evidence and materials 1.5 explain the features and uses of different interviewing techniques 1.6 explain the use of **specialist software** for processing legal cases 1.7 explain how to access and use sources of information and evidence 1.8 explain the potential consequences of not meeting deadlines when building a legal case file.

Assessment Guidance
Legal areas: • Civil Litigation Department • Family Department • Probate Department • Conveyance Department • Common Law • Criminal Law **Specialist software:** • Case Management **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to build case files.
Assessment criteria
The learner can: 2.1 identify gaps in evidence and materials needed 2.2 carry out interviews in accordance with the principles of best practice in communication and interviewing 2.3 obtain evidence and materials needed to complete the file 2.4 generate correspondence that conforms with the **house style** and regulatory requirements 2.5 submit cases on time in line with internal and external deadlines 2.6 complete follow-up actions in accordance with the instructions 2.7 adhere to organisational policies and procedures, and legal and ethical requirements when building case files.

Assessment Guidance
House style: The way things are done in the organisation. **Evidence may be supplied by:** • observation • product • professional discussion • report • questioning • witness testimony.

Unit 315 Build legal case files
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 316 Manage legal case files

UAN	**Y/506/1938**
Level:	3
Credit value:	5
GLH:	32
Relationship to NOS:	
Assessment requirements	Skills CFA Assessment Strategy Competence units (S/NVQ) specified by a sector or regulatory body:
Aim	This unit aims to develop the knowledge and skills required to manage legal case files. Upon completion of this unit, learners will understand how to, and be able to, manage legal case files.

Learning outcome
The learner will: 1. Understand the management of legal case files.
Assessment criteria
The learner can: 1.1 explain the administrative requirements of the different **legal areas** being administered 1.2 explain the scope and limits of their own responsibilities and authority 1.3 explain the requirements of the duty of confidentiality 1.4 describe the structure, format and contents of a case file 1.5 explain how to validate information when managing a legal case file 1.6 explain the requirements of processing appeals 1.7 explain the potential consequences of not meeting internal and external deadlines when managing a legal case file.

Assessment Guidance
Legal areas: • Civil Litigation Department • Family Department • Probate Department • Conveyance Department • Common Law • Criminal Law **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to manage case files.
Assessment criteria
The learner can: 2.1 plan the management of a case file to meet deadlines 2.2 identify the location of required documents and materials 2.3 take action to ensure the file contains accurate and up-to-date information, documents and materials and is secure 2.4 take action to ensure court bundles are prepared correctly 2.5 generate correspondence and documents that conform with the requirements of **house style** and legal and procedural requirements 2.6 submit documents on time 2.7 process and record the hearing outcomes in accordance with organisational and procedural requirements 2.8 close and archive files in accordance with organisational and regulatory requirements 2.9 keep fee-earners informed of actions taken, progress, developments and problems 2.10 adhere to organisational policies and procedures, and legal and ethical requirements when managing case files.

Assessment Guidance
House style: The way things are done in the organisation. **Evidence may be supplied by:** • observation • product • professional discussion • witness testimony • questioning.

Unit 316 Manage legal case files
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 318/688 Principles of business communication and information

UAN	**R/506/1940**
Level:	3
Credit value:	4
GLH:	27
Assessment type:	E-volve or Portfolio of evidence
Relationship to NOS:	Business & Administration (2013) National Occupational Standards
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop knowledge and understanding regarding the key principles of business communication and information. Upon completion of this unit, learners will have developed an understanding of a variety of business principles, including negotiation in a business environment, the development and delivery of presentations, the creation of bespoke business documents, and the use of information systems.

Learning outcome
The learner will: 1. Understand negotiation in a business environment.
Assessment criteria
The learner can: 1.1 explain the importance of **negotiation** in a business environment 1.2 explain the features and **uses** of different **approaches** to negotiation 1.3 identify the components of negotiation tactics.

Range
Negotiation: • day to day ie management, colleagues, trade unions, legal advisors • commercial ie suppliers, customers • legal **Uses:** • contracting • buying/selling • staffing • financing **Approaches**: • soft • hard • principled • distributive • integrative

Learning outcome
The learner will: 2. Understand how to develop and deliver presentations.
Assessment criteria
The learner can: 2.1 explain the different **types of presentation** and their requirements 2.2 explain how different **resources** can be used to develop a presentation 2.3 explain different **methods** of giving presentations 2.4 explain best practice in delivering presentations 2.5 explain how to collect and use **feedback** on a presentation.

Range
Types of presentation: • formal • informal • promotional • information giving • persuasion • demonstrations • training **Resources:** • information

- equipment
- people

Methods:

- formal speech
- presentation software slides
- round-the-table discussion
- remote/video link

Feedback:

- qualitative
- quantitative

Learning outcome
The learner will: 3. Understand how to create bespoke business documents.
Assessment criteria
The learner can: 3.1 explain the characteristics of bespoke **documents** 3.2 explain the **factors** to be taken into account in creating and presenting bespoke documents 3.3 explain the **legal requirements** and procedures for gathering information for bespoke documents 3.4 explain **techniques** to create bespoke business documents 3.5 explain how to gain approval of bespoke documents.

Range
Documents: • reports, proposals • minutes, agendas • forms/invoices • newsletters, brochures, leaflets • posters, notices **Factors:** • internal or external • level of formality • use/purpose • audience • house style • deadline • content – detail and scope • consistency of presentation – style and text • restrictions – confidentiality, budget for reproduction. • layout • images • referencing **Legal requirements:** • Data Protection Act • Copyright, Designs and Patents Act • Plagiarism **Techniques:** • agreeing the purpose, audience and deadline • agreeing the content • structuring the content • checking for accuracy • use of software • producing draft • editing/revising content • printing and binding

Learning outcome
The learner will: 4. Understand information systems in a business environment.
Assessment criteria
The learner can: 4.1 explain the typical stages of information system development 4.2 analyse the benefits and limitations of different **information systems** 4.3 explain **legal**, security and confidentiality requirements for information systems in a business environment 4.4 explain how to monitor the use and effectiveness of an information system.

Range
Information systems: • electronic databases, stock control systems, MIS paper-based filing systems. • commercial • bespoke • systems for different business functions **Legal:** • Data Protection Act • Copyright, Designs and Patents Act • The Computer Misuse Act • Freedom of Information Act.

Additional Guidance if delivered as Portfolio based

Candidates will be expected to have carried out research on the range stated in each of the above learning outcomes.

Candidates will be required to submit a report of a minimum of 3000 words to a maximum of 5000 words.

Not all of the range shown in each learning outcome will be relevant to their organisation.
However, the key point of the report is to show the candidate's understanding of each learning outcome and that they have developed an understanding of a variety of business principles, including negotiation in a business environment, the development and delivery of presentations, the creation of bespoke business documents, and the use of information systems.

Any necessary additional coverage could be generated through professional discussion.

Unit 319/689 Principles of administration

UAN:	**Y/506/1941**
Level:	3
Credit value:	6
GLH:	27
Assessment type:	E-volve or Portfolio of evidence
Relationship to NOS:	Business & Administration (2013) National Occupational Standards
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy
Aim:	This unit aims to develop knowledge and understanding regarding administration and introduces learners to the key principles of administration. Upon completion of this unit, learners will have developed an understanding of a variety of administration principles, including the management of an office facility, health and safety in a business environment, and the supervision of an administration team. Learners will also present knowledge of minute taking, chairing, leading and managing meetings, and event organisation.

Learning outcome
The learner will: 1. Understand how to manage an office facility.
Assessment criteria
The learner can: 1.1 explain the **legal requirements** relating to the management of office facilities 1.2 describe the typical **services** provided by an office facility 1.3 explain how to establish office management **procedures** 1.4 explain how to manage office **resources** 1.5 explain **techniques to monitor and manage work flows** 1.6 explain typical support and welfare **facilities** for office workers.

Range

Legal requirements:
• Equality and discrimination:
  o Equality Act 2010
• Employment rights:
  o Employment Rights Act 1996 o Employment Relations Act 2004 o Working Time Regulations 1998 o Contracts of employment
• Information:
  o Data Protection Act
  o Copyright, Designs and Patents Act 1988 o Freedom of information Act 2000
 	
Services:
• document production
• audio transcription
• data entry
• photocopying and binding
• travel arrangements
• invoicing
• bookkeeping/accounts
• document control
• filing/client records management
• stationery issue and stock control
• petty cash and expenses
• room booking and appointments
• reception
• dealing with incoming/outgoing mail
 	
Procedures:
• safe working procedures and risk assessment
• fire, accident and emergency
• security – information and physical property
• resource use and stock control
• purchasing – equipment, consumables, service contracts
• equipment use, monitoring and maintenance
• sending receiving and storing information
• staff movement/absence control
• progress reporting and productivity monitoring
• use of telephones, internet and emails
 	
Resources:
• equipment
• materials
• staff
• information

Techniques to monitor and manage work flows:

- setting guidelines
- team meetings
- observation
- checking work products
- checking records/logs
- monitoring errors
- progress reporting
- delegation
- target setting

Facilities:

- counselling
- financial assistance
- legal advice
- crèche
- staff discounts
- refreshments
- washrooms
- access to trade unions
- health and leisure schemes

Learning outcome
The learner will: 2. Understand health and safety in a business environment.
Assessment criteria
The learner can: 2.1 explain the **legal obligations** of the employer for health and safety in the workplace 2.2 explain an individual's **responsibilities** for health and safety in the workplace 2.3 describe accident and emergency procedures.

Range
Legal obligations:

- Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR) 1992
- The Control of Substances Hazardous to Health 1999 (COSHH)
- The Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- The Health and Safety (Display Screen Equipment) Regulations 1992
- The Provision and Use of Work Equipment Regulations 1998 (PUWER)
- Electricity at Work Regulations

Responsibilities:
• own health and safety • others' health and safety • use of equipment • risk reporting

Learning outcome
The learner will: 3. Understand how to take minutes of meetings.
Assessment criteria
The learner can: 3.1 explain the purpose of meeting minutes 3.2 explain the **legal implications** of meeting minutes 3.3 explain the importance of accuracy in minute taking 3.4 describe what should and should not be included in different **types of meeting minutes** 3.5 describe how to take notes during meetings.

Range
Legal implications: • legal requirement of Companies Act • storage/retention • written proof that the organisation is functioning as it should • evidence for legal proceedings **Types of meeting minutes:** • resolution minutes • narrative minutes • action minutes

Learning outcome
The learner will: 4. Understand how to chair, lead and manage meetings.
Assessment criteria
The learner can: 4.1 explain the **features** and purpose of different types of **formal** and **informal** meeting 4.2 explain the **role and responsibilities** of the chair 4.3 explain the role of **others** in a meeting 4.4 explain techniques to facilitate a meeting 4.5 explain the information requirements of a meeting before, during and after a meeting.

Range
Features: • documentation • personnel • procedures • frequency **Formal:** • Annual General Meeting (AGM) • Extraordinary General Meeting (EGM) • board meeting • committees **Informal:** • departmental • team briefing • progress • working parties **Role and responsibilities:** • setting the agenda • running the meeting • voting • approving the minutes **Others:** • Treasurer • Secretary • delegates/ members

Learning outcome
The learner will: 5. Understand how to supervise an administration team.
Assessment criteria
The learner can: 5.1 explain the use of **targets** and **budgets** to manage workloads 5.2 explain how to allocate work to individual team members 5.3 explain different quality management **techniques to manage the performance** of an administrative team 5.4 explain the **techniques used to identify the need for improvements** in team outputs and standards.

Range
Targets: • organisational • team • individual **Budgets:** • operational • capital **Techniques to manage the performance:** • SMART targets • KPIs • progress and status reporting • performance review **Techniques used to identify the need for improvements:** • observation • feedback • analysis of errors • performance review • analysis of output/deadlines met

Learning outcome
The learner will: 6. Understand how to organise events.
Assessment criteria
The learner can: 6.1 explain the **characteristics**, **requirements** and purposes of different types of **events** 6.2 explain the types of information and information **sources** needed to organise an event 6.3 explain how to plan an event 6.4 explain how to identify the right **resources** from an event plan 6.5 describe the likely **types of information** needed by delegates before, during and after an event.

Range
Characteristics: • format/structure • formality • audience • activities • length of session/recurrence • presentation • size **Requirements** in terms of: • venue/location • publicity/advertising • equipment • resources • delegates/audience **Events:** • conferences • seminars • promotional events • exhibitions/trade shows • product launches • training courses • team-building events • forums and advice sessions **Information Sources:** • presenters/organisers • delegates • venue • organisational policies • printers'/stationery catalogues • caterers • equipment hire companies • maps • travel timetables, routes **Resources:** • presenters/speakers • staff • equipment • documentation • furniture • decorations • facilities • stationery

Types of Information:

- objectives of event
- venue details
- fees/cost
- catering and accommodation
- presenters/speakers
- joining instructions.
- health, safety and emergency procedures
- activities scheduled
- specific enquiries eg product information
- further information/contact details
- giving feedback.

Additional Guidance if delivered as Portfolio based

Candidates will be expected to have carried out research on the range stated in each of the above learning outcomes.

Candidates will be required to submit a report of a minimum of 3000 words to a maximum of 5000 words.

Not all of the range shown in each learning outcome will be relevant to their organisation.

However, the key point of the report is to show the candidate's understanding of each learning outcome and that they have developed an understanding of a variety of administration principles, including the management of an office facility, health and safety in a business environment, and the supervision of an administration team. Learners will also present knowledge of minute taking, chairing, leading and managing meetings, and event organisation.

Any necessary additional coverage could be generated through professional discussion.

Unit 320/690 Principles of business

UAN:	**D/506/1942**
Level:	3
Credit value:	10
GLH:	74
Assessment type:	E-volve or Portfolio of evidence
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: • CFABAA112 Contribute to innovation in a business environment
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop knowledge and understanding regarding business and introduces learners to the key principles of business. Upon completion of this unit, learners will develop an understanding of a variety of business principles, including business markets, business innovation and growth, and sales and marketing. Learners will also present knowledge of financial management and business budgeting.

Learning outcome
The learner will: 1. Understand business markets.
Assessment criteria
The learner can: 1.1 explain the **characteristics** of **different business markets** 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.

Range

Characteristics:

- purpose
- finance
- ethos
- structure
- customers
- ownership

Different business markets:

Public Sector:

- Public Corporations
- Hospital Trusts
- Local Authorities and LEAs

Private Sector:

- Sole Traders
- Partnerships
- Private Limited Companies
- Public Limited Companies

Voluntary/not-for-profit Sector:

- charities
- non-profit-making organisations

Industry**:**

- service providers
- retailers
- wholesalers
- manufacturers
- extractive industries

Interactions:

- supply chain transactions
- logistics

- advertising
- collaboration- eg loyalty rewards, discounts, joint promotions

Shaped:

- climate change
- resource scarcity
- urbanisation
- ageing population
- competition
- economy

Legal obligations :

- National Minimum Wage Act
- Equality Act
- Working Time Regulations Act
- Data Protection Act
- Employment Rights Act
- Human Rights Act
- Health and Safety at Work Act
- Companies Act

Learning outcome
The learner will: 2. Understand business innovation and growth.
Assessment criteria
The learner can: 2.1 define business innovation 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.

Range
Models: • reviewing systems • customer value proposition • innovation ecosystem • social innovations • USPs

Learning outcome
The learner will: 3. Understand financial management.

Assessment criteria
The learner can: 3.1 explain the importance of financial viability for an organisation 3.2 explain the consequences of poor financial management 3.3 explain different **financial terminology**.

Range
Financial terminology: • VAT (value added tax) • capital gains • expenditure • revenue • profit (gross/net) • turnover • cash flow • balance sheet • liquidity debtors • creditors • capital • assets (fixed/current) • liabilities (fixed/current) • depreciation • break-even

Learning outcome
The learner will: 4. Understand business budgeting.
Assessment criteria
The learner can: 4.1 explain the uses of a **budget** 4.2 explain how to manage a budget.

Range
Budget: • capital • operational • master

Learning outcome
The learner will: 5. Understand sales and marketing.
Assessment criteria
The learner can: 5.1 explain the **principles** of marketing 5.2 explain a sales **process** 5.3 explain the features and uses of **market research** 5.4 explain the value of a brand to an organisation 5.5 explain the relationship between sales and marketing.

Range
Principles: • The 4 Ps/7 Ps **Process:** • 7 step sales process **Market research:** • qualitative • quantitative.

Additional Guidance if delivered as Portfolio based

Candidates will be expected to have carried out research on the range stated in each of the above learning outcomes.

Candidates will be required to submit a report of a minimum of 3000 words to a maximum of 5000 words based on their own organisation or organisation of their choice. Not all of the range shown in each learning outcome will be relevant to their organisation or the organisation they have chosen in the report. However, the key point of the report is to show the candidate's understanding of each learning outcome and the relevance to the business sector chosen.

Any necessary additional coverage could be generated through professional discussion.

Unit 321 Manage an office facility

UAN:	**K/506/1944**
Level:	3
Credit value:	4
GLH:	21
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: • CFABAA118 Manage an office facility
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage an office facility. Upon completion of this unit, learners will have developed an understanding of the management of an office facility and will be able to apply this when managing and maintaining an office facility.

Learning outcome
The learner will: 1. Understand the management of an office facility.
Assessment criteria
The learner can: 1.1 explain the requirements of **establishing** and implementing office management procedures 1.2 explain how to **manage** the effectiveness of work and systems 1.3 explain how to manage any **constraints** attached to office facilities and related budgets 1.4 explain the **factors** to be taken into account in the design of office systems, procedures and guidance documents 1.5 explain how to create an environment that is conducive to productive work.

Assessment Guidance
Establishing: • developing the idea stage • the research and development stage • the executive/implement stage **Manage:** • team meetings • Key Performance Indicators (KPIs) • setting performance standards **Constraints:** • contractual obligations with existing supplier • delivery charges that might apply • limited suppliers to choose from locally **Factors:** • cost • review need • discuss with end users • design system/procedure and guidance documents • implement • delivery any training (systems) • evaluate **Evidence may be supplied by:** • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to manage and maintain an office facility.
Assessment criteria
The learner can: 2.1 maintain equipment and **consumables** to agreed levels 2.2 establish systems to evaluate the effectiveness of office systems and procedures 2.3 review the effectiveness of office systems and procedures to meet users' needs, adapting them to meet changing demands 2.4 manage the maintenance of office equipment to meet users' needs and expectations 2.5 manage effective relationships with suppliers 2.6 take action to ensure that administrative services are provided to agreed standards.

Range
Consumables: eg • stationery (paper/envelopes/post-its/complimentary slips) • printer/photocopier cartridges • pens/pencils **Evidence may be provided by:** • observation • product • witness testimony • professional discussion • report.

Unit 321 Manage an office facility
Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 322 Analyse and present business data

UAN:	**M/506/1945**
Level:	3
Credit value:	6
GLH:	24
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: • CFABAD322 Analyse and report data
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to analyse and present business data. Upon completion of this unit, learners will have developed an understanding of the analysis and presentation of business data. Learners will be able to analyse both quantitative and qualitative business data and will also be able to present this analysis appropriately.

Learning outcome
The learner will: 1. Understand the analysis and presentation of business data.
Assessment criteria
The learner can: 1.1 explain the uses and limitations of **primary** and **secondary** data 1.2 explain the uses and limitations of **quantitative** and **qualitative** data 1.3 evaluate the issues relating to the **validity** and **reliability** of data and its analysis 1.4 explain the use of IT tools to carry out research 1.5 assess the risks attached to making judgments based on limited or unrepresentative samples 1.6 assess the risks attached to generalising research findings 1.7 explain different **formats and techniques** for the presentation of the analysis.

Assessment Guidance/ Evidence Requirements
Primary: Main, most important. **Secondary:** Less important. **Quantitative:** • deals with numbers • measureable **Qualitative:** • deals with descriptions • data can be observed but not measured **Validity:** Is data sound? **Reliability:** Is data consistent, trustworthy and dependable? **Formats and techniques** eg • tables • pie chart • bar chart • report (text) with appropriate use of the above

Learning outcome
The learner will: 2. Be able to analyse quantitative and qualitative business data.
Assessment criteria
The learner can: 2.1 agree the **parameters** of the analysis 2.2 clarify any **ethical** requirements of the analysis 2.3 organise the data in a way that will facilitate its analysis 2.4 select **valid** and **reliable** data analysis methods and techniques that are appropriate to the data and analysis objectives 2.5 apply **analytical techniques** that are appropriate to the purpose of the research and the nature of the data 2.6 confirm the accuracy of data analysis and make necessary adjustments 2.7 draw conclusions that are valid and supported by evidence.

Assessment Guidance
Parameters: • limitations • restrictions **Ethical:** • moral • right • fair **Valid:** • sound • suitable • applicable **Reliable** • dependable • trustworthy **Analytical techniques** • Key Driver Analysis • Correspondence Analysis • Decision Tree Algorithms • Factor Analysis Just a few techniques although you may come across others, but the analysis should be: • logical • systematic • methodical • reasoned **Evidence may be provided by:** • report • product • witness testimony • professional discussion

Learning outcome
The learner will: 3. Be able to present the analysis of business data.
Assessment criteria
The learner can: 3.1 present data in the agreed reporting format and house style 3.2 acknowledge the limitations of the analysis 3.3 reference data sources.

Assessment Guidance
Evidence may be provided by: • product • report • professional discussion • questioning.

Unit 322 Analyse and present business data
Supporting information

Guidance
Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 323 Organise and deliver customer service

UAN	**L/506/2150**
Level:	3
Credit value:	5
GLH:	27
Relationship to NOS:	Customers Service (2013) National Occupational Standards: • CFACSB10 Organise the delivery of reliable customer service • CFACSB2 Deliver reliable customer service
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to organise and deliver customer service. Upon completion of this unit, learners will be able to both plan and execute the delivery of customer service.

Learning outcome
The learner will: 1. Understand how to organise customer service delivery.
Assessment criteria
The learner can: 1.1 explain how different **methods of promoting products and/or services** impact on customer service delivery 1.2 explain **who should be involved** in the organisation of customer service delivery 1.3 explain the importance of differentiating between customers' **wants, needs and expectations** 1.4 explain different ways of segmenting customer groups 1.5 explain how **customer segmentation** is used in organising customer service delivery 1.6 explain how to analyse the "**customer journey**'.

Assessment guidance
Methods of promoting products and/or services: • advertising in press, TV, billboards • mailshots • flyers • Internet • PR • through offers **Who should be involved:** • self • management • other staff • other departments **Wants:** What the customer thinks they should have. **Needs:** What the customer must have/requires. **Expectations:** What the customer thinks they should experience or get. **Customer segmentation:** Is the division of customers into groups according to eg • age • income • gender • interests • spending habits **Customer journey:** The experience of your customer with your organisation, from beginning to end, through their eyes. This is the journey from first impression to final experience. **Evidence for this element may be supplied by:** • professional discussion • report on research into customer service delivery questioning.

Learning outcome
The learner will: 2. Be able to plan the delivery of customer service.
Assessment criteria
The learner can: 2.1 identify customers' needs and expectations 2.2 map the "customer journey" 2.3 confirm that **systems and structures** are in place to enable the delivery of agreed standards of customer service 2.4 prepare the **resources** needed to deliver products and/or services to different types of customers 2.5 plan how to deal with **unexpected additional workloads** 2.6 allocate priorities to address points of **service failure.**

Assessment guidance

Systems:
Processes and procedures.

Structures
Roles and responsibilities.

Resources: eg

- staff
- rotas
- schedules
- documents
- marketing materials

Unexpected additional workloads:
eg

- staff absences
- customer complaints
- sudden increase in numbers of customers
- resource failure
- IT failure
- human error

Service failure eg

- lack of resources
- IT failure
- customer complaint
- human error

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion

- reflective account
- report on research into customer service delivery
- organisational processes and procedures*
- organisation chart*
- customer journey ‘map’.
- marketing materials*
- rotas*
- schedules*
- internal documentation*

Learning outcome
The learner will: 3. Be able to deliver customer service
Assessment criteria
The learner can: 3.1 take steps to ensure that the needs of customers are balanced with **organisational objectives** 3.2 agree realistic and achievable actions with customers 3.3 identify areas for improvement in their own **customer service delivery** 3.4 adapt their own **customer service delivery** to meet customers' changing expectations.

Assessment guidance

Organisational objectives:

- service offer
- customer service standards
- targets
- financial limits

Customer service delivery:

- behaviour
- style
- tone of voice
- body language

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- reflective account
- report on research into customer service delivery
- service offer*
- standards*
- targets*
- organisational processes and procedures*

• internal documentation* • customer feedback* • appraisal.
Note: the candidate must be observed at least on one occasion showing competence in organising and delivering customer service. Additional evidence must prove the candidate has shown competency in dealing with a range of customers in various situations over time through witness testimonies and other evidence from the examples above. *Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

Unit 324/694 Understand the customer service environment

UAN:	**Y/506/2152**
Level:	3
Credit value:	5
GLH:	40
Assessment type:	E-volve or Portfolio of Evidence
Relationship to NOS:	Customers Service (2013) National Occupational Standards: • CFACSA7 Live up to the brand promise when delivering customer service • CFACSA14 Use customer service as a competitive tool
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop knowledge and understanding regarding the customer service environment. Upon completion of this unit, learners will have developed an understanding of the structure of customer service and the key concepts and practices that underpin customer service delivery. Learners will be aware of the relationship between customer service and a brand and will understand the implications of legislation on customer service delivery.

Learning outcome
The learner will: 1. Understand the concepts and practices underpinning customer service delivery.
Assessment criteria
The learner can: 1.1 explain the value of customer service as a **competitive tool** 1.2 explain the process of **mapping the customer journey** and its importance in delivering effective customer service 1.3 describe **techniques** used to identify service failures 1.4 explain the **concept and importance** of the **service profit chain** 1.5 describe **methods** of measuring organisational effectiveness in the delivery of customer service.

Assessment guidance
Competitive tool: • a way in which an organisation meets or beats the service offers of competitors • a way an organisation can create support and loyalty and encourage retention **Mapping the customer journey:** • a way of gathering information to show customer interactions from the first instance through the entire customer transaction • a strategy to show how a customer experiences the organisation from first impressions to after service needs **Techniques:** • analysis of complaints • customer feedback • market research • sales figures • returns • staff monitoring • mystery shoppers • customer focus groups **Service profit chain - concept:** • a service profit chain establishes relationships between service, customer loyalty, customer satisfaction and profitability • it shows how each link in the chain will affect the other **Service profit chain – importance:** • to understand how each part of the organisation effects the other • to increase customer satisfaction and loyalty through consistent service

Methods:

- performance review
- KPIs
- sales/performance targets
- benchmarking against competitors
- analysing data ie customer feedback, reports

Learning outcome
The learner will: 2. Understand the relationship between customer service and a brand.
Assessment criteria
The learner can: 2.1 explain the importance of a **brand** to customers and to an organisation 2.2 explain how branding can **influence customers' perception** of an organisation and its products and/or services 2.3 explain the potential impact of good and poor customer service on a brand.

Assessment guidance

Brand:

- the impression projected by an organisation
- used to give customers an idea of how the service will be delivered and what the organisation stands for
- can include the way an organisation advertises, targets customers, displays products

Influence customer perception:

- affect the way in which a customer sees the organisation
- affect a customer's decision to buy products or use services either positively or negatively

Learning outcome
The learner will: 3. Understand the structure of customer service.
Assessment criteria
The learner can: 3.1 explain the features of different **customer service models** and customer service standards 3.2 explain the **relationship** between customer service and operational areas of an **organisation** 3.3 explain the **relationship** between customer service and **continuous improvement processes** 3.4 explain the costs and benefits of customer service to an organisation 3.5 explain the impact of organisational values on how customers create their expectations 3.6 explain how **organisational values** impact on meeting customer expectations.

Assessment guidance
Customer service models: • customer focused model • sales focused model • customer experience model • price/convenience model **Relationship:** How customer service and its delivery effects the other areas of an organisation such as sales, marketing, finance, distribution. **Relationship** How customer service effects an organisation's ability to improve. **Continuous improvement processes:** An ongoing effort to improve products, services and service offer. eg • reviewing performance • target setting • implementing changes • analysing feedback **Organisational values:** • a belief of how an organisation should be operated • principles of delivery and service upheld throughout the organisation

Learning outcome
The learner will: 4. Understand the implications of legislation on customer service delivery.
Assessment criteria
The learner can: 4.1 explain the implications of **consumer-related legislation** on customer service delivery 4.2 explain the implications of confidentiality and **data protection legislation** for the collection, storage and use of customer information.

Assessment guidance
Consumer-related legislation: • Consumer Credit Act 2006 • Misrepresentation Act 1967 • Sale of Goods Act 1979 and 2002 • Consumer Protection Act 1987 • Trades Descriptions Act 1968 **Data protection legislation:** • Data Protection Act

Additional Guidance if delivered as Portfolio based

Candidates will be expected to have carried out research on the range stated in each of the above learning outcomes.

Candidates will be required to submit a report of a minimum of 3000 words to a maximum of 5000 words based on their own organisation or organisation of their choice. Not all of the range shown in each learning outcome will be relevant to their organisation or the organisation they have chosen in the report. However, the report must show that candidates have developed an understanding of the key concepts and practices underpinning customer service and its delivery in relation to the business sector chosen.

Candidates will also be required to show the relationship between customer service and brand as well as the implications of legislation on customer service delivery.

Any necessary additional coverage could be generated through professional discussion.

Unit 325 Resolve customers' complaints

UAN	**R/506/2151**
Level:	3
Credit value:	4
GLH:	22
Relationship to NOS	Customers Service (2013) National Occupational Standards: • CFACSC7 Process customer service complaints • CFACSC8 Handle referred customer complaints
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to resolve customers' complaints. Upon completion of this unit, learners will be able to deal with customers' complaints.

Learning outcome
The learner will: 1. Understand the monitoring and resolution of customers' complaints.
Assessment criteria
The learner can: 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.

Assessment guidance
Monitoring techniques: • customer feedback • customer records • sales • returns **Service offer:** This details what an organisation will do for a customer, what level of customer service will be on offer and the limit of what will be offered. It also ensures consistency in the service offered. **Service delivery:** This is about getting the goods or services to the customer in the optimum or agreed timescale eg from the number of people who can be waiting in a queue at the till before assistance must be requested to the length of time callers should be waiting before answered or keeping to an agreed product delivery time. **Negotiating techniques:** • know what has to be achieved • prepare for any discussion • be confident • share information • listen • be ready for compromise • close with confirmation

Conflict management techniques:

- listen
- be assertive – not aggressive
- remain calm
- show understanding and be prepared to seek a solution
- consider a compromise
- recognise when it is not working and when to involve others

Evidence may be supplied by:

- professional discussion
- reflective account
- questioning
- organisational policies and procedures*
- conflict management techniques
- service offer
- refund policy
- knowledge base content*

Learning outcome
The learner will: 2. Be able to deal with customers' complaints.
Assessment criteria
The learner can: 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.

Assessment guidance
Personal responsibility: Here you will be required to show you have taken responsibility for each of the complaints you have dealt with. You are not required to have resolved them all yourself but to take responsibility by eg escalating the issue, keeping the customer informed of progress and following up with the customer to ensure the complaint has been resolved. Resolved does not mean the customers' complaints have all been upheld but that the customer has been satisfied the complaints process has been carried out. **Organisational policies and procedures** which relate to: • roles and responsibilities showing limits of authority service offer • handling of customer issues **Legal requirements:** eg • Sale of Goods Act (Sale and Supply of Goods to Consumers Regulations) • Trade Descriptions Act • Data Protection Act. **Ethical requirements:** • organisational principles • values • fairness **Evidence may be supplied by:** • observation • witness testimony • customer records* • professional discussion • questioning • reflective account • organisational policies and procedures* • knowledge base content* • service offer* • refund policy* Note: this unit is about resolving complaints, **not** customer problems. Here candidates are required to recognise when a problem becomes a complaint and deal with it accordingly. Here the candidate will require to be observed resolving customer complaints. Where complaints have arisen and the assessor has not been available, witness testimonies and other forms of evidence can be used. *Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

Unit 326 Principles of digital marketing and research

UAN:	**F/502/9937**
Level:	3
Credit value:	7
GLH:	50
Relationship to NOS:	This unit is linked to the Council for Administration NOS Marketing 4.3.8 Market to target customers using digital/electronic media Marketing 4.3.9 Communicate using multiple digital marketing channels
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit concerns understanding the role and requirements of digital marketing, the principles of search engine optimisation (SEO), the principles of marketing research using the internet, the principles of digital marketing device and message design and how to use digital technology for marketing purposes.

Learning outcome
The learner will: 1. Understand the role and requirements of digital marketing.
Assessment criteria
The learner can: 1.1 explain the role of digital marketing within the overall marketing strategy 1.2 explain the strengths and weaknesses of digital marketing for different **marketing applications** 1.3 explain the importance of targeted digital marketing 1.4 describe the sources of data lists for use in targeting customers and potential customers 1.5 explain the legal requirements and implications of digital marketing 1.6 describe the design requirements of **data capture** and reporting systems for digital marketing 1.7 explain the importance of evaluating the impact of digital marketing activities.

Range
Marketing applications: Awareness campaigns, specific product/service campaigns, rebranding/re-positioning. **Data capture:** Should cover general and specific to digital marketing – age, gender, ethnicity, address, online behaviour and trends, incentives.

Learning outcome
The learner will: 2. Understand the principles of search engine optimisation (SEO).
Assessment criteria
The learner can: 2.1 explain the importance of search engine optimisation 2.2 describe how to **calculate** the cost-efficiency of SEO 2.3 explain the use of Meta Tags, website codes and keywords 2.4 explain the use of **offsite SEO** in optimising marketing effectiveness 2.5 explain the design principles of response systems 2.6 explain the advantages and disadvantages of links to other websites.

Range
Calculate: • analytic tools • budget **Offsite SEO:** • bigger/global market • data from wider internet • site ranking

Learning outcome
The learner will: 3. Understand the principles of marketing research using the internet.
Assessment criteria
The learner can: 3.1 explain the scope for customising search-related internet facilities to enable the identification and retrieval of targeted information 3.2 explain the advantages and disadvantages of different **data mining techniques** 3.3 explain how to use multiple-table relational databases 3.4 explain how to ensure the validity and reliability of information retrieved from the internet.

Range
Data mining techniques: • specific content • focused searching • relevant trusted sources • statistics • sampling • correlating information

Learning outcome
The learner will: 4. Understand the principles of digital marketing device and message design.
Assessment criteria
The learner can: 4.1 explain the potential uses of a Customer Relationship Management (CRM) system 4.2 explain the **design requirements** of a CRM system 4.3 describe the characteristics of an effective digital **marketing device** 4.4 describe the characteristics of an effective digital **response system** 4.5 explain the requirements, advantages and disadvantages of different **tracking systems** 4.6 explain how to overcome the barriers posed by **noninteroperable technologies**.

Range
Design requirements: • personal details • professional details • contact details • marketing activity • sector **Marketing devices** • direct email • e-flyers • social networking groups **Response systems:** • questionnaires • competitions • promotions • vouchers **Tracking systems:** • open rates • click through rates • conversion rates **Non-interoperable technologies:** Non-compatible systems

Learning outcome
The learner will: 5. Understand how to use digital technology for marketing purposes.
Assessment criteria
The learner can: 5.1 explain the implications for the use of **digital technology** of campaigns that are aimed at retention, acquisition and conversion 5.2 explain **methods** of managing digital databases including permission marketing and the application of suppressions/optouts 5.3 explain the advantages and disadvantages of different **digital technologies** and combination of technologies for a range of **marketing applications** 5.4 describe the characteristics of an effective digital marketing message 5.5 explain the requirements of marketing to social networking sites in contrast to other targets.

Range

Digital technology:

- CRM systems
- search engines e-mail
- social networks

Methods:

- opting in/opting out
- legal aspects
- data storage
- encryption

Digital technologies:

- CRM systems
- search engines
- e-mail
- social networks

Marketing applications:

- awareness campaigns
- specific product/service campaigns
- re-branding/re-positioning.

Unit 326 Principles of digital marketing and research

Supporting information

Guidance

For assessment criterion 2.5, design principles should be dependant on the campaign

For assessment criterion 5.5, candidates should compare social networking marketing to other marketing targets eg direct marketing, email, advertising.

Unit 327 Bespoke software

UAN	**J/502/4397**
Level:	3
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 3 IT User NOS devised by Tech Partnership.
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.
Aim:	This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively. On completion of this unit a candidate should be able to select and use a range of advanced bespoke software tools and techniques for complex or nonroutine information.

Learning outcome
The learner will: 1. Input and combine information using bespoke software.
Assessment criteria
The learner can: 1.1 input relevant information accurately so that it is ready for processing 1.2 select and use appropriate techniques to link and combine information within the application and across different software applications.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony

Learning outcome
The learner will: 2. Create and modify appropriate structures to organise and retrieve information efficiently.
Assessment criteria
The learner can: 2.1 evaluate the use of software functions to structure, layout and style information 2.2 create, change and use appropriate structures and/or layouts to organise information efficiently 2.3 manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony

Learning outcome
The learner will: 3. Exploit the functions of the software effectively to process and present information.
Assessment criteria
The learner can: 3.1 select and use appropriate tools and techniques to edit, analyse and format information 3.2 check information meets needs, using IT tools and making corrections as necessary 3.3 identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs 3.4 select and use presentation methods to aid clarity and meaning.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony.

Unit 327 Bespoke software
Supporting information

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Input and combine information using bespoke software

The learner should be able to and understand:

Types of bespoke information:
Information will vary according to the software for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables.

Inputting information:

- Inputting tools and techniques will vary according to the technology being used for example:
    - interface devices (eg keyboard, mouse, stylus, touch screen)
    - microphone (eg headset, built-in) o camera (eg web cam, video camera, mobile phone camera)
    - shortcuts, customise keys.

File types and software:

- Text (eg rtf, doc, pdf).
- Images (eg jpeg, tiff, psd).
- Charts and graphs (eg xls).
- Sound (eg wav, MP3).

Combining information techniques:

- Insert, size, position, wrap, order, group.
- Links and references to external data.
- Version control.
- Import data, export data.

Outcome 2 Create and modify appropriate structures to organise and retrieve information efficiently

The learner should be able to and understand:

Structures, layouts and conventions:

- Apply and change existing templates, set up templates for common information.
- Apply or change existing styles, set up styles for information.

Manage data files:

- File storage, data import and export, restore lost data.
- Identify ineffective backup storage.

Guidelines for the storage and use of data:

- Set by employer or organisation or centre.
- Policies relating to security, backup and data protection.
- Guidelines for data format.
- Compliance, audit and reporting requirements.
- File management will vary according to the application.

Outcome 3 Exploit the functions of the software effectively to process and present information

The learner should be able to and understand:

Editing, analysis and formatting techniques:

- Techniques will vary according to the software and task, for example:
  - Editing: select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch.
  - Analysis: design queries, mathematical, logical or statistical functions.
  - Formatting: characters, lines, paragraphs, pages, file type.

Check information:

- Checks will vary according to the type of information and software, but could include: o spell check, grammar check o accuracy of figures o labelling and size of images o volume of sound o quality of images and sound
  - line, paragraph and page breaks fall appropriately o formatting is consistent, the use of headings and subheadings aid clarity
  - the placing of images or sound clips.

Quality problems with outcomes:

- Will vary according to the content, for example: o text (eg formatting, structure) o images (eg size, position, orientation) o numbers (eg decimal points, accuracy of calculations) o sound (eg volume, sound clip out of sync).

Presentation methods:

- Methods will vary according to the software and task, for example:
  - on screen display, publishing on a web site, hard copy print out, digital file.
- Organisational house style, branding.

Unit 328 Spreadsheet software

UAN	**J/502/4626**
Level:	3
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is based on the Level 3 National Occupational Standards for IT users.
Endorsement by a sector or regulatory body:	This unit is endorsed by Tech Partnership, the Sector Skills Council for IT and Telecoms.
Aim:	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

Learning outcome
The learner will: 1. Use a spreadsheet to enter, edit and organise numerical and other data.
Assessment criteria
The learner can: 1.1 identify what numerical and other information is needed in the spreadsheet and how it should be structured 1.2 enter and edit numerical and other data accurately 1.3 combine and link data from different sources 1.4 store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony

Learning outcome
The learner will: 2. Select and use appropriate formulas and data analysis tools and techniques to meet requirements.
Assessment criteria
The learner can: 2.1 explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them 2.2 select and use a wide range of appropriate functions and formulas to meet calculation requirements 2.3 select and use a range of tools and techniques to analyse and interpret data to meet requirements 2.4 select and use forecasting tools and techniques.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony

Learning outcome
The learner will: 3. Use tools and techniques to present, and format and publish spreadsheet information.
Assessment criteria
The learner can: 3.1 explain how to present and format spreadsheet information effectively to meet needs 3.2 select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively 3.3 select and use appropriate tools and techniques to generate, develop and format charts and graphs 3.4 select and use appropriate page layout to present, print and publish spreadsheet information 3.5 explain how to find and sort out any errors in formulas 3.6 check spreadsheet information meets needs, using IT tools and making corrections as necessary 3.7 use auditing tools to identify and respond appropriately to any problems with spreadsheets.

Assessment Guidance
Evidence may be supplied by: • product • expert witness testimony

Unit 329 Principles of marketing stakeholder relationships

UAN:	**J/502/9938**
Level:	3
Credit value:	3
GLH:	16
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 2.1.4 Identify and manage relationships with social marketing stakeholders Marketing 4.1.1 Develop and understanding of the client Marketing 4.4.3 Build and manage stakeholder relationships Marketing 4.4.5 Manage business and political relationships and lobby for influence Marketing 4.4.6 Manage financial public relations and investor relations Marketing 7.3.3 Develop strategic relationships with major clients Marketing 7.4.4 Build and sustain collaborative relationships with other organisations (MSC D17) Marketing 7.1.6 Monitor and control relationship management activities
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit concerns understanding marketing stakeholder relationships, how to build and manage marketing stakeholder relationships and how to monitor and control marketing stakeholder relationships.

Learning outcome
The learner will: 1. Understand marketing stakeholder relationships.

Assessment criteria
The learner can: 1.1 explain the basis on which the need for marketing **stakeholder** relationships are identified and prioritised 1.2 explain the use of stakeholder mapping in developing ways of building relationships 1.3 describe the nature of interest of different stakeholder groups and how this affects the nature of relationships and communications 1.4 explain the significance of stakeholders to the achievement of the overall marketing strategy 1.5 describe the **features** of the market in which stakeholders operate 1.6 describe how to establish stakeholders' attitudes to an organisation 1.7 describe actual and potential **synergies** and **conflicts** between clients and other stakeholders.

Range
Stakeholder: • internal and external customers • investors • client • shareholders **Features:** • political • economic • social • technological • legal • ethical **Synergies:** Working in partnership **Conflict:** Internal and external conflict

Learning outcome
The learner will: 2. Understand how to build and manage marketing stakeholder relationships.

Assessment criteria
The learner can: 2.1 explain how to identify common goals and potential synergy between stakeholders and an organisation 2.2 explain the importance of engaging stakeholders in marketing activities 2.3 explain the basis upon which stakeholder **communications plans** are developed 2.4 explain the requirements of a competitor management strategy 2.5 explain the importance of agreeing common objectives with clients 2.6 describe the scope of generalist and specialist personnel that can be deployed in support of building long term relationships with clients.

Range
Communication plans: • service level agreements • frequency of updates

Learning outcome
The learner will: 3. Understand how to monitor and control marketing stakeholder relationships.
Assessment criteria
The learner can: 3.1 explain the use of key performance indicators and success criteria in monitoring the effectiveness of stakeholder relationships 3.2 describe **methods** of monitoring the ongoing effectiveness of stakeholder relationships 3.3 explain the importance of effective stakeholder communications and feedback system 3.4 explain how changes in the **market environment** in which stakeholders operate may have an impact on relationships 3.5 explain how to develop strategies and plans that address changing stakeholder attitudes and needs 3.6 explain how to develop **reporting systems** that meet agreed success criteria 3.7 explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders.

Range
Methods: • survey • annual review • ad-hoc contact • account management **Market environment:** • political • economic • social • technological • ethical • legal • competitors **Reporting systems:** CRM system • internal communication (verbal/non-verbal).

Unit 329 Principles of marketing stakeholder relationships

Supporting information

Guidance

For assessment criterion 1.2, stakeholder mapping is referring to a tool to analyse the relationship between stakeholders eg areas of communality between stakeholders.

For assessment criterion 2.6, candidates should know the structure of a marketing department and the individual roles and responsibilities For assessment criterion 3.5, candidates should consider the impact of the changes in market environment in AC 3.4

Unit 330 Principles of market research

UAN:	**K/502/9933**
Level:	3
Credit value:	5
GLH:	40
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 1.2.1 Define the need for market research Marketing 1.2.2 Design market research projects Marketing 1.2.4 Collect market research data Marketing 1.2.7 Collect data on the knowledge, attitude and behaviours of target groups
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit concerns understanding the basis on which market research is commissioned, how to design market research projects, the principles of marketing data collection and the principles of marketing data interpretation and evaluation.

Learning outcome
The learner will: 1. Understand the basis on which market research is commissioned.
Assessment criteria
The learner can: 1.1 describe how to identify the need for market research and the **sources of evidence** to support this 1.2 describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others 1.3 explain how to set research parameters, aims and evaluation criteria 1.4 explain the importance of involving stakeholders in the definition of research to be carried out

1.5 explain how to evaluate **different options** for conducting the research.

Range
Sources of evidence: • new product/service • new customer/stakeholder • competitors • feedback **Different options:** • primary • secondary

Learning outcome
The learner will: 2. Understand how to design market research projects.
Assessment criteria
The learner can: 2.1 explain how to set research objectives, timescales, budget and resource requirements and success criteria 2.2 explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives 2.3 describe the **factors** to be taken into account when selecting research instruments that are fit for purpose 2.4 explain how to ensure the suitability of methods chosen to conduct research 2.5 explain the strengths and limitations of quantitative and qualitative research 2.6 explain how **risks** inherent in market research may be addressed 2.7 explain how to ensure that research data collected is valid and reliable 2.8 describe the uses of the research outputs 2.9 explain how to obtain approval to the proposed research.

Range
Factors: • cost • product • time • target audience • quantitative and qualitative data **Risks:** • inaccurate source data

- breach of legislation
- validity of data

Learning outcome
The learner will: 3. Understand the principles of marketing data collection.
Assessment criteria
The learner can: 3.1 explain the difference between primary and secondary research and how this affects data collection methods and interpretation 3.2 describe the importance of using research instruments correctly 3.3 explain the role of data collection in a market research project 3.4 explain how to address problems arising in data collection (eg insufficiency of representative sample, unreliable or invalid data) 3.5 explain the importance of accurate data collection and recording 3.6 explain marketing data storage, security and access **requirements**.

Range
Requirements: • Data Protection Act • internal procedures eg passwords for computers, lockable cupboards.

Learning outcome
The learner will: 4. Understand the principles of marketing data interpretation and evaluation.
Assessment criteria
The learner can: 4.1 explain the volume of data needed to ensure statistical confidence 4.2 explain how to evaluate the quality, reliability and validity of market research data 4.3 describe the use(s) of market research 4.4 explain the application, strengths and weaknesses of different **data analysis methods** 4.5 explain the use of statistical tools to identify trends, causes and correlations in marketing data 4.6 explain the strengths and weaknesses of different data **evaluation methods** 4.7 explain the basis on which to reach conclusions as to the usefulness of the research.

Range
Data analysis methods: • data mining • business intelligence • statistical applications **Evaluation methods:** • SWOT analysis

Unit 330 Principles of market research
Supporting information

Guidance

For assessment criterion 2.1, candidates should know how to create a Gantt chart and have an awareness of budget constraints.
For assessment criterion 4.3, candidates should know the use(s) of collected market research.

Unit 332 Promote equality, diversity and inclusion in the workplace

UAN:	**T/506/1820**
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: CFAM&LBA7 Promote equality of opportunity, diversity and inclusion
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to promote equality, diversity and inclusion in the workplace. Upon completion of this unit, learners will have developed an understanding of both the organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will utilise this knowledge in supporting equality, diversity and inclusion in the workplace.

Learning outcome
The learner will: 1. Understand the organisational aspects of equality, diversity and inclusion in the workplace.
Assessment criteria
The learner can: 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.

Assessment Guidance

1.1 Equality is a quality of being the same in value or status among all people. In order to achieve equality, people must be fair and respect differences in their values and status.

Equality in Employment is regulated by a combination of UK Laws and UK regulations leading to the Equal Opportunities and Discrimination (Equality Act 2010).The act contains a number of key concepts now known as 'protected characteristics':

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion of belief
- Sex
- Sexual orientation

The act and more recent amendments and provisions, sets out to eliminate unlawful discrimination against harassment and victimisation of these groups of people, and to advance equality among them.

Diversity that we can all celebrate and embrace cannot be achieved without achieving equality first. Diversity is a state of having differences, whether it is age, condition, race, religion or belief, and sexual orientation. The Equality Act 2010 aims to promote diversity by fostering good relations between different groups of people. Valuing diversity is a bigger issue than just avoiding discrimination, even though that is very important.

Inclusion is the practice of someone/groups of people being accepted for whom they are and changes made accordingly. It is often about removing the things that we cannot see, such as attitudes and prejudice. These obstacles are sometimes called 'barriers' an example would be when a person with a visual impairment struggles to read the text in the company newsletter. By making the information available using a larger font size (a large print facility) the member of staff can access the same information as his or her colleagues.

In this criterion the learner is required to provide evidence that he or she has:

- explained the difference between the three areas of equality, diversity and inclusion.
- identified an example in each of the three areas, of persons with protected characteristics and suggested how improvements can be made to meet equality, diversity and inclusion requirements.

1.2 The 'organisational policy' is a way of describing a set of standards that every member of staff must adhere to.' Impact' describes the outcomes or results of implementing the standards on the ways individuals are treated and equality, diversity and inclusion issues are approached in the organisation.

In this criterion the learner is required to provide evidence that he or she has:

explained that certain rights and duties are protected by legislation regardless of the individual's status within the organisation.

suggested examples of rights covered by organisational policy explaining how they are applied eg maternity/paternity leave

1.3 'Consequences' are the effects of breaching or breaking the law that is described in the protected characteristics within the Equality Act. Direct discrimination means treating someone less favourably for a reason to do with one or more of the protected characteristics eg refusing to allow a person onto a building site just because she is a woman.

Indirect discrimination occurs when an employer places an unnecessary condition or requirement on a job to prevent certain members of the community applying.

In this criterion the learner is required to provide evidence that he or she has:

- explained that direct and indirect discrimination is against the law and can lead to prosecution within the organisation.
- suggested consequences of breaching equality legislation using work related examples.

1.4 Nominated responsibilities are the specific areas that the employer has a legal duty to undertake. It is considered good practice on moral and ethical grounds to build on the legal requirements in order to develop codes of practice which extend above and beyond legal duties. Examples of good practice include more flexible working arrangements and the choice of full and part-time working.

In this criterion the learner is required to provide evidence that he or she has:

- described the nominated responsibilities for equality, diversity and inclusion.
- suggested examples for each area of diversity and of inclusion showing the employer has applied the nominated responsibilities in order to improve the quality of working relationships.

Learning outcome
The learner will: 2. Understand the personal aspects of equality, diversity and inclusion in the workplace.
Assessment criteria
The learner can: 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.

Assessment Guidance
2.1 Discrimination means treating one person less favourably than another person who has similar skills and qualifications. Four types of discrimination are recognised by the law: • Direct discrimination • Indirect discrimination • Harassment • Victimisation. Harassment takes place when a person suffers behaviour that affects their dignity because of their sex, marital status, gender reassignment, race, disability, sexual orientation, religion of belief. It is the feelings of the person who is offended by the unwanted attention that count. In this criterion the learner is required to provide evidence that he or she has : • explained the different forms of discrimination and harassment • suggested one example of discrimination and one example of harassment showing how in each case the individual was affected and the steps the employer took in response to the situation. 2.2 The 'characteristics of behaviour' is one way of describing actions or personality traits that can be observed by others. There is a legal obligation within the organisation to examine who is likely to be discriminated against and what could and should be done to eliminate it. It is important where necessary to change behaviours and organisational culture in order to establish good practice. In this criterion the learner is required to provide evidence that he or she has: described actions, in each of the three cases, of observable behaviours in others that show that equality, diversity and inclusion issues are being considered and explained the effects of the behaviours on one group of people. 2.3 In the workplace this can be seen as leading by example in order to remove barriers that might prevent certain people being employed by or progressing within their organisation. Known as positive action, this effect happens when the employer thinks that people who share a particular characteristic are likely to suffer a disadvantage in the workplace. This may be as early as in the advertisement of job vacancies or access to in company training and methods of assessment. In this criterion the learner is required to demonstrate that he or she has: Explained, using one specific situation in the workplace, how particular behaviours have been adopted to support each of the three areas of equality, diversity and inclusion.

Learning outcome
The learner will: 3. Be able to support equality, diversity and inclusion in the workplace.

Assessment criteria
The learner can: 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.

Assessment Guidance
3.1 'Colleagues' are other persons that you work with who are also employed by the same organisation. 'Awareness' could be described as not only knowing facts, but in using the information in such a way that it is applied in a beneficial way to every aspect of the work, including influencing others to follow good practice and creating a harmonious culture. In this criterion the learner is required to identify that he or she has: ensured colleagues are aware that responsibility has been taken for all three areas of equality and diversity and inclusion, by providing evidence of following procedures which are supported by company documentation. 3.2 There are many early warning signs in an organisation where issues and potentially harmful situations may arise. Examples may include a lack of or inadequate training; outdated policies which are no longer in line with new legislation or new customer requirements. In this criterion the learner is required to describe how he or she has: • identified issues which could potentially cause problems in the workplace in relation to equality, diversity and inclusion. • described what could be done to improve the situations for all parties, providing evidence of progress. 3.3 'Adhere' is a word used to describe the following of policies and procedures, not only to the actual wording as a matter of compliance, but also in the 'spirit' of the information, so that it is embedded in thoughts, words and actions of employees. These actions can be observed by all employees, third party suppliers, partnerships and customers. These behaviours are sometimes described as the 'hearts and minds' of the organisation. Legal requirements are enforceable by law and are to be considered as mandatory. Ethical requirements relate to moral judgments and are usually documented as part of the company Values Statements in larger organisations. In this criterion the learner is required to describe how he or she has: • selected policies and related procedures and briefly described the key purpose of each policy. • identified how each policy has been followed and adhered to using a separate work place situation for each.

Unit 333 Manage team performance

UAN:	**A/506/1821**
Level:	3
Credit value:	4
GLH:	21
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: • CFAM&LBA7 Promote equality of opportunity, diversity and inclusion
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

Learning outcome
The learner will: 1. Understand the management of team performance.
Assessment criteria
The learner can: 1.1 explain the use of benchmarks in managing performance 1.2 explain a range of quality management techniques to manage team performance 1.3 describe constraints on the ability to amend priorities and plans.

Assessment Guidance
1.1 Benchmarking is the process of taking performance metrics from the team and comparing the results with those of other teams or with industry best practice. 'Gaps' or problems with performance can be identified and performance improvements achieved through investigating causes and identifying the best solutions. Targets for performance improvement can be set and plans implemented to achieve those targets. In this criterion the learner is required to explain the use of benchmarking in managing performance. The explanation should include examples of performance measures that can used as part of this process. **1.2** There are three basic principles that form the basis of a **total quality management system:** • focus on the customer • understanding the process • all employees committed to quality and excellence. Techniques designed to manage quality are based on those three principles. **Focus on the customer** • customers' (internal and external) needs and expectations are identified. • performance standards are set that reflect those needs and expectations **Understand the process** • the process of producing the product or service the customer requires is understood and there is a commitment to continuously improve that process **All employees are committed to excellence and quality** • employees are involved and committed to a culture of quality communication and team work is effective • skills are developed. The organisation's quality management system will set this out in detail and may also be externally accredited. There are a large number of techniques that can be used to manage quality. A few examples include: • performance measures and standards • benchmarking • process analysis and re-engineering • continuous improvement • employee involvement • Variation Risk Management • Six Sigma approaches etc

In this criterion the learner is required explain a range of quality management techniques and how they could be used in team performance management

1.3 The team leader's ability to manage and improve team performance will be limited by his or her own authority and ability to influence others. There may be restrictions in terms of organisational policy, there may be financial constraints and team members themselves may be reluctant to participate and to accept change.

In this criterion the learner is required to describe constraints that could limit his or her ability to amend priorities and plan.

Learning outcome
The learner will: 2. Be able to allocate and assure the quality of work.
Assessment criteria
The learner can: 2.1 identify the strengths, competences and expertise of team members 2.2 allocate work on the basis of the strengths, competences and expertise of team members 2.3 identify areas for improvement in team members' performance outputs and standards 2.4 amend priorities and plans to take account of changing circumstances 2.5 recommend changes to systems and processes to improve the quality of work.

Assessment Guidance

2.1 The following factors all affect team performance:

- clarity of team objectives
- how work is allocated
- team dynamics – cohesion, working relationships, conflict handling
- ability and willingness of team to self –manage
- quality of leadership
- level of skills
- systems and resources available

The team leader's understanding of these factors forms a vital part of managing to assure quality.

The team leader must be able to identify the competences and skills required of the job and identify the strengths, competences and expertise of team members in terms of those requirements. He or she should also be aware of team members' experience, interest and motivation.

Such judgments should be objective, fair and based on specific evidence. They may be incorporated into a team skills matrix or the individual's appraisal.

In this criterion the learner is required to provide evidence of identifying the strengths, competences and expertise of team members in relation to their team roles

2.2 Work allocation should be fair and equal and may take into consideration number of factors:

- experience and ability
- motivation and interest
- availability

It is also important to consider what skills need to be developed and to allow opportunities for this. Balancing interesting and boring jobs is important for motivation.
When allocating work the team leader needs to clear instructions, and specific performance requirements including timescales.

In this criterion the learner is required to provide evidence that work has been correctly and appropriately allocated on the basis of the strengths, competences and expertise of team members.

2.3 Monitoring performance of the team against performance measures and standards should highlight any areas where team members' performance does not meet output and standards. In this criterion the learner is required to provide evidence of identifying areas for improvement in team members' performance outputs and standards.

2.4 On the basis of areas for improvement identified in 2.3. The team leader may need to take corrective action including amending priorities and plans. Alternative approaches may be required to the system or process being used through changing:

- task method
- work allocation
- timescales
- access and use of equipment or supplies training

In this criterion the learner needs to provide evidence of how plans and priorities have been amended to take into account changing circumstances.

2.5 As a result of identifying the need for improvement. The team leader should involve the team in applying a simple improvement technique to:

- identify the nature of the problem
- gather information into the causes and solutions to the problem
- decide on the most suitable course of action
- plan and implement the solution
- decide how to monitor the outcome to ensure that the problem has been solve

If outside the team leader's authority to change, these recommendations should be made to the appropriate senior manager.

In this criterion the learners needs to provide evidence of making recommendations for changes in systems and processes as identified in 2.3 and 2.4 to improve the quality of work.

Learning outcome
The learner will: 3. Be able to manage communications within a team.
Assessment criteria
The learner can: 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.

Assessment Guidance

3.1 Communication plays a key role in effective team performance management in:

- gaining commitment through the communication of the organisation's vision and strategy
- gaining commitment through communication of the teams objectives, targets and performance requirements
- enable empowerment and involvement in performance improvement
- enable more effective team working through greater cohesiveness and exchange of ideas amongst team members
- enable coaching and mentoring to improve team skills
- improve motivation
- provide a stronger sense to leadership

Organisations will have defined lines of communication with roles, responsibilities and authority levels.
This is usually represented in diagrammatic form.

In this criterion the learner is required to explain the team's lines of communication and authority levels

3.2 Effective communication of individual and team objectives, responsibilities and priorities should show the use of effective communication techniques by communicating requirements:

- at the right time
- clearly and specifically
- in language that can be understood by the receiver.

Feedback should be sought to ensure that the communication has been understood.

Communication may be in writing and/or through team or individual briefing, depending on situation and complexity, and objectives should be SMART.

In this criterion the learner is required to provide evidence of having correctly and appropriately communicated individual and team objectives, responsibilities and priorities.

3.3 There are a number of written and verbal/spoken techniques that can be used.

Non-verbal, visual material may also help to clarify the message.

The technique to be used will depend on locations, complexity of information, normal company practice and the need for feedback.

In this criterion the learner is required to provide evidence of how the communication methods they have used in 3.2 are appropriate to the topic, audience and timescales.

3.4 As part of the managing team performance, the team leader is required to provide support to team members in achieving objectives and performance standards. This could take the form supporting team members to develop skills or to adapt to changes. This is often achieved through coaching or mentoring.
Improving the dynamics of the team and listening to team needs are also important.

In this criterion the learner is required to provide evidence of providing correct and appropriate support to at least two team members.

3.5 The team leader needs to provide feedback to team members on work progress and other issues. Feedback from team members to the team leader is also required. This process could include the use of written performance data and/or spoken feedback on a one to one, or one full team basis. Feedback given should be objective and based on factual information.

Feedback on performance on a regular basis is appreciated by all team members- especially positive feedback - so they know where they stand.

In this criterion the learner is required to provide evidence that he or she has agreed with team members a correct and appropriate process for providing feedback on work progress and any issues arising.

3.6 In order to improve performance, the team leader should review the effectiveness of team communications. Opinions of team members and line manager could be useful in doing this.
The review should be structured around the criteria for good team communications including:

- team members receive all organisational information in line with organisational policy

- individual and team objectives, responsibilities and work plans are communicated clearly to the team and at the correct time
- communication principles are followed in the presentation of information and appropriate communication techniques are used.
- feedback on work progress is sought and given following good practice guidelines
- communication is used to support team members by answering queries, addressing issues of team dynamics and providing coaching and mentoring support as required.

In this criterion the learner is required to provide evidence of completing a review of the effectiveness of team communications and making improvements.

Unit 334 Manage individuals’ performance

UAN:	**J/506/1921**
Level:	3
Credit value:	4
GLH:	20
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: • CFAM&LDB4 Manage people’s performance at work • CFAM&LDC2 Support individuals’ learning and development • CFAM&LDC3 Mentor individuals • CFAM&LDC5 Help individuals address problems affecting their performance
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage individuals’ performance. Upon completion of this unit, learners will have developed an understanding of the management of underperformance in the workplace and will be able to manage individuals’ performance in the workplace.

Learning outcome
The learner will: 1. Understand the management of underperformance in the workplace.
Assessment criteria
The learner can: 1.1 explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance 1.2 explain how to identify causes of underperformance 1.3 explain the purpose of making individuals aware of their underperformance clearly but sensitively 1.4 explain how to address issues that hamper individuals’ performance

1.5 explain how to agree a course of action to address underperformance.

Assessment Guidance

1.1 Performance management is a holistic process of bringing together many activities that collectively contribute to the effective management of individuals. The process covers the broader issues of the organisation and long term goals.

Performance appraisal is part of performance management; it is operational, uses data and information and relates to individuals. In the case of underperformance, can involve specific policies on discipline and grievance. It is usually within the role of the line manager to deal with issues relating to the individual.

Underperformance means that agreed targets and objectives, and behaviour and attitudes are below or against the standards required by the organisation. Examples could include poor timekeeping, lack of respect of others or failure to carry out instructions which could have serious implications.

There are many policies within the organisation, these are regularly updated in line with current legislation and good practice. Employees are provided with access to key policies usually through the use of the shared drive and this information is commonly used as part of staff induction.

Disciplinary and grievance policies and procedures are frameworks providing clear information for dealing with difficulties which may arise as part of the working relationship from either the employer's or employee's perspective. The policies let employees know what is expected and provide courses of action (steps) to follow with key contacts. It is very important to follow the stages carefully and to keep good records, these might include minutes of meetings, emails, attendance notes, notes of telephone calls, letters etc.

In this criterion the learner is required to provide evidence that he or she has:

- Explained using an example for each of the disciplinary and grievance policies of when each policy would be used and the type of evidence that would be needed before, during and after the process.
- Identified the key steps for each of the policies and described a work related outcome for the individual and the organisation of using each policy together with supporting information of each stage.

1.2 Formal and informal feedback provides the line manager with information from systems, processes individuals and teams which can be used to show gaps between what you have planned or could have achieved and actual achievement. These 'gaps' which are below what is expected can be called indicators of underperformance.

- In order to identify causes of underperformance, feedback from the individual in the form of words, behaviour or attitude may give an early indication of performance gaps.
- Feedback from others, including the team, other departments and customers may also be of a formal or informal nature.
- An increased number of customer complaints, for example, are a significant indicator.

- Informal meetings provide an ongoing method of feeding back and ascertaining impact assessment, where individuals can discuss how their attitude and standard of work affects outcomes and standards.
- Formal appraisal/ performance review meetings where data and information is brought by both parties to review progress.

In this criterion the learner is required to provide evidence that he or she has:

- explained the methods used to identify underperformance using reliable sources of information.

1.3 Clear lines of communication are very important when working with others and early indicators based on evidence, enable parties to agree and make changes accordingly. As good use of interpersonal skills is essential when working with others, it is very important to be sensitive to the needs of others as messages can be interpreted differently from the sender to the receiver and levels of co-operation and motivation can be affected.

In this criterion the learner is required to provide evidence that he or she has:

- explained why a clear and sensitive approach is important when dealing with underperformance.

1.4 Wherever possible one -to -one meetings should be undertaken in a quiet and confidential setting without interruptions from mobile phones or visitors. Feedback should be two way and both speaking and listening are important for both parties. Events, observed behaviours and actions are described rather than judged.

In this criterion the learner is required to provide evidence that he or she has:

- explained to an individual that there are underperformance issues to address.
- described how the approach was made, if agreement was reached and the outcomes for both parties.

1.5 Individuals are encouraged to come to their own conclusions about what has been going wrong (ownership), with a clear understanding of how to move forwards and take corrective action. Changes to other areas of work which are outside the scope of the individual may also need to take place in the future and there is also a need to agree individual responsibilities and set new targets. It is advisable for both parties to have a written record of the new outcomes with agreed timescales and opportunities for review.

In this criterion the learner is required to provide evidence that he or she has:

explained how a new course of action was agreed and providing examples of documentation which both parties can access and refer to

Learning outcome
The learner will: 2. Be able to manage individuals' performance in the workplace.
Assessment criteria
The learner can: 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.

Assessment Guidance
2.1 Objectives are targets to be implemented or completed, or standards of performance to be achieved and maintained. These objectives or courses of action need to be going in the same direction in the as the organisation has decided to go. Objectives provide focus and clear direction, and should be SMART: • Specific: Clear, unambiguous, straightforward, understandable • Measurable: Related to quantified or qualitative performance measures • Achievable: With known resources Realistic: Linked to business needs • Time-bound: Building-in completion date and review dates In this criterion the learner is required to provide evidence that he or she has: • identified the relevant priorities for action to address issues of underperformance. • agreed two SMART objectives with their line manager that support the improvement required. **2.2** 'Delegation' means that you are able to trust someone with appropriate levels of expertise, competence, skill, knowledge and development needs to undertake specific tasks or duties on your behalf. However, individuals still require support and resources to be able to complete set tasks. In this criterion the learner is required to provide evidence that he or she has:

- delegated responsibility to two individuals for a specific task each, having clearly explained outcomes required.

identified the key factors for each individual that were used to ensure that both parties were suitable for the tasks undertaken.

2.3 'Motivation' is a word used to describe an inner drive to behave or act in a certain manner. There are many theories and most describe a goal or reason to do something that will produce a desired result. Individuals have their own 'intrinsic' or inner motivation and 'extrinsic' motivation comes from others. Line managers often encourage and inspire others to maintain or improve morale.
'Morale' describes the mood and feelings of goodwill which inspire others to maintain or increase their outputs and contribute to harmonious working relationships. Getting to know people is vital and involvement and ownership of responsibility for achieving targets, quality standards and good customer feedback is critical. Techniques include daily conversations with individuals, organising team events, sharing collective performance data, celebrating achievement and rewarding effort.

In this criterion the learner is required to identify how he or she has:

- applied motivation techniques, explained, how, when and where they were used.
- described what happened as a result of using the techniques and the effects on individuals, the team and customers.

2.4 'Mentoring' is a relationship between an experienced person and less experienced person for the purpose of helping the one with less experience. This help can be in various forms and good examples are in the provision of information and resources to help the person complete their tasks. The help is provided in a non- threatening way, in a manner that the recipient will appreciate and value and will empower them to move forward with confidence towards what they want to achieve.

In this criterion the learner is required to identify how he or she has:

- provided resources (as a mentor) and information and resources to an individual (as a mentee).
- described how one target/ goal has been met, explaining why meeting the target/ goal was important and the implications of not meeting the target/goal.

2.5 'Monitoring ' is the process of checking progress on an ongoing basis in order that there can be an early indication of when the product, process or service is not meeting or not likely to meet pre-agreed standards of quality and performance. This system of regular checks can save on wasted, time, effort, resources and employee energy and motivation levels.
In order to check for negative outcomes plans should be agreed in advance of actions being undertaken.

In this criterion the learner is required to describe how he or she has:

- monitored two individuals describing what expected and what was actually happening.

- described the actions that were undertaken where discrepancies were found and the impact on the individuals concerned.

2.6 When individuals meet or exceed the expected standards/ targets 'recognition' provides a way of thanking or rewarding all parties. Rewards can be financially linked in the form of bonuses or performance related pay, but more commonly other forms of 'recognition' may include, time off in lieu, thanking and publicising individual and team efforts in data displayed in work areas or in company newsletters. Feedback and compliments from customers and the recording of achievements in information used for individual performance monitoring and review.

In this criterion the learner is required to describe how he or she has:

- demonstrated recognition, for at least two members of staff, by explaining what actions were taken and provided information about the specific targets/ quality standards involved.

2.7 'Adhered' means followed closely, in this case the rules and guidance provided by policies and procedures as produced by the organisation and circulated to members of staff. As individuals we also have to make judgments, not only about legal implications i.e. obeying the law, but also using our values to make ethical judgments when managing individual levels of performance. When there is a positive working relationship, levels of trust can build and shared values are conveyed.

In this criterion the learner is required to describe how he or she has:

- followed an established policy or procedure with an individual in order to manage their underperformance.
- explained what happened at each of the key stages and described one outcome of the process for the both line manager and the individual concerned.

Unit 335 Manage individuals' development in the workplace

UAN:	**L/506/1922**
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: • CFAM&LDC1 Identify individuals' learning needs and styles • CFAM&LDC2 Support individuals' learning and development
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage individuals' development in the workplace. Upon completion of this unit, learners will be able to carry out performance appraisals and support the learning and development of individual team members.

Learning outcome
The learner will: 1. Be able to carry out performance appraisals.
Assessment criteria
The learner can: 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.

Assessment Guidance
1.1 The term ‘appraisal’, sometimes known as the ‘appraisal meeting’ is generally thought of as a regular event which happens at least once a year and possibly every few months. This is a meeting between the line manager and direct report (s) where evidence of performance against agreed targets and behaviour and attitude against company values can be evaluated and the outcomes discussed openly. The meeting provides an opportunity to look back over a set period of time and provide feedback on what has worked well and gain agreement over performance levels in order to set targets and objectives with clearly defined outcomes for a forthcoming set period of time. Targets might include further training requirements or a re-focusing on the job role and any adjustments that need to be made. Performance reviews can happen formally or informally and enable a re-examination of agreed objectives or reconsideration or work plans and act as a progress check, the purpose being to make amendments or improvements as required. In this criterion the learner is required to provide evidence that he or she has: • explained the main purpose of an appraisal meeting in his or her organisation. • described different situations where reviews have taken place explaining the key purpose in each case and the outcome of each meeting. **1.2** It is useful to gather evidence, sometimes involving other people in the case of 360⁰ feedback*, prior to the appraisal to answer the following questions: • were the objectives achieved or not and how do you know? • was the performance above, within or below the requirements of the role (competence)? • what training has been received and what requirements might there be in the future? • actions by appraiser (line manager) or appraisee (direct report) *360⁰ feedback uses a system to gather feedback form a number of sources, typically including colleagues, direct reports and customers. In this criterion the learner is required to provide evidence that he or she has: • identified the types of information which might be used at an appraisal describing the purpose of each. • gathered key information to be used at an appraisal meeting in line with the four areas introduced in the above section. **1.3** Usually appraisals are conducted as one to one meetings where the right questions can be asked and appraisee does most of the talking in a quiet and confidential setting. Privacy also means being uninterrupted by other individuals, telephone calls or distracted by mobile devices and computers. A focus is given to individual performance and recognition of success, where appropriate. In this criterion the learner is required to provide evidence that he or she has:

- prepared an appropriate environment in which to carry out an appraisal by undertaking prior arrangements with others which include the appraisee and facilities.

1.4 The organisation will have at least one main policy on appraisal and associated training for those involved with the process. The procedures will accompany the policy demonstrate how a good constructive meeting should be conducted for the before, during and after stages. It is usual to also have set documentation for both parties to complete and confidentiality codes which strictly restrict access to records.

In this criterion the learner is required to provide evidence that he or she has:

- accessed the organisational policy and carried out two performance reviews, completing appropriate documentation.
- identified the actions that have been agreed in both cases and included arrangements for monitoring and review.

1.5 It is important to receive training before carrying out an appraisal meeting and part of this will firstly include an overview to explain the purpose of appraisal as part of the overall management of performance and secondly to explain the wider benefits to the organisation in line with its own purpose.
Part of the training should be to provide sensitive feedback to others which is constructive and based on facts about performance evidence rather than opinions about the individual. Asking open questions encourages appraises to come to their own conclusions about what went wrong and why and to take ownership where needed for putting things right.

In this criterion the learner is required to provide evidence that he or she has:

- provided feedback on performance which is evidence based, clearly given and in a sensitive manner.
- reflected briefly on how successful the process was for both parties.

1.6 Gaining agreement by both parties that things need to change is critical and suggestions from the appraisee for future actions should be encouraged. Usually an action plan with tasks, required outcomes (key deliverables) timescales and resources are identified and most importantly, responsibility for monitoring and review dates set at frequent intervals, in order to check on progress. Identified development needs are not always based on course attendance and may also include the requirements for e.g. a mentor, work shadowing experience, further research, involvement in project teams or greater responsibility for tasks and/or others.

In this criterion the learner is required to provide evidence that he or she has:

- identified a development need with an individual showing how the need was determined and the options open to the line manager and appraise.

agreed key objectives for future actions which include at least two ways of developing the individual with the expected benefits (individual and organisational) explained.

Learning outcome
The learner will: 2. Be able to support the learning and development of individual team members.
Assessment criteria
The learner can: 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.

Assessment Guidance

2.1 Training is a formal instructor- led process of teaching or learning a skill or job. This content based intervention is designed to lead skills or behaviour change. Usually this takes place face -to -face on an individual or group basis at the place of work or, away from the premises. The main methods being:

- on- the- job training involves a more experienced person (trainer) demonstrating how a process is completed in a structured way with an opportunity for the trainee to ask questions and practise skills.
- 'in –house' or 'off- site' training programmes provide new knowledge (theory) and opportunities for practising new skills in an often simulated environment, which may then be put into practice on return to the workplace.

In this criterion the learner is required to provide evidence that he or she has:

- described a recent training event which was either attended, or in the case of on- the- job training participated in, explaining the main reasons for involvement and what was being taught.
- evaluated the impact of the training after participating in (on the job) or attending (in-house/of site) the event on the individual and the task.

2.2 The term 'learning and development' implies a broader view of workplace learning techniques and suggests that some may be longer term and could be provided at the same time as more formal training. Understanding more about how people learn is helpful here as individuals respond to a range of techniques which may include, for example:

- coaching

- mentoring
- job rotation, secondment and work shadowing
- action learning sets – where a small group of individuals engage regularly to solve problems at work by sharing ideas and solutions.
- formal qualifications undertaken in a range of ways including distance and e-learning.

'Interventions' implies that deliberate actions have been agreed in a specific situation to influence outcomes in a positive way.

Individual learning styles and preferences have a significance when considering advantages and disadvantages as to whether there is a preference for:

- learning about the task in hand
- time available
- money available for training
- available and suitability of others to act as mentors and coaches
- the nature of the work
- individual ability and willingness to engage with a range of media eg learning communities, 'self -directed learning' type materials.

In this criterion the learner is required to identify that he or she has:

- selected different learning and development interventions and in case stated how they would be used and the advantages and disadvantages of each.
- identified a preference for a learning intervention explaining the key benefits for the individual and the organisation.

2.3 The organisational learning and development policy is written to meet with the quickly changing business environment where new skills, knowledge and ways of working are needed to remain competitive. Organisations look ahead and try to anticipate strengths and capabilities of their workforce in the future, placing 'intervention' programmes in place to meet these new requirements and determining funding priorities. An example could be when a company anticipates the impact of new products or processes on the business which require employees with specialist skills.

In this criterion the learner is required to identify how he or she has:

- described how an organisational learning and development policy has affected one area or aspect of the organisation in terms of anew training requirement.
- suggested how the training has been organized and the planned benefits for the organisation.

2.4 As part of the organisation's plan for reviewing individual needs, formal and/or informal assessment of levels of skill, attitude or knowledge should be an ongoing process. The individual will also be able to suggest areas of development that he or she would benefit from, in line with company objectives and these are often defined at appraisal meetings. This will be linked to current and future priorities and plans. A learning needs analysis (LAN) could be a one off test or audit, a capability analysis linked to job role, information on existing

competence frameworks and feedback form others. The process should be viewed with sensitivity as a developmental model ie one of growth, rather than a deficit model and regarded as confidential.
In this criterion the learner is required to describe how he or she has:

- created an overview plan for reviewing the team's learning and development needs over a minimum of 3 months.
- reviewed two individual's learning and development needs on two occasions each, providing evidence and in each case demonstrating the review outcome, resources required and actions that have been taken.

2.5 'There are wide number of learning and development opportunities available to meet the business and individual's needs and the route selected depends on a range of factors including:

- timescales (long and short term interventions required)
- expertise available to the organisation (e.g. for mentoring roles)
- resources available (including financial)
- numbers and levels of staff involved
- individual preferences for learning

Some of the more traditional methods are being enhanced by different approaches including podcasts, learning communities and E-learning.

In this criterion the learner is required to describe how he or she has:

Investigate ways of recent learning developments which the business either uses or is considering using and in each case discuss how individuals and the business will benefit.

Unit 336 Chair and lead meetings

UAN:	**Y/506/1924**
Level:	3
Credit value:	3
GLH:	10
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to chair and lead meetings. Upon completion of this unit, learners will be able to prepare to lead meetings, chair and lead meetings and deal with post-meeting matters

Learning outcome
The learner will: 1. Be able to prepare and lead meetings.
Assessment criteria
The learner can: 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.

Assessment Guidance
1.1 A meeting is a gathering of two or more people that has been convened for a common goal or purpose. Meetings may occur face – to- face or virtually, using communication technology such as a telephone conference call, a conference call with the use of Skype or a videoconference*. Meetings may be formal or informal, as 'one off' events, as part of a series eg short project, or as a regular planned event. The purpose or aim of the meeting should be communicated to everyone in advance, with clear objectives, i.e. outcomes expected and further detail about the subject or focus of the meeting so that everyone present feels that they are included in the process. *Remember to take time zones into account if applicable. In this criterion the learner is required to provide evidence that he or she has: Identified a meeting and explained the type, purpose and objectives. Briefly described the context ie N.H.S. staff, private sector small engineering company, for the meeting and why the meeting is taking place. **1.2** In most companies it is usual in formal meeting arrangements to include the line manager in the circulation list and /or representatives from other departments, partly for an information overview and partly in case they wish to attend, alongside those who are required to attend as part of their job role. In this criterion the learner is required to provide evidence that he or she has: identified those people who are required to attend and their designated job roles. Listed any other members of staff that would be on circulation list for meeting invites explaining why they would also be included. **1.3** In advance of a formal meeting, there are number of formal arrangements or 'protocols' to be observed, for example: • ensuring that you have the authority (or delegated) to convene a meeting and have been given responsibility to chair the meeting and follow up on action points or establish new ones at the meeting. • ensuring that you have a good understanding of why the meeting is taking place and the role of the chair, minute taker* (or note taker) and the purpose of an agenda. • appreciating that an agenda follows a set of rules, starting with welcoming attendees, apologies for absence and the approval of the minutes from the last meeting after any matters arising have been addressed. In some organisations there may be a specific proforma that is used for all meetings and if this is the case it should be used. • numbered agenda items with named responsibility indicated should also be included (with suggested time allowance for each). • the date of the next meeting should be listed as a final item (avoiding Any Other Business, A.O.B. as any items should be forwarded to the chair in advance of the meeting to be listed as agenda item.

*In formal situations the secretary for the meeting would take responsibility for the distribution of the agenda and accompanying papers and take notes at the meeting.
In this criterion the learner is required to provide evidence that he or she has:

Prepared for a formal meeting by describing the purpose of the meeting, the role of the chair, the reasons for having agenda items and a minute taker.

1.4 Good preparation in advance of the meeting helps to reduce the possibility of problems. Arrangements are made by the chair or organiser of the meeting including:

- where possible, the checking of electronic diaries for participant availability
- confirming a date, start time ,estimated end time and venue with participants (for off -site arrangements, a map, contact information and parking or travel arrangements are also required)
- booking a venue with due regard to any special requirements that participants may have eg special access or dietary arrangements when refreshments are involved.
- checking on confirmed attendance or reasons for apologies.

In this criterion the learner is required to provide evidence that he or she has:

- provided suitable arrangements in advance of the meeting, which have taken any participant special requirements, where required, into consideration.
- suggested any further actions that could also be taken to ensure a smooth running meeting eg spare copies of the agenda or anticipating interruptions from noise, devices or other employees.

1.5 Circulating* an agenda meeting in advance of the meeting giving others time to prepare is good practice.
Updated information about actions points will be required at the meeting and individuals will need to know when they will be asked to speak and what information they will need to bring to address those action points. Other accompanying relevant information e.g. an article, report or spreadsheet to be discussed in the meeting should also be circulated in advance.
*This may be using electronic means.

In this criterion the learner is required to provide evidence that he or she has:

prepared and circulated an agenda within agreed timescales with any accompanying documentation, for a meeting involving at least three people, in addition to the chair.

Learning outcome
The learner will: 2. Be able to chair and lead meetings.

Assessment criteria
The learner can: 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.

Assessment Guidance

2.1 The conduct of meeting will vary from organisation to organisation, however, in general:

- start on time and welcome everyone to the meeting
- explain any practical arrangements such as comfort breaks or arrangements
- introduce anyone to the group who is new or does not know everyone
- state the purpose of the meeting, the expected end time and desired outcome(s)
- confirm who is taking notes and begin by listing apologies for absence
- look at the minutes/notes from the last meeting checking for accuracy and respond to any matters arising (in some organisations this stage is omitted, however, checking for the completing of action points is essential)
- proceed through the agenda items, noting any action points
- ensure that individuals have a chance to contribute without interruption
- agree the date of the next meeting (if required) end on time and thank everyone for attending.

In this criterion the learner is required to provide evidence that he or she has:

- conducted a meeting in line with business conventions by briefly describing what happened at each stage of the meeting
- obtained feedback from a meeting participant that the business conventions had been followed.

2.2 In order to adopt an inclusive approach to meetings, there are many considerations and a few examples are listed below:

- introduce everyone
- limit time for contributions
- invite others to speak so that everyone can contribute, particularly on contentious issues, invite other viewpoints
- encourage equal contributions by asking questions and responding
- put alternative viewpoints to stimulate discussion

- paraphrase and gain consensus along the way trying to resolve any contentious issues
- recap to ensure common understanding of what has been covered and what needs to be done next

In this criterion the learner is required to provide evidence that he or she has:

- described why it is important to include everyone in the meeting, suggesting two examples of how to encourage attendees to contribute.
- encouraged equal contribution of individual members, in a group of people, at a recent meeting.

2.3 It can be helpful to add an indication of time available on the agenda items listed with the most import items to be discussed at the start of the meeting.

- it could also be assumed that any reports circulated beforehand do not need to be read out and should be very briefly summarised.
- start and end on time and expect apologies for unavoidable lateness from latecomers.
- gain consensus that everyone arrives at the beginning of each meeting
- avoid distractions of non- agenda items ask people to be brief and focus on the key messages.
- note actions that require further discussion
- start on time and end on time (meetings timed to end at lunchtime or at the end of the day are less likely to run over time.

In this criterion the learner is required to provide evidence that he or she has:

- managed a meeting with a defined start and end time, ensuring that all agenda items have been covered including planned action points and named responsibilities.

2.4 It is helpful to summarise the key outcomes from discussion topics in order that each member understands what has been agreed, who is responsible and the resources/ timescales. More specifically what process will need to be instigated or individual tasks undertaken, together with a clear appreciation of the actual evidence required that the work has been commenced or completed (depending on the nature of the task). Named responsibilities are important in order to gain ownership of outcomes.

In this criterion the learner is required to provide evidence that he or she has:

- explained briefly, why it is important to summarise agreed actions.
- accurately summarised the agreed actions, allocated responsibilities, timescales and any future responsibilities at the end of a meeting.

Learning outcome
The learner will: 3. Be able to deal with post-meeting matters.
Assessment criteria
The learner can: 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.

Assessment Guidance

3.2

Gaining informal feedback from individuals after the meeting is useful in order to improve levels of meeting efficiency and effectiveness. Specific monitoring arrangements can be put in place and these could include using:

- informal face- to face or telephone conversations
- e-mail checks
- interactive spreadsheets
- 'traffic- light' status indicators as a coding system for good or bad performance – usually known as 'R.A.G rating'. For example the letters R, A and G are used- Red would mean inadequate, Amber would mean reasonable and Green would mean ideal*
  *This system is often used in manufacturing or production where the lights can be seen from different parts of the factory or as a colour coding system in tables and spreadsheets in an office environment. The initials RAG are also added to the background colour to enable those with colour blindness to read the system.

In this criterion the learner is required to provide evidence that he or she has:

- explained the actions that have been taken to ensure that post-meeting actions are completed,
  provided one example of an allocated action point, showing the monitoring actions that have been taken and the outcome(s) achieved.

3.3

Effectiveness can be seen as an outcome of the quality of the conduct and content of the meeting and the actions that have happened as a result of the meeting.

Informal feedback can be taken verbally or more formally at the end of each meeting by individually completing a short questionnaire providing opportunities for future improvement.

In this criterion the learner is required to provide evidence that he or she has:

- evaluated a meeting using informal or formal feedback and collated the information.

• suggested at least two realistic improvements that could be made in future meetings.

Unit 337 Principles of leadership and management

UAN:	**F/506/2596**
Level:	3
Credit value:	8
GLH:	50
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LDD6 Lead meetings to achieve objectives
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop knowledge and understanding regarding leadership and management and introduces learners to the associated key principles. Upon completion of this unit, learners will have an understanding of the principles of effective decision making, leadership styles and models and performance management. Learners will also have an understanding of the role, functions and processes of management.

Learning outcome
The learner will: 1. Understand the principles of effective decision making.
Assessment criteria
The learner can: 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.

Assessment Guidance
1.1 The first stage in any decision making process is to set a clear and precise definition of your objective or goal when making a decision. Most decisions involve solving a problem so you need to know your success criteria or, in other words, how you will know or measure if the problem is solved. You should identify a situation where a decision is required, probably as the solution to a problem, and prepare a definition including your objective, scope and success criteria.(You might want to look at A.C1.6 and chose a situation where a business target or quality standard is not being achieved). **1.2** All decisions you make will have an impact. The decision could affect you and others and involve changes that may not be liked. The decision could have time and cost implications. There are risks involved in any decision. There may also be consequences if a decision is not made. Using the definition for AC1.1 as an example, explain the potential impact of the decision to be made. **1.3** Decisions involve understanding the context of the decision, for example the possible causes of a problem, and identifying two or more optional courses of action. If there was only one option no decision would be necessary. This involves gathering sufficient valid information. The more complex the decision and the greater its potential impact the more important this becomes. Using your definition from AC1.1 decide how you would set about gathering information. There may also be some tools or techniques you think you could use. **1.4** Any decisions made in a business context will need to be aligned with the requirements of the business This may mean that some options, although valid, would not be acceptable. For example, options involving expenditure when budgets are tight. You need to explain any organisational constraints that could affect a decision and the suitability of the possible options. You could continue to use your example from above to illustrate your explanation. **1.5** All options for will have advantages and disadvantages in terms of achieving your objectives. Making the best decision involves analysing the options and selecting the option that, based on information, is likely to be the most effective. There are techniques that can be used to help in this analysis. Explain how you will use this process to make a judgement that is valid and based on fact rather than opinion. **1.6** Addressing situations where targets or quality standards are not being met will involve following a problem solving / decision making process. In a situation such as this you are likely to involve team members and other stakeholders in the process. There are a number of tools and techniques that can be used to aid the process. The process to be followed is: • recognise and define the problem and objective • research causes and identify options • make a decision by comparing and contrasting the options and their consequences • plan and implement the option(s) • evaluate the results

Explain how you could use this process to solve a problem and explain the techniques that could be used. Basing this on an actual situation would be a good way to provide examples for your explanation

Learning outcome
The learner will: 2. Understand leadership styles and models.
Assessment criteria
The learner can: 2.1 explain the difference in the influence on 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.

Assessment Guidance
2.1 Managers and leaders can be compared in a number of ways based on their role and characteristics. Although leaders are not necessarily managers it is generally accepted that managers should possess leadership skills. Outline the main differences between leaders and managers and use this comparison to explain how they influence others. **2.2** Leadership refers to the ability to influence and motivate others to act in particular ways in order to achieve specific goals. Situational leadership models show that different leadership styles are required for different individuals, teams and situations. Describe a recognised model of situational leadership and how the different styles are applied. Use examples to illustrate your description and to explain how the model works in different contexts. **2.3** Individuals and teams are influenced by different motivational needs which they seek to satisfy. There are a number of theories and models that explain how this happens and how this can be used to increase levels of motivation in the workplace. You need to choose different motivation models, and describe their key features and likely effectiveness in differing workplace situations

Learning outcome
The learner will: 3. Understand the role, functions and processes of management.
Assessment criteria

The learner can:

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 action

3.6 explain the operational constraints imposed by budgets.

Assessment Guidance

3.1 Take each of these three main functions of management:

- planning
- co-ordinating
- controlling

Using examples, describe the key features of each of these functions and how they contribute to achieving team and organisational objectives.

3.2 A simple model to show how managers ensure that team objectives are met consist of these steps:

- communicate work objectives and plans for achieving objectives
- provide support and guidance
- monitor and evaluate progress
- recognise achievement

Take each of these steps and explain, with examples, some of the activities likely to be involved.

3.3 Managers achieve the organisation's vision, mission and objectives through planning, organising, staffing, directing and controlling. They design systems and they set and follow policies and procedures. This also includes setting performance standards and performance measures and monitoring achievement.
Chose at least two of these roles - excluding those already covered in AC.3.1 and explain how each would contribute to the achievement of the organisation's vision, mission and objectives

3.4 The overarching purpose of management is to achieve the organisation's vision mission and objectives. To do this they need to bring together the organisation's resources, including people, effectively and efficiently. There are a number of models or theories that have been developed over the years that assist managers in deciding the best way to achieve this.

Many of these theories and models relate to the style of management used and the extent to which the manager controls all work activity or allows greater freedom of choice and action by employees. This can be seen as spectrum from the autocratic highly controlling manager to the laissez-faire manager who delegates extensively. Choose one of the theories that look at this spectrum of control, describe the model and how it can be applied. Look at the advantages and disadvantages of the model.

Chose two different theories or models of management and describe their key features. Identify the strengths and weaknesses of each.

3.5 Understanding what managers do and the ways it can be done means that you can assess and reflect on the effectiveness of your own management skills and behaviours in order to make improvements in the way you manage. You need to explain this. One way to illustrate your answer would be to assess yourself against a recognised management model and identify areas for improvement.

3.6 Most organisations have making a profit as a key objective and none can operate for any length of time at a loss. The way that this is achieved is through careful financial planning designed to control the use of resources. Explain what a budget is and how it is used to control activities within the business. Illustrate this explanation by referring to the use of a budget for a specific business function.

Learning outcome
The learner will: 4. Understand performance measurement.
Assessment criteria
The learner can: 4.1 explain the relationship between business objectives and performance measure 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.

Assessment Guidance

4.1 The use of objectives as a way to manage the organisation requires a system whereby those objectives are converted into standards of performance. Performance metrics can then be set based on those standards and these can be used to compare the desired standard with the actual achievement. Gaps can be identified and corrective measures taken.

Explain the meaning of each of these terms with examples:

- business objectives
- performance standards
- performance metrics
- continuous improvement

4.2 Using the terms described in AC4.1, explain how they can be linked to form a performance measurement system. Also include in your explanation how the data from a performance measurement system can be used.

4.3 KPIs represent the performance standards defined by the organisation. Explain the term KPI. Illustrate your explanation with examples explaining their relevance to business objectives.

4.4 Business performance management involves the collection and reporting of large volumes of information from a wide range of sources such as financial and non- financial process results, customer results, employee results and societal results. Software systems are frequently used to support this. One approach to managing this process is the use of the balanced scorecard.

Describe a simple balanced scorecard model for use in planning, monitoring and reporting on business performance and explain how it would be used.

4.5 Management information systems are designed to assist managers in managing more effectively and efficiently through making informed business decisions.

Management accounting systems are one type of information system that provides specific financial and accounting information.

Briefly describe some information that would be provided by a management accounting system. Also describe some information that would be provided by another – non- financial – management information system. Explain how this information could be used by a manager to assist decision making.

'Output' is the actual tangible product or service resulting from a business process. 'Outcome' represents the results, effects, or changes that come from the outputs. Explain the difference by giving two examples of measurable outputs from a process. Then explain what might be the 'outcomes' of those outputs highlighting the differences.

Unit 338 Encourage innovation

UAN:	**J/506/2292**
Level:	3
Credit value:	4
GLH:	14
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to encourage innovation. Upon completion of this unit, learners will be able to identify opportunities for innovation and generate and test ideas for innovation and improvement. Learners will also be able to implement innovative ideas and improvements.

Learning outcome
The learner will: 1. Be able to identify opportunities for innovation.
Assessment criteria
The learner can: 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.

Assessment guidance
1.1 The main techniques for generating ideas are: • staff suggestions either individually or as part of ‘away days’ for the team • cause and effect diagram (sometimes called Ishikawa or fishbone) as a technique for opening up thinking in problem solving process • kaizen (incremental innovation) where any member of staff can suggest improvements, • brainstorming (or thought showering) used in conjunction with a cause and effect tool. Every member of the group can put forward their own ideas in a non- judgmental way. • force field analysis- by assessing the forces that prevent making the change, plans can be developed to overcome them • Pareto analysis can be used to analyse the ideas from the brainstorming session- it is used to find that 80% of the effect is attributed to 20% of the cause (hence the nickname of the 80/20 rule) • process flowcharting- recording pictorially what actually happens in a process as an aid for discussion to see if a proposed change is viable. Advantages and disadvantages of each technique will depend upon the nature (eg public or private) type (eg production, service) and size (eg small business, large international, public funded) of business. Consider number of employees, resources available, scale of innovation required and sector. In this criterion the learner is required to provide evidence that he or she has: • selected two different techniques for generating ideas and analysed the advantages and disadvantages of each. • applied one of the techniques to a work based situation, generating realistic ideas which could be implemented. **1.2** Innovation could be described as the invention or use of new ideas, methods or equipment etc. The organisation benefits from this fresh thinking by clarifying roles, bringing teams together and enriching the culture. This has an effect on markets and customers, bringing economic growth. In this criterion the learner is required to provide evidence that he or she has: • explained how innovation benefits an organisation. • selected a specific example of innovation within the organisation and explained the method for generating the idea and the main benefits obtained. **1.3** Innovation differs from invention in that innovation refers to the use of a better idea or method. However, the ability to bring about changes is dependent on many factors such as: • level of responsibility and authority • resources available (including human)

- level of understanding of the impact of change on another area, process or product
- level of complexity of the change
- timescales, sometimes it takes time for an idea to 'grow' and have impact
- receptiveness of the organisation to new thinking ie is there an innovation culture?
- In this criterion the learner is required to provide evidence that he or she has:
- explained the considerations that would have to be made in the current role in order to make changes.

1.4 A 'stakeholder' can be defined as anyone with a specific interest in the product or service; this usually includes the staff in your own area and other departments, suppliers, customers, sales and marketing teams. The 'terms of reference' in this case, are the pre-agreed order of priorities that are to be used when evaluating whether a potential innovation and improvement is to take place. For example, will a new target market be reached or will levels of health and safety incidents be reduced, will the product generate higher returns or reduce the number of customer complaints?
In this criterion the learner is required to provide evidence that he or she has:

- agreed terms of reference with stakeholders for a potential innovation or change.
- selected one recent example of an innovation and improvement which has been successful and described who the stakeholders were and the terms of reference used, giving reasons for each.

1.5 Innovations are more likely to come from teams and probably arise from a set of circumstances that bring multiple experiences and information gathering into one place to help solve a problem. Creating a 'safe' environment where ideas can be expressed and evaluated in a non- judgmental way is vital to the process, together with a culture which can follow through new ideas by making resources available, responding to customer needs and external factors which can change the nature of the business.
In this criterion the learner is required to provide evidence that he or she has:

- explained the importance of engaging team members in the process of finding opportunities to innovate and making suggestions for improvements.
- engaged two team members in an activity which seeks to find an opportunity for improvement, suggesting ideas for innovation.

1.6 Monitoring performance, products and services depends on collecting, collating and interpreting the results of data and information in order to be able to agree on the levels required. Following on, once levels have been agreed, subsequent data collected can then be judged to be above, on or below the required
standard (sometimes called the benchmark) and adjustments can be made to speed up outputs or improve levels of service and/or quality of products.

In this criterion the learner is required to provide evidence that he or she has:

- collected data and information on at least three occasions from a product or service and established an acceptable standard of performance. This could be for example, in attendance monitoring, three days unauthorised absence per calendar year. in engineering, one rejected part per 1,000
- in the selected example given two reasons why the organisation and two reasons why the customer would benefit from a stated innovation.

1.7
When information is collected and used for performance monitoring, there needs to be confidence in the fact that it is taken from trusted sources, is reliable in terms of method of collection, is recently obtained and is relevant to the product or service. The term 'valid' is taken to mean factual or based on truth, this might also mean legally and ethically sound.

In this criterion the learner is required to provide evidence that he or she has:

- interpreted the results of collecting valid information which is relevant to the operational level within the sector of work.
- suggested two opportunities for innovation and improvement giving at least one reason for each suggestion.

Learning outcome
The learner will: 2. Be able to generate and test ideas for innovation and improvement.
Assessment criteria
The learner can: 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.

Assessment guidance
2.1 Depending on the size, type and culture of the organisation, ideas can be generated informally, such as in a team meeting with open discussion, a brainstorming exercise, usually as part of time out of the working day or more formally using more structured 'tools and techniques'. Examples include Kaizen and Force Field Analysis. In this criterion the learner is required to provide evidence that he or he has: • identified the criteria (ie the brief) used for the selection of potential ideas for innovation or improvement.

- generated two separate ideas demonstrating innovation or improvement on products, processes or service delivery.

2.2 Testing for 'viability' means looking at the existing business or proposed ideas to determine whether there is a 'fit' with the organisation in terms of the nature and type of the business. How would the innovation or improvement affect the customer, perhaps by adding value to the service or product?
In this criterion the learner is required to provide evidence that he or he has:

- tested two selected ideas with others and gathered brief information that would support the claim that the ideas were viable options.

2.3 Evaluating fitness for purpose could be considered as the next stage of the testing for fitness of purpose and value. 'Value' may mean more than just financial value and could be interpreted as other non-financial benefits. It is possible to determine how realistic the ideas are in practical terms by asking the question - Would this really work, given the ethical, financial and other resource implications as an innovation or improvement?
In this criterion the learner is required to provide evidence that he or she has:

- evaluated the fitness for purpose and value of selected ideas by giving reasons for choice which include benefits to the organisation and the customer.

2.4 A frequently used method of testing to see if an idea is capable of working under favourable conditions i.e. financial, time limitations and other resource implications is the 'Decision Matrix'. Essential and desirable criteria are identified and each proposal or options is evaluated against these criteria.
In this criterion the learner is required to provide evidence that he or she has:

- listed the ideas (options) to be tested explaining the resource implications (including cost)

used a decision making tool correctly in order to select an option and explained the reasons for selecting the best option

Learning outcome
The learner will: 3. Be able to implement innovative ideas and improvements.
Assessment criteria
The learner can: 3.1 explain the risks of implementing innovative ideas and improvements 3.2 justify conclusions of efficiency and value with evidence 3.3 prepare costings and schedules of work that will enable efficient implementation 3.4 design processes that support efficient implementation.

Assessment guidance

3.1 Risks can be defined as chances of success, as well as risks of failure, however, risks are usually focused on any potential adverse effects. Bringing in new ideas, systems and products can sometimes have unplanned consequences, again, not all negative, however, because there will always be some risk involved; the aim is to avoid or minimize the risk wherever possible.
In this criterion the learner is required to provide evidence that he or she has:

- identified the main risks involved with the implementation of innovative ideas and improvements
- described the main actions taken to minimize or eliminate the risks to all parties.

3.2 ‘Efficiency’ refers to the good use or management of resources i.e. money, time, materials, effort, usually with a view to using less of each. ‘Value’ refers to the reduction in the waste of time, effort and materials for the same or improved quality – from the customer point of view. In this criterion the learner is required to provide evidence that he or she has:

- selected resources (human and physical) where conclusions of efficiency and value can be applied.

3.3 Once ideas for innovation and improvement have been selected and justified, they require implementation and this usually involves others. Each member will need to know the order of work, timescales involved, the human and physical resources available and cost allocations.
In this criterion the learner is required to provide evidence that he or she has:

- correctly and appropriately applied costs and schedules of work, including *SMART criteria for one aspect of implementation.

*SMART –is an acronym for Specific, Measurable, Achievable, Realistic and Timely.

3.4 Knowing who is responsible for each stage for managing the process and outcomes is required in the implementation stage. By producing a flowchart or process mapping chart that identifies each stage of implementation there is a means which can be used as a discussion aide and a monitoring aide. These aspects very important for successful outcomes to be achieved.

In this criterion the learner is required to provide evidence that he or she has:

- designed a visual representation (or approximately three minute audio recording) of the processes involved in the implementation.

Unit 339 Manage conflict within a team

UAN:	**K/506/1927**
Level:	3
Credit value:	5
GLH:	25
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LDB8 Manage conflict in teams • CFAM&LDD5 Manage conflict in the broader work environment
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage conflict within a team and introduces learners to the key principles of conflict management. Upon completion of this unit, learners will be able to reduce the potential for conflict within a team and will also be able to deal with conflict within a team.

Learning outcome
The learner will: 1. Understand the principles of conflict management.
Assessment criteria
The learner can: 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.

Assessment guidance
1.1 People with different needs and different goals will come into conflict. Effective conflict resolution can make the difference between positive and negative outcomes. Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim being to enhance learning and group outcomes, in particular by enhancing performance. Different styles of conflict resolution are useful in different situations. The Thomas-Kilmann Conflict Mode Instrument (TKI) helps you to identify which style you tend towards when conflict arises: • **Competitive**- used in positions of power or rank and although useful in emergency situations can leave people feeling upset or resentful when used in less urgent situations. • **Collaborative**- used to meet the needs of all people involved; acknowledging that everyone's views are of equal importance and the situation is too important for trade- offs. • **Compromising**- used when trying to find a solution that partially suits everyone, this can be useful when the cost of the conflict is higher is higher than the cost of losing ground. • **Accommodating**-used when there is a willingness to meet the needs of others at the expense of the person's own needs. This method can be useful when 'keeping the peace' is more valuable than winning. • **Avoiding**- used when difficult decisions can be delegated, when the controversy is trivial or when someone else is in a better position to solve the problem. E.g. escalating the problem upwards. Using this style can also be seen as a weakness when evading issues is avoided upsetting people. In this criterion the learner is required to provide evidence that he or she has: Selected different methods of conflict management and identified the advantages and disadvantages of each. **1.2** Most people have a preferred conflict resolution style but use different styles depending on the situation. Key personal skills include: • Learning how to respect individual differences • Being able to 'see' both sides of a situation by asking questions Using active listening skills • Being calm under pressure • Being assertive without being aggressive Ability to use interpersonal skills of restating , paraphrasing and summarising to help to clarify a situation for all parties In this criterion the learner is required to provide evidence that he or she has: • Described interpersonal skills needed to deal with conflict between two people. • Selected a specific work- based situation where conflict between two people has occurred, briefly set the scene and indicated why two skills that were used as part of conflict management that were helpful. **1.3** When conflicts are unresolved they can impact on individuals and teams, some results of unresolved conflict in the workplace include:

- stress and frustration
- employee turnover
- increased client complaints
- absenteeism
- grievances
- low morale and/or motivation
- bullying

An overall loss of productivity could stem from any of the above, which in turn will affect other parts of the organisation and job security.

In this criterion the learner is required to provide evidence that he or she has: selected one example of unresolved conflict in the team and fully explained the potential consequences to the team.

1.4 When conflicts cannot be settled within the organisation another more impartial route may be selected for the resolution of disputes outside of courts. 'External arbitration' means using a neutral 'third party' to hear a dispute between parties. The hearing is informal, the parties mutually select the arbitrator who sets the terms and conditions and settles the dispute. The outcomes of arbitration are final and binding to both parties.
'Conciliation's usually used where a complaint about employments rights is going to be made or has been made to an employment tribunal. Some organisations eg Acas offers a free, independent and confidential conciliation service.

In this criterion the learner is required to provide evidence that he or she has:
Explained the role of both arbitration and conciliation and suggested two separate examples of when each service would be utilised and the potential outcomes of each.

Learning outcome
The learner will: 2. Be able to reduce the potential for conflict within a team.
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. Be able to deal with conflict within a team.
Assessment criteria
The learner can: 3.1 assess the seriousness of conflict and its potential impact 3.2 treat everyone involved with impartiality and sensitivity 3.3 decide a course of action that offers optimum benefits 3.4 explain the importance of engaging team members' support for the agreed actions 3.5 communicate the actions to be taken to those who may be affected by it 3.6 adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team.

Unit 340 Procure products and/or services

UAN:	**M/506/1928**
Level:	3
Credit value:	5
GLH:	35
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LED1 Decide whether to produce or buy in products and/or services • CFAM&LED2 Procure products and/or services • CFAM&LED3 Select suppliers through a tendering process
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to procure products and/or services. Upon completion of this unit, learners will be able to identify procurement requirements, select suppliers and buy products and/or services.

Learning outcome
The learner will: 1. Be able to identify procurement requirements.
Assessment criteria
The learner can: 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.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to select suppliers.
Assessment criteria
The learner can: 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.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • product • witness testimony

Learning outcome
The learner will: 3. Be able to buy products and/or services.
Assessment criteria
The learner can: 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.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • product • witness testimony

Unit 341 Implement change

UAN:	**T/506/1929**
Level:	2
Credit value:	5
GLH:	38
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LCA2 Plan change • CFAM&LCA3 Engage people in change • CFAM&LCA4 Implement change • CFAM&LCA5 Evaluate change
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to implement change and introduces learners to the key principles of change management. Upon completion of this unit, learners will be able to plan and manage the implementation of change. After having implemented change, learners will also be able to evaluate the effectiveness of the implementation of change plans.

Learning outcome
The learner will: 1. Understand the principles of change management.
Assessment criteria
The learner can: 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

Assessment guidance
1.1 Managing change effectively requires specific kinds of leadership attitudes and behaviours underpinned by effective leadership strategies, techniques and approaches. The way the leader plans, communicates and support staff when implementing the change has a direct bearing on its ultimate success In this criterion the learner is required to explain why effective leadership is important when implementing change. **1.2** By engaging the right people in the most appropriate way during the planning and implementation of any change, will have an impact on the success. Stakeholders in change situations will be anyone who has an interest in or is affected by the change being implemented within your organisation. They can be both internal and external. Internal stakeholders could include: • team members • other departments • managers External stakeholders could include: • customers • suppliers • local community In this criterion the learner is required to explain the role of both internal and external stakeholders in the management of change. **1.3** There are a number of change management models available for use and the model selected will often depend on the change to be introduced. Models can include: • Kotter's 8 step change model • Lewins change management model • The change curve In this criterion the learner is required to evaluate the suitability of at least two change management models in two or more different contexts. **1.4** There are a number of techniques that can help to assess the business risks associated with the change that is planned Examples include: • SWOT analysis • PESTLE analysis • Forcefield analysis

In this criterion the learner is required to explain how they assess any risks to the business that are associated with the change to be implemented

1.5 Contingency planning is a process that ensures the organisation can respond appropriately to an unplanned or unexpected event. In change management it can be used as an alternative course of action if the expected results of the change, or parts of the change fail to materialise

In this criterion the learner is required to assess and make a judgment on the need for contingency planning when implementing change

1.6 Crisis management is the process by which an organisation deals with a major event that could cause significant disruption to its operations.

In this criterion the learner is required to assess and make a judgment on the need for crisis management when implementing change

1.7 It is important to understand the different types of barriers that can present themselves when dealing with change. The way these barriers are dealt with will determine the success of the implementation of the change.

Examples of barriers are:

- unclear communication
- lack of leadership
- insufficient resources
- no clear strategy
- employee resistance

In this criterion the learner is required to explain at least two different types of barriers to change and explain how to deal with these identified barriers

1.8 It is important to evaluate whether the change that was implemented achieved the objectives set for it and there are a variety of methods available to use in these evaluations Examples include:

- gap analysis
- stakeholder satisfaction reviews
- cost benefit analysis

In this criterion the learner is required to provide an explanation of how change management projects can be evaluated

Learning outcome
The learner will: 2. Be able to plan the implementation of change.
Assessment criteria
The learner can: 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.

Assessment guidance

2.1
There are a number of reasons why a change will need to be introduced into an organisation Changes can be caused by:
external pressures

- changes in global markets
- new competitors or technology,
- government legislation
- customer feedback **internal pressures**
- review of policies and procedures
- accommodation issues
- pay structures
- employee feedback

In this criterion the learner is required to provide an explanation of the need for change.

2.2 It is important and necessary to be clear about what could happen if the change required was not implemented and the consequence of this to the organisation and individuals

In this criterion the learner is required to provide an explanation of potential consequences if the change was not to be implemented.

2.3 The roles and responsibilities of people involved within a project will vary depending on the nature and scope of the change. There are two types of members

Core members will be with the change project from beginning to end and normally have a broad range of skills which will be applicable throughout the project.

Non-core members may also be brought in where specific skills are needed for a short period or to carry out a particular task.

Examples of roles responsibilities include:

- change project sponsor
- change project manager
- team members
- customer representatives
- stakeholders

In this criterion the learner is required to explain at least two roles and responsibilities of a change management project team.

2.4 Plans provide focus and clear direction, and should be SMART:

- Specific: Clear, unambiguous, straightforward, understandable
- Measurable: Related to quantified or qualitative performance measures
- Achievable: With known resources
- Realistic: Linked to business needs
- Time-bound: Building-in completion date and review dates

In this criterion the learner is required to provide evidence that they have developed a plan that includes at least two appropriate SMART objectives and resources.

2.5 It is important and necessary to ensure that all members of the team are clear of their roles and responsibilities and also understand the objectives of the change. The way the team is informed about this is important and the type of briefing undertaken will be dependant on the nature of the change and the location of the team.
Types of briefing include:

- meetings
- team briefings
- presentations
- reports

In this criterion the learner is required to provide evidence that they have briefed team members on both their roles and responsibilities as well as two or more objectives of the change.

2.6 There are many ways to engage with your team and other stakeholders in order to gain acceptance on the need for the change that is to be implemented.
Examples include:

- consult them before decisions are made and early enough to give them the opportunity to influence policy
- allow them enough time and proper facilities to canvass views of others
- give an explanation if a proposal put forward by an employee representative is rejected
- make a clear decision where agreement cannot be reached
- provide information promptly and helpfully

hold effective consultation meetings with meaningful agendas, professional chairing and well worked out arrangements for reporting back

In this criterion the learner is required to provide evidence that they have engaged with their team and two or more other stakeholders and have gained acceptance from all of these of the need for the change

Learning outcome
The learner will: 3. Be able to manage the implementation of a change plan.
Assessment criteria
The learner can: 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.

Assessment guidance

3.1 The escalation processes available for reporting problems that occur when managing change will vary dependant on the change project and the organisation Examples include:

- change logs
- progress meetings

In this criterion the learner is required to provide an explanation of at least two escalation processes they have within the organisation for reporting problems.

3.2 The monitoring of change is very important in ensuring that the change is delivered on time and within scope and budget. In order for this to be successful, monitoring techniques should be incorporated in the early planning stages of the change.
There are a wide variety of change management monitoring techniques available for use and the technique chosen will depend on the nature and size of the change being implemented.
Examples include:

- Gantt charts
- critical path analysis
- milestone slip charts
- progress reports

In this criterion the learner is required to analyse two advantages and two disadvantages of a minimum of two monitoring techniques.

3.3 Delays in implementing the change can mean late over budget projects, so it is important to keep to the implementation timescales.
There are many ways to achieve this such as:

- not allowing small deadlines to slide

- keeping clear track of milestones
- being flexible in the approach to the plan
- prioritising resources appropriately

In this criterion the learner is required to provide evidence that they have implemented the change plan within the agreed timeframe.

3.4 Change can often affect the way people feel and behave and it is important to be able to provide appropriate support to your team members and other stakeholders whilst the change is being implemented
Examples include:

- re-assurance about job roles
- involvement in the change management process
- regular updates of information
- provision of training
- counselling

In this criterion the learner is required to provide evidence that he or she has provided appropriate support to two or more team members and stakeholders involved within the change.

3.5 A variety of techniques are used to monitor the implementation of the change against the plan Techniques include:

- Gantt charts
- critical path analysis
- milestone slip charts
- progress reports

In this criterion the learner is required to provide evidence to demonstrate that they have monitored the progress of the implementation of the change against the original change management plan.

3.6 The way that problems are managed during the implementation of the change will be dependent on the contingency plan that is in place.

In this criterion the learner is required to provide evidence that they have managed any problems that have occurred in line with the contingency plans set.

Learning outcome
The learner will: 4. Be able to evaluate the effectiveness of the implementation of change plans.
Assessment criteria
The learner can: 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.

Assessment guidance

4.1 When evaluating the effectiveness of change it is important to understand 'did it work' and 'how could it be improved'.
There are many ways in order to gather information to help with this analysis
Examples include:

- interviews
- surveys
- focus groups
- observations
- document reviews (records, correspondence, reports etc)

In this criterion the learner is required to provide evidence that they have assessed the suitability of two or more techniques using appropriate criteria that can be used to analyse the effectiveness of change.

4.2 When evaluating the effectiveness of any change, it is important to collect feedback and information from your stakeholders and to collate the information that is useful to aid the evaluation of the effectiveness of the change.
Most of this data is likely to be gathered from some form of survey technique such as questionnaires, interviews or focus groups.

In this criterion the learner is required to provide evidence that they have collated appropriate and correct feedback and information from all relevant stakeholders.

4.3 The change plan defined at the start of the project will have given clear objectives, timeframes and costs within which the change should have been delivered. When evaluating the effectiveness of the plan, the feedback and information that has been collected should be analysed against this criteria to make a judgment on how effective the implementation has been.

In this criterion the learner is required to provide evidence that they have used the criteria agreed to analyse the feedback and information collated and drawn appropriate conclusions.

4.4 When evaluating the success of any project or change, it is important to identify not only the aspects of the change that worked well and were in line with the original plan, but to also reflect on areas that didn't go to plan and what would be done differently in future.

In this criterion the learner is required to provide evidence that they have identified two areas where improvements to future changes could be made.

4.5 Following any evaluation it is necessary to ensure that areas of good practice and areas for improvement are shared with all relevant stakeholders to ensure that the learning is taken forward in future change situations.

In this criterion the learner is required to provide evidence that they have communicated two lessons learned from the process with individuals or teams that would benefit from this information.

Unit 342 Implement and maintain business continuity plans and processes

UAN:	**K/506/1930**
Level:	3
Credit value:	4
GLH:	25
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LBB2 Develop, maintain and evaluate business continuity plans and arrangements
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to implement and maintain business continuity plans and processes. Upon completion of this unit, learners will be able to plan and execute the implementation of business continuity plans and processes. Learners will also be able to maintain the fitness for purpose of on-going business continuity plans and process.

Learning outcome
The learner will: 1. Be able to plan for the implementation of business continuity plans and processes.
Assessment criteria
The learner can: 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.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to implement business continuity plans and processes.
Assessment criteria
The learner can: 2.1 develop a framework for business continuity management 2.2 recommend resources that are proportionate to the potential impact of business disruption 2.3 communicate the importance and requirements of business continuity plans and processes to stakeholders 2.4 meet their own objectives within the plan.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • product • witness testimony

Learning outcome
The learner will: 3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes.
Assessment criteria
The learner can: 3.1 provide training for staff who may be affected 3.2 validate and test the strength of business continuity plans and processes 3.3 update plans and processes in the light of feedback from business continuity exercises and other sources of information.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning • observation • product • witness testimony.

Unit 343 Collaborate with other departments

UAN:	**M/506/1931**
Level:	3
Credit value:	3
GLH:	14
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LBB2 Develop, maintain and evaluate business continuity plans and arrangements
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to collaborate with other departments. Upon completion of this unit, learners will understand how to collaborate with other departments and be able to identify opportunities for collaboration and consequently collaborate with other departments.

Learning outcome
The learner will: 1. Understand how to collaborate with other departments.
Assessment criteria
The learner can: 1.1 explain the need for collaborating with other departments 1.2 explain the nature of the interaction between their own team and other departments 1.3 explain the features of effective collaboration 1.4 explain the potential implications of ineffective collaboration with other departments 1.5 explain the factors relating to knowledge management that should be considered when collaborating with other departments.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to identify opportunities for collaboration with other departments.
Assessment criteria
The learner can: 2.1 analyse the advantages and disadvantages of collaborating with other departments 2.2 identify with which departments collaborative relationships should be built 2.3 identify the scope for and limitations of possible collaboration.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 3. Be able to collaborate with other departments.
Assessment criteria
The learner can: 3.1 agree service level agreements (SLAS), objectives and priorities of collaborative arrangements 3.2 work with other departments in a way that contributes to the achievement of organisational objectives.

Assessment Guidance
Evidence may be supplied by: • professional discussion • questioning • witness testimony • product.

Unit 344 Participate in a project

UAN:	**F/506/1934**
Level:	3
Credit value:	3
GLH:	19
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LFA5 Manage projects
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to participate in a project. Upon completion of this unit, learners will understand how to manage a project and will be able to support the delivery of a project.

Learning outcome
The learner will: 1. Understand how to manage a project.
Assessment criteria
The learner can: 1.1 explain the features of a project business case 1.2 explain the stages of a project lifecycle 1.3 explain the roles of people involved in a project 1.4 explain the uses of project-related information 1.5 explain the advantages and limitations of different project monitoring techniques 1.6 analyse the interrelationship of project scope, schedule, finance, risk, quality and resources.

Assessment Guidance
Evidence may be supplied by: • report • professional discussion • questioning

Learning outcome
The learner will: 2. Be able to support the delivery of a project.
Assessment criteria
The learner can: 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.

Assessment Guidance
Evidence may be supplied by: • product • professional discussion • questioning • report

Unit 345 Manage personal and professional development

UAN:	**T/506/2952**
Level:	3
Credit value:	3
GLH:	12
Relationship to NOS	Management & Leadership (2012) National Occupational Standards: • CFAM&LFA5 Manage projects
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Learning outcome
The learner will: 1. Be able to identify personal and professional development requirements.
Assessment criteria
The learner can: 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.

Assessment guidance
1.1 Sources of information on professional development trends in their own profession/industry. Such sources could include publications and other information from: • professional bodies • professional networks • trade associations • organisation's employee development department • training organisations • internet Any comparison would look at strengths/ weaknesses, advantages/disadvantages of each source. In this criterion the learner is required to compare sources of information on professional development trends, and their validity, using at least two sources of information. **1.2** Information on trends and developments in their own profession, industry or organisation that could influence the need for professional development. These could include changes in: • systems or technology • market changes • competition • legislation In this criterion the learner is required to identify at least two trends and/or developments that could influence the need for professional development. These should be described. **1.3** Information gathered in ACs 1.1 and 1.2 can be used to identify current and future knowledge, skills and experience needs relating to their role, team and organisation. Information sources on current and future needs could also include performance appraisals, job description, business plans, and team objectives. An evaluation would look at current knowledge, skills and experience levels and the extent to which they satisfy current and potential future needs. This will form the basis for the skills gap analysis in AC2.3 In this criterion the learner is required to provide evidence of evaluating their own current and future personal and professional development needs relating to their role, the team and organisation.

Learning outcome
The learner will: 2. Be able to fulfil a personal and professional development plan.

Assessment criteria
The learner can: 2.1 evaluate the benefits of personal and professional development 2.2 explain the basis on which types of development actions are selected 2.3 identify current and future likely skills, knowledge and experience needs using skills gap analysis 2.4 agree a personal and professional development plan that is consistent with business needs and personal objectives 2.5 execute the plan within the agreed budget and timescale 2.6 take advantage of development opportunities made available by professional networks or professional bodies.

Assessment guidance
2.1 Information gathered in the previous ACs can be used to identify the benefits of the personal and professional development required. An evaluation should include both the benefits **and** potential costs – financial, personal etc. In this criterion the learner is required to provide evidence of evaluating the benefits of personal and professional development. **2.2** Identify the different types of development methods available to address the needs identified in section 1.3 including: • training courses – including different providers and different learning methods and technologies • coaching • mentoring Use those learning needs, learning and development opportunities and preferred learner styles to select the most appropriate training and development actions for the needs identified. In this criterion the learner is required to select the type of development action(s) required and explain the basis on which the selection was made. **2.3** Use information gathered on future and current skills, knowledge and experience to prepare a skills gap analysis. This will form the basis of a development plan (AC 2.4). In this criterion the learner is required to provide a skills gap analysis that will form the basis of their development plan. **2.4** Agree with relevant parties such as line manager, training and development department and budget holder, a personal development plan which contains SMART objectives(see AC3.1), resources, timescales, and review mechanisms.

In this criterion the learner is required to prepare and agree a correct and appropriate development plan and present this as evidence.

2.5 Executing the personal development requires personal commitment to completing the personal development plan within agreed budget and timescales.

In this criterion the learner is required to execute the development plan within the agreed budget and timescales.

2.6 Professional networks and other sources of support for development needs can be identified and used to support the development plan.

In this criterion the learner is required to provide evidence of how they have used professional networks and other sources of support when completing their development plan.

Learning outcome
The learner will: 3. Be able to maintain the relevance of a personal and professional development plan.
Assessment criteria
The learner can: 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.

Assessment guidance

3.1 Development objectives set should follow the SMART model

- Specific: Clear, unambiguous, straightforward, understandable
- Measurable: Related to quantified or qualitative performance measures
- Achievable: With known resources
- Realistic: Linked to business needs
- Time-bound: Building-in completion date and review dates

In this criterion the learner is required to explain how objectives set in 2.4 satisfy the SMART model.

3.2 Feedback from others is important to assess performance improvements achieved as a result of personal and professional development. This feedback could come from a number of sources including line manager, customers and team members. This feedback can be formal, as in a performance review, or informal, as in observations or comments made. Organisational performance indicators, customer/ employee surveys etc., could also be used.

In this criterion the learner is required to provide evidence of feedback from at least two valid sources to demonstrate whether or not the training development plan that is being implemented is effective in improving performance.

Review mechanisms in the development plan prepared and implemented in ACs 2.4 and 2.5 can be used to review progress towards personal and professional objectives.

In this criterion the learner is required to provide evidence that progress against the development plan has been reviewed and the outcome of that review.

The personal professional development plan being implemented will need to be amended in light of feedback received or learner's own observations from the review.

In this criterion the learner is required to provide evidence that they have amended their development plan in light of feedback received from others (See ACs 3.2. and 3.3).

Unit 346 Principles of social media within a business

UAN:	**R/503/9324**
Level:	3
Credit value:	6
GLH:	42

Learning outcome
The learner will: 1. Understand how Social Media fits into the objectives and marketing of a business.
Assessment criteria
The learner can: 1.1 describe a business and its type, vision, aims, objectives and goals 1.2 identify the brand and values of a business and how these are portrayed to the audience of a business 1.3 describe the marketing tools available to a business 1.4 explain the consequences of using Social Media on the budget of different sizes and types of business 1.5 explain the benefits and consequences of encouraging amplification 1.6 explain the benefits and consequences of encouraging engagement 1.7 explain the factors to consider when identifying a Social Media plan for a business 1.8 explain how Social Media could fit into the marketing plan of a business.

Learning outcome
The learner will: 2. Understand how to select Social Media tools and channels for a business.

Assessment criteria
The learner can: 2.1 describe the different tools and channels that can be used for Social Media 2.2 describe the features and benefits of the different tools and channels that can be used for Social Media 2.3 identify the potential type of audience for each different tool and channel that can be used for Social Media 2.4 explain the factors to consider when selecting different tools and channels for Social Media 2.5 evaluate different tools and channels for Social Media for business use.

Learning outcome
The learner will: 3. Understand how to measure the success of using social media tools and channels.
Assessment criteria
The learner can: 3.1 explain the importance of measuring the outcomes of using different Social Media tools and channels 3.2 explain why SMARTER targets should be set for different Social Media tools and channels 3.3 describe the methods a business can use to measure and identify success of different Social Media tools and channels 3.4 describe what success could look like when using different Social Media tools and channels for different types and sizes of business.

Learning outcome
The learner will: 4. Understand how social media policy and guidelines can impact a business.
Assessment criteria
The learner can: 4.1 describe the components of a business's social media policy and guidelines 4.2 explain the importance of having a social media policy and guidelines 4.3 explain the importance of having a reputation management policy 4.4 describe the benefits of managing perception changes in a business's reputation 4.5 describe how to manage perception changes in a business's reputation.

Learning outcome
The learner will: 5. Be able to monitor how a business is using Social Media.
Assessment criteria
The learner can: 5.1 explain the importance of knowing how similar businesses or industries are using Social Media 5.2 explain how to monitor the ways similar businesses or industries are using Social Media 5.3 monitor how a business is using Social Media 5.4 identify improvements to a business's use of Social Media.

Unit 347 Using email

UAN:	**T/502/4301**
Level:	3
Credit value:	3
GLH:	20
Relationship to NOS	This unit is linked to the Level 3 the National Occupational Standards for IT users devised by Tech Partnership (Sector Skills Council for ICT).
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Tech Partnership, the Sector Skills Council for ICT. See IT User Assessment Strategy available from Tech Partnership website.
Aim:	This is the ability to make the best use of email software to safely and securely send, receive and store messages. On completion of this unit a candidate should be able to help others to make more efficient use of email, software tools to send, receive and store messages for complex and non-routine activities.

Learning outcome
The learner will: 1. Use e-mail software tools and techniques to compose and send messages.
Assessment criteria
The learner can: 1.1 select and use software tools to compose and format e-mail messages, including attachments 1.2 explain methods to improve message transmission 1.3 send e-mail messages to individuals and groups 1.4 explain why and how to stay safe and respect others when using e-mail 1.5 use an address book to manage contact information.

Learning outcome
The learner will: 2. Manage use of e-mail software effectively.
Assessment criteria
The learner can: 2.1 develop and communicate guidelines and procedures for using e-mail effectively 2.2 read and respond appropriately to e-mail messages and attachments 2.3 use email software tools and techniques to automate responses 2.4 explain why, how and when to archive messages 2.5 organise, store and archive e-mail messages effectively 2.6 customise e-mail software to make it easier to use 2.7 explain how to minimise e-mail problems 2.8 respond appropriately to email problems.

Unit 348 Database software

UAN:	**T/502/4556**
Level:	3
Credit value:	6
GLH:	45
Assessment type:	Portfolio of Evidence or assignment (7574 ITQ Users)
Relationship to NOS	This unit is linked to the Level 3 IT User NOS devised by Tech Partnership.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Tech Partnership, the Sector Skills Council for ICT. See IT User Assessment Strategy available from Tech Partnership website
Aim:	This is the ability to use a software application designed to organise and store structured information and generate reports. On completion of this unit a candidate should be able to select and use advanced database software tools and techniques efficiently to: • enter complex information into databases; • retrieve information by creating queries using multiple selection criteria; and • produce reports by setting up menus or short cuts. They will also be able to design, create and interrogate multiple-table relational databases. Database tools, functions and techniques will be described as ‘advanced’ because: • the software tools and functions involved will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying; and

- the input, manipulation and output techniques involved will be complex, which will involve research, identification and application.

Learning outcome
The learner will: 1. Plan, create and modify relational database tables to meet requirements.
Assessment criteria
The learner can: 1.1 explain how a relational database design enables data to be organised and queried 1.2 plan and create multiple tables for data entry with appropriate fields and properties 1.3 set up and modify relationships between database tables 1.4 explain why and how to maintain data integrity 1.5 respond appropriately to problems with database tables 1.6 use database tools and techniques to ensure data integrity is maintained.

Learning outcome
The learner will: 2. Enter, edit and organise structured information in a database.
Assessment criteria
The learner can: 2.1 design and create forms to access, enter, edit and organise data in a database 2.2 select and use appropriate tools and techniques to format data entry forms 2.3 check data entry meets needs, using IT tools and making corrections as necessary 2.4 respond appropriately to data entry errors.

Learning outcome
The learner will: 3. Use database software tools to create, edit and run data queries and produce reports.
Assessment criteria
The learner can: 3.1 explain how to select, generate and output information from queries according to requirements 3.2 create and run database queries to display, amend or calculate selected data 3.3 plan and produce database reports from a multiple-table relational database 3.4 select and use appropriate tools and techniques to format database reports 3.5 check reports meet needs, using IT tools and making corrections as necessary.

Unit 348 Database software
Supporting information

Guidance

Teaching guidance
The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Examples of context: Typical 'more complex' reports from multipletable relational databases may be about – customers' buying methods, order frequency and payment patterns.

Outcome 1 Plan, create and modify relational database tables to meet requirements The learner should be able to and understand:

Database design:
- What types of information are stored.
- Use of data entry form.
- Routine queries.
- How data is structured in a single table non-relational database.
- Use of indexes and key field to organise data.
- How relationships are established in a multiple-table database.
- How data is structured in a multiple-table database.
- What logical operators are and how to use them.
- Schema.

Field characteristics:
- Data type, field name, field size, field format, validation.
- Primary and secondary keys.
- Lookup tables.

Relationships between database tables:
- One to one, one to many, many to many.

Data integrity:
- Unique not null primary key.
- Field characteristics.
- Data validation, consistency, completeness, accuracy.
- Effect of malicious or accidental alteration.
- Methods for maintaining integrity of data in a multiple table database.
- Referential integrity, foreign keys.

Problems with database tables:

- Redundant data, duplication, table structure, field characteristics and validation.
- Sources of help.
- Access control.
- Data type, indexing.
- Analytical tools.

Outcome 2 Enter, edit and organise structured information in a database

The learner should be able to and understand:

Enter, edit and organise data:

- Select and update fields.
- Create new records.
- Locate and amend records: using wildcards, search operators.

Format data entry forms:

- Field characteristics and layout, tables, colour, lookups, styles , subforms.

Check data entry:

- Spell check, format.
- Accuracy, consistency, completeness, validity.
- Security.
- Fitness for purpose.

Data entry errors:

- Due to field size, data type, validation checks.
- Using help: deal with data that does not fit parameters, alerts, reminders; problems with forms.

Outcome 3 Use database software tools to create, edit and run data queries and produce reports The learner should be able to and understand:

Database queries:

- Alphanumeric sort, filter, single criteria, multiple criteria.
- Save queries and output, cross-tabulate data.
- Queries to update and amend data.
- Logical operators.

Database reports:

- Using menus, wizards or shortcuts.
- Selected fields, selected records.

Formatting database reports:

- Data fields

- Page and section layout.
- Add text or images.
- Adjust page setup for printing, styles.

Check data entry:

- Completeness, accuracy
- Sorting, formatting, layout, • Security, fitness for purpose.

Unit 349 Presentation software

UAN:	**T/502/4623**
Level:	3
Credit value:	6
GLH:	45
Assessment type:	Portfolio of Evidence or assignment (7574 ITQ Users)
Relationship to NOS	This unit is linked to the Level 3 IT User NOS devised by Tech Partnership.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Tech Partnership, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems

Learning outcome
The learner will: 1. Input and combine text and other information within presentation slides.
Assessment criteria
The learner can: 1.1 explain what types of information are required for the presentation 1.2 enter text and other information using layouts appropriate to type of information 1.3 insert charts and tables and link to source data 1.4 insert images, video or sound to enhance the presentation 1.5 identify any constraints which may affect the presentation 1.6 organise and combine information for presentations in line with any constraints 1.7 store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

Learning outcome
The learner will: 2. Use presentation software tools to structure, edit and format presentations.
Assessment criteria
The learner can: 2.1 explain when and how to use and change slide structure and themes to enhance presentations 2.2 create, amend and use appropriate templates and themes for slides 2.3 explain how interactive and presentation effects can be used to aid meaning or impact 2.4 select and use appropriate techniques to edit and format presentations to meet needs 2.5 create and use interactive elements to enhance presentations 2.6 select and use animation and transition techniques appropriately to enhance presentations.

Learning outcome
The learner will: 3. Prepare interactive slideshow for presentation.
Assessment criteria
The learner can: 3.1 explain how to present slides to communicate effectively for different contexts 3.2 prepare interactive slideshow and associated products for presentation 3.3 check presentation meets needs, using it tools and making corrections as necessary 3.4 evaluate presentations, identify any quality problems and discuss how to respond to them 3.5 respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose.

Unit 350 Principles of marketing and evaluation

UAN:	**T/502/9935**
Level:	3
Credit value:	7
GLH:	50
Relationship to NOS	This unit is linked to Council for Administration NOS
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by the Council for Administration)
Aim:	This unit concerns understanding the principles of market segmentation, how to assess market opportunities for new products and/or services, the principles of marketing strategy development and how to evaluate the effectiveness of a marketing strategy.

Learning outcome
The learner will: 1. Understand the principles of market segmentation.
Assessment criteria
The learner can: 1.1 explain the importance of defining **market segments** to the development and achievement of the marketing strategy 1.2 explain the difference between market segments and **customer classification** 1.3 explain how the characteristics, motivations and behaviours of potential target customers are identified 1.4 explain how to cluster customers with similar characteristics 1.5 describe how to confirm that **proposed segments** are real, distinctive, viable and their buying power measurable 1.6 explain how to evaluate the profitability and stability of market segments 1.7 describe how a range of products may appeal to different market segments 1.8 explain the **motivators and inhibitors** that influence customer behaviour 1.9 explain the use of customer relationship management.

Range
Market segments: • age • gender • religion • culture • income • lifestyle **Customer classifications:** • business customers • leisure customers **Proposed segments:** • audience • amount of people targeted • suppliers • demographic **Motivators and inhibitors:** • aspirations • lifestyle • income • time • status • family

Learning outcome
The learner will: 2. Understand how to assess market opportunities for new products and/or services.
Assessment criteria
The learner can: 2.1 describe the **economic and buyer behavioural factors** to be taken into account when assessing new market opportunities 2.2 describe the **cultural factors** that are likely to affect customers' perception of products and/or services and sales performance 2.3 explain how to identify opportunities and threats in new markets and for new products in existing markets 2.4 explain how competitor and potential competitor activity may affect projected sales performance 2.5 explain the basis of recommendations to exploit new market opportunities.

Range
Economic and buyer behavioural factors: • seasonal • recession • taxation • employment levels • cost of living **Cultural factors:** • supply and demand • demographics

Learning outcome
The learner will: 3. Understand the principles of marketing strategy development.
Assessment criteria
The learner can: 3.1 describe the **topics** to be addressed in a marketing strategy 3.2 explain the use of market analyses to inform the development of a marketing strategy 3.3 explain how to evaluate risks to the achievement of objectives 3.4 describe how to forecast sales by product and/or service 3.5 explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts 3.6 explain the importance of engaging stakeholders in the development of a marketing strategy 3.7 explain the significance of customer loyalty to the achievement of marketing objectives and strategy 3.8 explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment.

Range
Topics: • research • planning and development • packaging • pricing • promotion • distribution after-sales

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

Range
Factors: • on budget • timeliness • achievement of KPIs **Evaluation method:** SWOT analysis. **Critical issues:** • inaccurate/unreliable data • KPIs not achieved • over budget **Impact analysis:** • positive and negative • any risk factors **Corporate social responsibility:** • diversity • community responsibility • volunteering • mentoring.

Unit 350 Principles of marketing and evaluation
Supporting information

Guidance

For Assessment Criterion 3.8, candidates should cover marketing plan/strategy and overall objectives, benchmarks for success and target.

Unit 351 Word processing software

UAN:	**Y/502/4629**
Level:	3
Credit value:	6
GLH:	45
Assessment type:	Portfolio of Evidence or assignment (7574 ITQ Users)
Relationship to NOS	This unit is linked to the Level 3 IT User NOS devised by Tech Partnership.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Tech Partnership, the Sector Skills Council for ICT. See IT User Assessment Strategy available from Tech Partnership website.

Learning outcome
The learner will: 1. Enter and combine text and other information accurately within word processing documents.
Assessment criteria
The learner can: 1.1 summarise what types of information are needed for the document and how they should be linked or integrated 1.2 use appropriate techniques to enter text and other types of information accurately and efficiently 1.3 create, use and modify appropriate templates for different types of documents 1.4 explain how to combine and merge information from other software or multiple documents 1.5 combine and merge information within a document from a range of sources 1.6 store and retrieve document and associated files effectively, in line with local guidelines and conventions where available 1.7 select and use tools and techniques to work with multiple documents or users 1.8 customise interface to meet needs.

Learning outcome
The learner will: 2. Create and modify appropriate layouts, structures and styles for word processing documents.
Assessment criteria
The learner can: 2.1 analyse and explain the requirements for structure and style 2.2 create, use and modify columns, tables and forms to organise information 2.3 define and modify styles for document elements 2.4 select and use tools and techniques to organise and structure long documents.

Learning outcome
The learner will: 3. Use word processing software tools and techniques to format and present documents effectively to meet requirements.
Assessment criteria
The learner can: 3.1 explain how the information should be formatted to aid meaning 3.2 select and use appropriate techniques to format characters and paragraphs 3.3 select and use appropriate page and section layouts to present and print multi-page and multi-section documents 3.4 check documents meet needs, using IT tools and making corrections as necessary 3.5 evaluate the quality of the documents produced to ensure they are fit for purpose 3.6 respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.

Unit 351 Word processing software
Supporting information

Guidance

Teaching guidance
The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Examples of context: Typical documents will require problem solving and creative thinking and may include – complex reports and content for publications such as web pages, journals, newsletters or other printed materials.

Outcome 1 Enter and combine text and other information accurately within word processing documents The learner should be able to and understand:

Types of information:
- Text, numbers, images, other graphic elements (eg lines, borders), hyperlinks, charts, objects.

Templates:
- Use existing templates.
- Create, amend and delete templates.

Combine information:
- Insert, size, position, wrap, order, group.
- Link information in a document to another source, link information from one type of software to information produced using different software.
- Mail merge documents and labels, merge fields.
- Hyperlinks.

Store and retrieve:
- File properties, protection, password protection.
- Versions, storage and backup locations.
- File formats, open RTF file in application, save file as text, RTF or HTML.
- Methods to reduce file size.
- Templates, stylesheets

Work with multiple documents or users:
- Version control, audit and track changes, compare and merge documents.
- Document sharing and collaboration.

Customise interface:

- Shortcuts, toolbars, menus.
- Default settings.
- Start-up, language.

Outcome 2 Create and modify appropriate layouts, structures and styles for word processing documents

The learner should be able to and understand:

Requirements for structure and style:

- Document layout, house style, branding.

Tables and forms:

- Insert and delete cells, rows and columns, adjust row height and column width.
- Add table, complete forms and tables, convert text to table.
- Create and amend forms, merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort, position, headings, totals; heading rows.
- Embedded spreadsheet data.

Format columns:

- Modify column number and width, add column breaks, and add columns to whole document and part of a page.

Styles:

- Heading styles: apply or change existing styles to a word, line, paragraph or section.
- Define, organise and use new styles.

Page layout:

- Paper size and type, change page orientation, margins, header and footer, page and section breaks, page numbering, date and time, columns, adjust page set up for printing or web publishing, facing pages, booklets.

Document structure:

- Page breaks, columns, sections, Bookmarks, cross referencing using indexes and contents page, outlines, master and sub-documents.

Outcome 3 Use word processing software tools and techniques to format and present documents effectively to meet requirements

The learner should be able to and understand:

Format characters:

- Size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols, spacing, position.

Format paragraphs:

- Alignment, numbering, line spacing, paragraph spacing.
- Indents, tabs, widows and orphans, outline.
- Borders, bullets, shading, sub-numbering.
- Custom styles, style sheet.
- Graphics, objects, text wrap.

Automate routines:

- Keyboard shortcuts, autotext, customise menus, macros.

Check word processed documents:

- Spell check, grammar check, typeface and size, hyphenation.
- Page layout, margins, line and page breaks, tables.
- Print preview, accuracy, consistency, clarity.
- Language and dictionary settings.
- Cross referencing.

Quality problems with documents:

Will vary according to the content, for example:

- text (eg styles, structure, layout)
- images (eg size, position, orientation)
- numbers (eg decimal points, results of any calculations)
- Links, cross references, versions.

Unit 352 Website software

UAN:	**Y/502/4632**
Level:	3
Credit value:	5
GLH:	40
Assessment type:	Portfolio of Evidence or assignment (7574 ITQ Users)
Relationship to NOS	This unit is linked to the Level 3 IT User NOS devised by Tech Partnership.
Assessment requirements specified by a sector or regulatory body	This unit is endorsed by Tech Partnership, the Sector Skills Council for ICT. See IT User Assessment Strategy available from Tech Partnership website.
Aim:	This is the ability to use a software application designed for planning, designing and building websites. On completion of this unit a candidate should be able to select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features. Website software tools and techniques will be defined as 'advanced' because: • the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, selfteaching and applying; • the development techniques will be complex, and will involve research, identification and application; and • the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information.

Learning outcome

The learner will:

1. Create structures and styles and use them to produce websites.

Assessment criteria

The learner can:

1.1 determine what website content and layout will be needed for each page and for the site

1.2 plan and create web page templates to layout content

1.3 select and use website features and structures to enhance website navigation and functionality

1.4 create, select and use styles to enhance website consistency and readability

1.5 provide guidance on laws, guidelines and constraints that affect the content and use of websites

1.6 explain what access issues may need to be taken into account

1.7 explain when and why to use different file types for saving content

1.8 store and retrieve files effectively, in line with local guidelines and conventions where available.

Learning outcome

The learner will:

2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features.

Assessment criteria

The learner can:

2.1 prepare content for web pages so that it is ready for editing and formatting

2.2 organise and combine information needed for web pages in line with any copyright constraints, including across different software

2.3 select and use appropriate editing and formatting techniques to aid meaning

2.4 select and use appropriate programming and development techniques to add features and enhance websites

2.5 select and use file formats that make information easier to download

2.6 check web pages meet needs, using IT tools and making corrections as necessary.

Learning outcome
The learner will: 3. Publish and test multiple page websites with multimedia and interactive features.
Assessment criteria
The learner can: 3.1 select and use appropriate testing methods to check that all elements and features of complex websites are working as planned 3.2 identify any quality problems with websites and explain how to respond to them 3.3 select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently 3.4 respond appropriately to quality problems with websites to ensure outcomes are fit for purpose.

Unit 352 Website software
Supporting information

Guidance

Teaching guidance
The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Examples of context: Shopping website linked to product information and stock control database.

Outcome 1 Create structures and styles and use them to produce websites The learner should be able to and understand:

Content and layout:
Web page content and layout will vary according to the template, but may include:
- text (eg body text, headings, captions)
- images (eg still photographs, diagrams)
- numbers (eg tables, charts or graphs)
- background (eg colours, gradients, patterns, textures)
- structure (eg frames, side bars)
- moving images (eg animation, video clips)
- sound (eg clips linked to navigation, background music, video sound track)
- interactive components (eg message boards, forms, e-mail links, registration log-ins)
- down loads (eg pdf files, pod casts).

Constraints affecting websites:
- Effect of copyright law (eg on music downloads or use of other people's images).
- Acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act; accessibility standards, IPR.

Website features:
Web page features will vary, but may include:
- navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups) o multimedia (eg animation, sound linked to actions, video clips, sound track)
- interactive (eg message boards, forms, downloads, pod casts, e-mail links, registration log-ins)
- e-commerce facilities.

Website access issues:

- The difficulties different users may have in accessing websites
- Accessibility guidelines, ways to increase accessibility
- Affect of download speeds (eg from different browser software, connection type, size of web page contents), ways to improve download speeds
- Ways to improve search engine results.

Web page templates:

Web page content and layout will vary according to the template, but may include:

- text (eg body text, headings, captions)
- images (eg still photographs, diagrams)
- numbers (eg tables, charts or graphs)
- background (eg colours, gradients, patterns, textures)
- structure (eg frames, side bars)
- moving images (eg animation, video clips)
- sound (eg clips linked to navigation, background music, video sound track)
- interactive components (eg message boards, database fields, forms, e-mail links, registration log-ins)
- downloads (eg pdf files, podcasts).

Web page styles:

Styles will vary according to the different elements of the website design, but may include:

- typeface (eg font, colour, size and alignment of headings, captions or body text)
- lines (eg type, thickness and colour of borders, tables, diagrams)
- structure (eg size of frames, number of tabs, format of menu)
- cascading style sheets.

File types:

- Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3).

Store and retrieve:

- Files (eg create, name, open, save, save as, print, close, find, share).
- Version control; import/export.
- File size; folders (eg create, name).

Outcome 2 Select and use website software tools and features to develop multiple page websites with multimedia and interactive features The learner should be able to and understand:

Combine information:

Combine images with sound (eg dub or overlay sound track onto film sequence; integrate a audio or video sequence with another application):

- Techniques: copy and paste, insert, screen grabs/shots
- File download (eg connect USB lead, drag and drop), file transfer protocol (FTP)
- Forms of information: moving images, sound; pre-recorded, live, web-streaming.

Editing techniques:

Editing techniques will vary in line with the type of information, for example:

- select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates.

Programming and development techniques:

- Creating links to bookmark text within a page, linking web pages together, adding a link to another website.
- Altering simple code using programming language, creating code using an appropriate programming language.
- Adding multimedia content to web pages.
- Setting up a secure area, message board or e-mail link.
- Adding meta tags.

File formats:

- Change format of documents to RTF or HTML.

Check web pages:

Using help: Will vary depending on the content but may include, for example:

- Text: spell check; grammar check, type face and size, hyphenation
- Layout: page layout, margins, line and page breaks, tables, sections.Images: size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution.

Outcome 3 Publish and test multiple page websites with multimedia and interactive features The learner should be able to and understand:

Testing methods:

Methods will vary but may include:

- viewing web pages using browser software
- testing navigation round pages within multiple page website
- testing external links
- testing multi-media and interactive elements.

Quality problems with websites:

Problems may vary, but could include:

- content that is not appropriate for the template or missing
- text that is not readable or missing
- images that are oriented or sized wrongly
- navigation that does not work as planned
- multimedia features (eg sound levels, image resolution, synchronisation of sound and images)

- interactive features (eg response to posting a message or when key fields on forms are not completed, downloads not active).

Upload and publish website:

- Upload content to a template.
- Use file exchange programme to upload and publish (eg FTP or HTTP).
- Improve loading speed of a website.
- Submit to search engines.

Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006) and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

UK learners **General qualification information**	**E: learnersupport@cityandguilds.com**
International learners General qualification information	F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
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across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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