

# T Level Technical Qualification in Management and Administration

## Specification

**First teaching from September 2022**  
**Version 1.2**

## Qualification at a glance

<b>T Level route</b>	Business and Administration
<b>T Level pathway</b>	Management and Administration
<b>City &amp; Guilds number</b>	8715
<b>Age group approved</b>	16-18
<b>Entry requirements</b>	Formal entry requirements are not set by City & Guilds. However, it is expected that Learners have the appropriate attainment at Level 2 before commencing their studies.
<b>Assessment</b>	Core - knowledge tests are externally assessed Core - Employer Set project is externally assessed Occupational specialisms are externally assessed
<b>First registration</b>	September 2022

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Qualification Number (QN)</b>
T Level Technical Qualification in Management and Administration	8715	610/0111/5

<b>Status</b>	<b>Change detail</b>	<b>Section</b>
Version 1.0 (Nov 2021)	n/a	
Version 1.1 (Feb 2022)	Age group approved updated	Qualification at a glance pg2
	QN number added	Qualification at a glance pg2
	Guidance updated	Resource requirements pg16

Status	Change detail	Section
	Amendment to threshold competence statement	Occupational specialism component pg40
Version 1.2 (Feb 2024)	Alignment of text in relation to ESP Assessment Objective (AO3) with assessment materials	Core component scheme of assessment pg30
	Age range reference in 'Who is this qualification for' updated	Introduction Pg 8
	Centre staffing requirement wording	Resource requirements - Centre staffing Pg 16
	Permitted assessment materials for Core exams added	Core component scheme of assessment Pg 27
	Correction to terminology titling for task 1.1	Employer-set project overview Pg 33
	Amendments to terminology in assessment availability table	Availability of assessments Pg 39
	T Level grading table	Awarding the T Level programme grade Pg 41

City & Guilds would like to thank all the employers, trade associations, professional bodies, providers, subject matter experts and consultants who have worked alongside us on the development of this Technical Qualification (TQ).

A special thank you to all the employers who have dedicated time to review and validate the specifications and TQ documentation. This collaborative work is to ensure that a student studying the Management and Administration T Level has the best opportunities available to them as they progress through their career with a solid base as a starting point.

Loughborough College  
Entrust  
Chronyko  
Eruditology  
HMRC  
Future Talent Group  
Durham University  
Caring Homes  
Central Bedfordshire Council  
Cadent Gas  
Covance Laboratories  
Energen Nuclear Graduates  
Gen2  
Northumbria NHS Foundation Trust  
Intertrain  
First Response  
Abbeyfield  
Siemens Energy  
Speakers for Schools

The Outline Content for the T Level Technical Qualification in Management and Administration has been produced by T Level panels of employers, professional bodies based on the same standards as those used for Apprenticeships. The outline content can be found on the institute website:

**[https://www.instituteforapprenticeships.org/media/4041/final\\_ma\\_outline\\_content\\_itt\\_march2020.pdf](https://www.instituteforapprenticeships.org/media/4041/final_ma_outline_content_itt_march2020.pdf)**

City & Guilds has amplified the Outline Content to create the Technical Qualification specifications.

## **Information Management**

The Information Management specialism as referenced in the Outline Content has been paused for further review by the Institute for Apprenticeships and Technical Education as of February 2021.

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# 1 Introduction

## What is this qualification about?

The following purpose statement relates to the **T Level<sup>1</sup> Technical Qualification in Management and Administration**

Area	Description
OVERVIEW	
What is a T Level?	<p>T Levels are new courses which will follow GCSEs and will be equivalent to three A Levels. These two-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares learners for work.</p> <p>T levels are one of three post 16 options for young people which are:</p> <ul style="list-style-type: none"><li>• A Levels</li><li>• Apprenticeships</li><li>• T Level</li></ul>
How does the Technical Qualification work within the T Level?	<p>This Technical Qualification specification contains all the required information you need to deliver the qualification in the T Level in Management and Administration.</p> <p>The Technical Qualification forms a significant part of the T Level in Management and Administration. City &amp; Guilds are responsible for the development and ongoing operational delivery of this Technical Qualification. All other parts of the T Level as listed below will need to be achieved by a Learner for the Department for Education to award the successful completion of this T Level. It is important to note that City &amp; Guilds do not have responsibility of delivery for the other parts of the T Level but will continue to support Centres where they can on all aspects of T Level delivery.</p> <p>Additional mandatory parts of the T Level that need to be achieved:</p> <ul style="list-style-type: none"><li>• a 315-hour minimum industry placement.</li></ul>
Who is this qualification for?	<p>This qualification is for you if you are a 16-18-year-old learner, who wishes to work within the Management and Administration sector.</p>

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<sup>1</sup> T Level is a registered trade mark of the Institute for Apprenticeships and Technical Education



	<p>It has been designed to deliver a high level of knowledge about the Management and Administration sector as well as the occupational skills required to enter the industry (known as ‘threshold competence’). A learner who completes this qualification is well placed to develop to full occupational competence with the correct support and training.</p>
<p>What does this qualification cover?</p>	<p>The qualification will help you gain an understanding of the Management and Administration sector, and you will cover topics such as: Business Context, People, Quality Compliance, Project, and Change Management.</p> <p>A learner will have the choice of studying one standalone occupational specialism as listed below.</p> <ul style="list-style-type: none"> <li>• Business Improvement</li> <li>• Team Leadership/Management</li> <li>• Business Support</li> </ul> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers.</p>
<p><b>WHAT COULD THIS QUALIFICATION LEAD TO?</b></p>	
<p>Will the qualification lead to employment, and if so, in which job role and at what level?</p>	<p>This qualification focuses on the development of knowledge and skills needed to work in the Management and Administration sector and prepares students to enter the sector through employment or as an Apprentice. Furthermore, the completion of this qualifications gives students the opportunity to progress onto higher education courses and training.</p>
<p>Why choose this qualification?</p>	<p>This qualification will suit someone who is not yet employed or looking to enter the Management and Administration sector post mainstream education. The structure of the qualification is designed to give learners the breadth of knowledge and understanding across the Management and Administration sector but also equips them with necessary occupational and core skills to enter the sector. This qualification is designed to support fair access and allows students to manage and improve their own performance.</p>
<p><b>WHO SUPPORTS THIS QUALIFICATION?</b></p>	
<p>Employer route panels</p>	<p>The content of this qualification is outlined by a representative panel of employers from across the industry</p>

sector. It therefore prescribes the minimum knowledge and skills required to enter the industry. The content in this specification is approved by the Institute for Apprenticeships and Technical Education (IfATE).

## Key information

Below is a summary of the key information provided to Centres to support delivery of this technical qualification.

### Guided learning hour (GLH) value

This value indicates the average number of guided learning hours a unit will require for delivery to a learner. This includes contact with tutors, trainers, or facilitators as part of the learning process, and includes formal learning such as classes, training sessions, coaching, seminars, and tutorials. This value also includes the time taken to prepare for, and complete, the assessment for the unit. Guided learning hours are rounded up to the nearest five hours.

### Total qualification time (TQT) value

This is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study, and assessment.

### Criteria

This section of the specification outlines the subject or topic that needs to be delivered and assessed. Criteria are often supported by **'range'** which provides the detail of the information required to be delivered as part of that topic. For example, with types of organisations as the topic, the range would list the types of organisations that would need to be covered in delivery and assessment. If no range statement is provided for a criteria this means that the information required to be delivered for this topic is wholly contained within the 'What do learners need to learn' section.

### What do learners need to learn?

The primary purpose of these sections is to support the delivery of the content in the criteria. These sections provide context in relation to the depth and breadth to which a subject or topic needs to be taught.

### Skills

This section provides a mapping reference to the core, maths, English and digital skills that are embedded within the technical qualification content.

### Example

4.3 Uses constructive **questioning** and active **listening skills** to discuss areas for improvement and approaches to change.

**Range:**

**Questioning techniques** – open, closed, probing, leading, rhetorical.

**Listening skills** - pay attention, aim to learn something, show interest, focus on the speaker, summarise to clarify understanding, drill down with appropriate questions, offer positive feedback, suspend judgement, respond appropriately

**What do learners need to learn?**

Uses constructive questioning techniques when engaging with stakeholders to confirm improvements and understanding of approaches to change. Approach to questioning is considered, with appropriate techniques selected and used to ensure stakeholders:

- are engaged in the process
- elicit required information
- confirm their understanding of the approach taken.

**Skills**

EC4  
EC5  
EC6

### Suggested learning resources

This section has been provided to detail a range of books, websites and other resources as appropriate that would be useful to support the delivery of the content. The list is provided as a supportive reference and is not intended to be exhaustive.

## T Level Structure

To achieve the T Level learners must meet all requirements of the T Level framework of which the technical qualification is one part. Learners must successfully complete an industry placement and any other requirements set by the Institute for Apprenticeships and Technical Education (IFATE) such as licence to practice qualifications.

## Technical Qualification Structure

The technical qualification is made up of **two** components, **both** of which need to be successfully achieved to attain the technical qualification as well as the full T Level in Management and Administration.

### The Core Component:

The core content is designed to offer sufficient breadth of knowledge and skills for the learner to apply in a variety of contexts related to the industry and those occupational specialisms linked to this T Level.

The core content is the building blocks of knowledge and skills that will give a learner a broad understanding of the industry and job roles. At the same time, it will develop the core skills they will need to apply when working within the industry.

### Occupational Specialisms:

Occupational specialisms develop the knowledge, skills, and behaviours necessary to achieve threshold competence in an occupation. Threshold competence is defined as when a learner's attainment against the knowledge, skills and behaviours is of a standard for them to enter the occupation and industry. They must also demonstrate the ability to achieve occupational competence over time with the correct support and training.

To achieve the **T Level Technical Qualification in Management and Administration** learners must complete the two components of the Technical qualification. These are known as the core component and the occupational specialism:1.11

- Management and Administration core component (300).
- Plus, **one** occupational specialism component that **must** be (311) or (312) or (313).
- Learners must be registered on the mandatory POS and one other POS covering the occupational specialisms.

<b>T Level Technical Qualification in Management and Administration</b>					
<b>Programme of Study (POS) number</b>	<b>City &amp; Guilds component number</b>	<b>Component title</b>	<b>Component level</b>	<b>GLH</b>	<b>TQT</b>
<b>Mandatory</b>					
8715-30	300	Management and Administration Core	Level 3	600	650
<b>Choose one standalone occupational specialism</b>					
<b>Standalone</b>					
8715-31	311	Business Improvement	Level 3	595	660
8715-32	312	Team Leadership/Management	Level 3	620	690
8715-33	313	Business Support	Level 3	595	660

## 2 Centre requirements

### Approval

All eligible providers must obtain Full Provider Approval with City & Guilds prior to delivering any T Level Technical Qualification (TQ).

Provider approval is not equivalent to centre approval; any provider which is already an existing City & Guilds approved centre must still obtain Full Provider Approval in the first instance. There is no fast-track approval for these qualifications.

Once successfully approved, providers can apply for additional TQs or apply to add additional occupational specialisms (OS) during each approval window.

The approval application consists of a comprehensive set of approval criteria agreed with the Institute to ensure an eligible provider is fit and ready to deliver T Level Technical Qualifications.

These criteria seek to ensure the integrity of the qualifications for both City & Guilds and the Institute. They must be adhered to throughout the delivery of the TQ and will be reviewed at the annual self-assessment.

- Criteria A** Management Systems
- Criteria B** Industry placement
- Criteria C** Resources
- Criteria D** Delivery
- Criteria E** Assessment and standardisation plan
- Criteria F** Secure live assessment and administration
- Criteria G** Conflicts of Interest (COI)

Please refer to our published provider approval and quality assurance information document available on our website [here](#). This document includes information around the approval process, criteria for approval and the timeline for the relevant academic year.

## Resource requirements

Centre staff should familiarise themselves with the structure, content, and assessment requirements of the qualification before designing a course programme.

### Centre staffing

Staff delivering and assessing these qualifications should be able to demonstrate that they meet the following requirements. They should:

- Be occupationally competent and qualified at or above the level they are delivering.
- Have maths and English at Level 2 or be working towards this level of qualification.
- Be able to deliver across the breadth and depth of the content of the qualification being taught.
- Have recent relevant teaching and assessment experience in the specific area they will be teaching or be working towards this.
- Demonstrate continuing CPD.
- Have experience or training in the following to support the delivery of this technical qualification:
  - Delivering project-based qualifications.
  - Preparation for exam-based assessments.

### Management and Administration content

Staff who are familiar with Level 3 Business Administration qualifications will be able to teach the core subjects. The following occupational competence requirements are necessary for staff delivering both the Core and Specialism content.

Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the subject areas appropriate to the level, breadth, and content of the Technical Qualification for which the Centre is approved.	<ul style="list-style-type: none"> <li>• A relevant and sufficient qualification appropriate to the subject areas of the qualification units for which the Centre is approved that must be equal to, or higher than the approved qualification, <u>or</u></li> <li>• Substantial knowledge and understanding of the subject areas of the qualification units at the level for which the Centre is approved.</li> </ul>
Continuing Professional Development.	<ul style="list-style-type: none"> <li>• Evidence of participation over the past three years in Continuing Professional Development (CPD) appropriate to the level and subject area of the qualification units.</li> <li>• Desirable but not essential to have membership of a professional institute or association appropriate to the level and subject area of the qualification.</li> </ul>
Knowledge, understanding and application of a range of teaching and learning methodologies relevant	<ul style="list-style-type: none"> <li>• Hold a valid and recognised teaching/training qualification, or</li> </ul>



to the level and subject area of the qualification units for which the Centre is approved.	<ul style="list-style-type: none"> <li>• Show evidence of current (within the last three years) experience of delivering training appropriate and relevant to the level and subject area of the qualification units.</li> </ul>
Knowledge of assessment processes.	<ul style="list-style-type: none"> <li>• Previous experience of delivery of qualification(s) appropriate to the level and subject area of the qualification, or</li> <li>• Knowledge of the RQF and level descriptors appropriate to the level of the qualification, or</li> <li>• Planned CPD by Centre.</li> </ul>
Continuing Professional Development in training and learning.	<ul style="list-style-type: none"> <li>• Show evidence of participation in CPD in relation to training and learning over the past three years relevant to the level and subject area of the qualification.</li> </ul>

There are no specific delivery requirements for the individual Occupational Specialisms.

It is recommended that staff assessing these qualifications must meet the above requirements and hold or be working towards a relevant recognised assessor qualification such as a Level 3 Certificate in Assessing Vocational Achievement and continue to practise to that standard. Assessors who hold earlier qualifications (D32, D33 or TQFE/TQSE) should have CPD evidence that meets current standards.

## Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

For the Core and the Occupational Specialisms, Centres must demonstrate access to:

- Appropriate digital packages and systems (e.g., word processing software, spreadsheet software, databases).
- Digital presentation software.
- Online access.

In addition, the following types of software are required for the Occupational Specialism content.

### Business Improvement

Software that supports:

- Data analysis.
- Project planning and management.
- Data collection, collation, and integration.

### Team Leadership/Management

Software that supports:

- Problem cause identification.
- Data analysis.
- Project planning and management.
- Development, tracking and reporting of budgets.

### Business Support

Software that supports:

- Problem-solving tools and techniques.
- Project planning.

## Internal quality assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal quality assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

## Supervision and authentication of candidate work

The Head of Centre is responsible for ensuring that assessment evidence is conducted in accordance with City & Guilds' requirements.

City & Guilds requires:

- candidates to sign the Declaration of authenticity form to confirm that any work submitted is their own

- tutors to confirm on the record form that the work submitted for assessment is solely that of the candidate concerned and was conducted under the conditions laid down in the assessment documentation.

The tutor must be sufficiently aware of the candidate's standard and level of work to make a judgement whether the work submitted is within the expected ability and style of the candidate or whether a further investigation into the authenticity of the work is required.

If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

## **Learner entry requirements**

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the **What is this qualification about?** section are met when registering for this qualification.

Formal entry requirements are not set by City & Guilds, but it is expected that learners will have qualifications at Level 2 or equivalent. These may include:

- Level 2 vocational qualification or equivalent in a related subject, e.g., Business Administration.

## 3 Delivering the technical qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- If the learner has any specific training needs.
- Support and guidance, they may need when working towards their qualification.
- The appropriate type and level of qualification.

City & Guilds recommends that Centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as learners, and the responsibilities of the Centre. This information can be recorded in a learning contract.

### Programme delivery

The technical qualification should be delivered through approaches that meet the needs of learners. City & Guilds recommends using a variety of delivery methods, including in classrooms and real work environments. Learners may benefit from both direct instruction in more formal learning environments and taking part in investigative projects, e-learning and their own study and learning through indirect approaches to delivery.

## 4 Competency frameworks

The technical qualification has been developed to include competency frameworks for T Levels, which demonstrate an array of competencies across maths, English and digital skills as well as four key core skills that have been mapped on to the core content. This can be seen in the skills section for each criterion.

### Core skills

In the design, delivery and assessment of the technical qualification the following core skills are fundamental in the development of the required knowledge, skills, and behaviours that learners will need to use when they progress onwards from completing their T Level. These core skills have been mapped on to the design of the qualification content and developed in consultation with the sector and providers. The mapping identifies opportunities where these core skills can be developed and embedded into teaching and learning. It is not expected that all criteria will develop core skills, but where these skills exist in the core content it has been referenced to support Centres. If a criteria does not reference any core skills, it means that no core skills have been mapped that are readily evidenced through these criteria.

- **Core Skill A (CSA)** Business and commercial awareness, e.g., conduct a PESTLE analysis to inform a change project.
  - Undertaking their role with an understanding of organisational work structures.
  - Reflecting core organisational values through their work and demonstrating the work culture of the organisation.
  - Conducting PESTLE analysis to provide insights to inform change.
  - Selection of appropriate tools and methodologies to gain business insight.
  - Demonstrating understanding of their role as an employee, what they are responsible and accountable for.
  - Following organisational processes and procedures.
  - Reflects the requirements of key legislative and regulatory frameworks within their roles.
  
- **Core Skill B (CSB)** Project Management: plan, manage and evaluate a project using appropriate tools and methodologies e.g., introducing a new policy or training programme.
  - Working with others to validate the scope of the project/task and the reasoning for undertaking it within the organisational context.
  - Consideration of appropriate tools and methodologies for the purposes of managing a defined project/task.
  - Planning the requirements of projects/tasks using appropriate tools and methodologies, considering time and resource requirements.
  - Setting clear project goals and objectives that are SMART, defining roles, setting realistic milestones, and understanding constraints on cost and time.
  - Completing risk assessments/analysis as part of project/task initiation.
  - Using project tools and methodologies to manage the project throughout all stages, tracking spend accurately.
  - Conducting scheduled review activity to monitor progress of the project/task to plan.

- Undertaking formal project evaluations to validate outcomes, support the handover of activities to business-as-usual practice and embeds lessons learnt.
- **Core Skill C (CSC) Communication:** using a range of communication methods tailored to the audience e.g., to internal and external stakeholders on business solutions; making a presentation to a customer or using IT packages to present documentation professionally.
  - Developing communication plans to engage with different stakeholders, supporting preferences for different communication methods and styles.
  - Explaining the benefits to stakeholders of profitability and project success, detailing the implications of not having accurate goals defined.
  - Promoting good customer service, providing information and advice to customers.
  - Implementing change requests from various parties, including clients.
  - Presenting information using a range of digital and visual techniques to aid understanding.
  - Developing 'on a page' strategies that communicate all key messages/business plans succinctly.
  - Creating written reports and briefs that provide sufficient detail and clarity to the audience.
  - Documenting processes and procedures to support communication to the intended audience.
  - Using professional etiquette when communicating using virtual communication tools.
  - Reflecting accurate interpretation of financial terms through reported financial information.
- **Core Skill D (CSD) Working collaboratively with others** e.g., to develop content for an intervention; to develop feedback skills; managing and influencing stakeholders; considering the impact of proposed solutions on others; to develop a business improvement solution.
  - Taking part in group discussions and presentations, collating information in response to development of a project or determining a solution to a problem
  - Integration of all stakeholders during project/change management activities
  - Working collaboratively with the different types of stakeholders, e.g., client, team, and end user.
  - Working with a range of individuals, applying equality and diversity legislation.
  - Use of conflict management techniques.
  - Behaving in an ethical way towards other team members and stakeholders.
  - Demonstrating fundamental business values and commitment to customers, and collaborative working with others.
  - Working collaboratively to ensure quality processes and procedures are completed successfully.
  - Supporting processes that develop self and others to contribute effectively to organisations.
- **Core Skill E (CSE) Applying a logical approach to problem solving, identifying and resolving issues, recording progress and proposing solutions** e.g., undertaking a cost /

benefit analysis of the introduction of new procedures; developing a creative or innovative business improvement solution.

- Undertaking cost-benefit analysis to confirm the validity of proposed solutions.
  - Utilising benchmarking, KPIs and target setting when measuring business success and outcomes.
  - Utilising change management methodologies to confidently propose and embed solutions.
  - Supporting the development of a continuous improvement culture and driving innovation.
  - Applying a logical approach and sequence to embedding solutions.
- **Core Skill F (CSF)** Undertaking research e.g., identifying sources and obtaining information related to a project and / or customer requirements; interrogating, analysing, and reporting on business data; create a briefing document for internal colleagues or supervisor to assist them in formulating specific advice.
    - Undertaking PESTLE analysis to identify drivers for organisational change.
    - Using SWOT analysis to evaluate opportunities and challenges that arise.
    - Utilising a range of different primary and secondary research tools and approaches to generate information and data from appropriate sources.
    - Analysing data from research to validate its accuracy, validity and reliability.
    - Interrogating research data to develop informed justifications and conclusions from evidence obtained.
    - Reflecting findings and outcomes of research in a clear and coherent manner.
  - **Core Skill G (CSG)** Reflective practice e.g., review performance and own behaviours for impact; identifying ways for improvement; quality outcomes.
    - Reflecting on own work performance, outcomes, and feedback from others to continuously develop.
    - Adapting behaviour in line with organisational and professional standards.
    - Quality assuring work processes and activities against quality standards, identifying where improvements can be made.
    - Reviewing key performance measures to validate progress on performance.

## Maths, English and Digital Skills

Maths, English and Digital Skills have been mapped across the core content and each of the occupational specialisms.

The lists below identify the core competencies which have been mapped to the different criteria of the content. Where no competencies have been mapped this indicates that the criteria does not naturally present an opportunity to evidence these competencies.

### General English competencies

The general English competencies outline a framework of six general digital competencies, with no prioritisation or interpretation of order intended:

EC1 – Convey technical information to different audiences.

- EC2 – Present information and ideas.
- EC3 – Create texts for different purposes and audiences.
- EC4 – Summarise information/ideas.
- EC5 – Synthesise information.
- EC6 – Take part in/lead discussions.

### **General mathematical competencies**

The general mathematical competencies outline a framework of ten general mathematical competencies, with no prioritisation or interpretation of order intended:

- MC1 – Measuring with precision.
- MC2 – Estimating, calculating and error spotting.
- MC3 – Working with proportion.
- MC4 – Using rules and formulae.
- MC5 – Processing data.
- MC6 – Understanding data and risk.
- MC7 – Interpreting and representing with mathematical diagrams.
- MC8 – Communicating using mathematics.
- MC9 – Costing a project.
- MC10 – Optimising work processes.

### **General digital competencies**

The following outlines a framework of six general digital competencies, with no prioritisation or interpretation of order intended:

- DC1 – Use digital technology and media effectively.
- DC2 – Design, create and edit documents and digital media.
- DC3 – Communicate and collaborate.
- DC4 – Process and analyse numerical data.
- DC5 – Be safe and responsible online.
- DC6 – Controlling digital functions.

Maths, English and digital competencies will be assessed as part of the core assessments. The allocation of weightings can be found in the individual scheme of assessment sections.



## 5 Scheme of assessment

### Assessment methods

#### Learners must complete:

- **Two** externally set exams covering knowledge from the Management and Administration core (component 300).

The exams provide sufficient sampling of the content and consist of a mixture of short answer questions (SAQs), some of which will be structured, and extended response. The balance of questions in assessing across assessment objectives (AOs) 1, 2 and 3 will allow for the appropriate differentiation of learners to support the reliable setting of boundaries.

- **One** employer-set project covering knowledge and skills from the Management and Administration core (component 300).
- The employer-set project will consist of a well-defined, real industry-style brief. The brief will be complex and non-routine, and will require the use of relevant maths, English and digital skills. The brief will provide a valid context for the Level 3 learner to demonstrate their knowledge and understanding of the core content and their core skills to solve occupationally relevant situations and/or problems.

#### And

- **One** occupational specialism from (311, 312, 313).

These assessments will feature a considerable practical element and are composed of a series of holistic practical tasks relating to the specialism at hand. They will take place over a period of time, scheduled at the provider's preference within an approximate three-month assessment window. By nature of the considerable practical elements, the tasks will generate significant ephemeral evidence and be heavily reliant on Internal Assessor observation notes and records for validation.

### Grading and marking

The Management and Administration core (component 300) is graded overall A\*–E plus Ungraded (U).

The occupational specialisms (components 311-313) are graded overall Distinction, Merit, Pass and Ungraded. Each occupational specialism achieved will receive a grade.

## Technical qualification scheme of assessment overview

Core Component – Learners must complete all assessment components						
Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1 (031)	Externally set exam	2.5 hours	100	30%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2 (032)	Externally set exam	2.5 hours	100	30%	Externally marked	
Employer-set project (033)	Externally set project	25 hours	100	40%	Externally marked	
Occupational Specialism Component - Learners must complete one assessment component						
Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Business Improvement (311)	Externally set assignment	32 hours	60	100%	Externally marked	All occupational specialism components will be awarded on the grade scale P, M, D
Team Leadership/Management (312)	Externally set assignment	32 hours	60	100%	Externally marked	
Business Support (313)	Externally set assignment	32 hours	60	100%	Externally marked	

## Core component scheme of assessment

The assessments for this component consist of **two** core exams and an employer-set project, which are set against a set of assessment objectives (AOs) used to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the learner to be made across a number of different categories of performance.

Each assessment for this component has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

AO weightings for the assessment components related to the core components are detailed below.

### Core exam

Assessment objective	Description	Weighting
<b>AO1 a</b> Demonstrate knowledge	All AOs require the ability to recall knowledge. AO1a) refers to instances where the learner is simply required to demonstrate basic recall. In the test, this helps to give confidence in sufficiency of coverage of the content, and recognises that not all knowledge requires further understanding e.g., terminology, number facts etc.	10%
<b>AO1 b</b> Demonstrate understanding	The ability to explain principles and concepts beyond recall of definitions in order to be able to transfer these principles and concepts between contexts. Learners have built connections between related pieces of knowledge. AO1b) focuses on the ability of the learners to show understanding by summarising or explaining concepts in their own words, exemplifying, or comparing and making inferences in general terms that show e.g., cause and effect.	20%
<b>AO2</b> Apply knowledge and understanding to different situations and context	Using and applying knowledge and understanding, of processes, procedures, generalisations principles and theories to specified, concrete situations. AO2 is about being able to take the understanding of generalities	40%

Assessment objective	Description	Weighting
	(AO1b) and apply them to specific novel situations. It is more granular than the more extended synthesis/creation that may respond to an analysis (AO3a) of a more holistic complex situation/brief.	
<b>AO3</b> Analyse and evaluate information and issues	<p>Complex thinking that distinguishes patterns &amp; relationships, breaking material into constituent parts, and determining how the parts are related to one another and holistically, inferring underlying assumptions / conditions /relevance / causation.</p> <p>The ability to analyse the interrelated issues arising from a complex scenario and to evaluate these to propose a best solution or predict impacts etc (e.g., considering response to a work-related problem or issue, such as those related to income generation, performance management).</p>	30%
<b>Maths and English skills</b>	<p>Maths and English skills will be assessed within the Core exam element.</p> <p>Maths skills will be specifically targeted through specific questions in Paper 2.</p> <p>English skills will be assessed through the quality of written response in Section B of both Papers 1 and 2.</p>	

Component	Assessment method	Description and conditions
Core exam	Externally marked tests	<p>These tests are <b>externally set and externally marked</b> and will be sat through question papers provided by City &amp; Guilds.</p> <p>These tests are designed to assess learners' depth and breadth of understanding across the core component in the qualification at the end of the period of learning and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p> <p>For the first sitting, the core exams and employer-set project must be taken in the same assessment window. Following this, learners can retake in any assessment window as long as the below condition is met:</p> <p>Learners who fail either one or both exams in the core component will need to retake both exams and must do so in the same assessment window.</p>

Component	Assessment method	Assessment overview	Permitted assessment materials
Paper 1	Externally marked test	<p>This exam will be made up of different question types that include short answer questions, structured questions, and extended response questions. The exam paper will consist of part A and part B. The level of difficulty will increase through the paper with lower demand questions at the beginning of the question paper to higher demand questions at the end of the question paper.</p> <p>Content overview:</p> <ul style="list-style-type: none"> <li>• Business Context</li> <li>• People</li> <li>• Business Behaviours</li> </ul>	<p>Pen with blue or black ink.</p> <p>No other materials are permitted.</p>
Paper 2	Externally marked test	<p>This exam will be made up of different question types that include short answer questions, structured questions, and extended response questions. The exam paper will consist of part A and part B. The level of difficulty will increase through the paper with lower demand questions at the beginning of the question paper to</p>	<p>Pen with blue or black ink.</p> <p>No other materials are permitted.</p>

		<p>higher demand questions at the end of the question paper.</p> <p>Content overview:</p> <ul style="list-style-type: none"> <li>• Quality and Compliance.</li> <li>• Finance Principles.</li> <li>• Policies and Procedures.</li> <li>• Project and Change Management.</li> </ul>	

Both core exams will follow the same structure, but each core exam covers different technical content. Each exam paper is made up of two parts:

- Part A (55%)

*And*

- Part B (45%)

### Employer-set project

Assessment objective	Typical evidence	Approximate weighting
<b>AO1</b> Planning skills and strategies	Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and sources, response completed to deadline and meeting required parameters, sources used effectively and integrated into response (not just an afterthought).	12%
<b>AO2</b> Apply knowledge and skills to the context of the project	Relevant core knowledge and skills applied to respond to brief, references relevant research and project planning tools, software, and processes.	50%
<b>AO3</b> Select relevant techniques and resources to meet the brief	Selection of techniques and resources in order to support a response to the brief; consideration of the techniques and resources that are most effective and appropriate to use, and accurate and informed use of these.	12%
<b>AO4</b> Use maths, English, and digital skills	Use of correct terminology, abbreviations, units of measurement in context, consideration of audience of brief response (technical versus non-technical wording), appropriate use of calculations/graphs etc, consideration of the use of ICT and digital	14%

	methods both in brief response and in presentation.	
<b>AO5</b> Carry out tasks and evaluate for fitness for purpose	Considered analysis and evaluation of project outcome, what went well and what could be improved, response conclusion or evaluation section, identification of solutions in response to brief problem with evidence of evaluation of other options and reasons for rejection of other options where not appropriate.	12%

Component	Assessment method	Description and conditions
Employer-set project	Externally marked project	<p>This project is <b>externally set and externally marked</b> by City &amp; Guilds and is designed to require the learner to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole of the Management and Administration core content.</p> <p>Projects will be released to Centre staff in advance of any of the assessment windows for each task. City &amp; Guilds will provide Centres with assessment windows for Centres to timetable assessment sessions within, in accordance with the assessment times prescribed in the employer-set project Centre guidance.</p> <p>Centres will be required to maintain the security of all live assessment materials until assessment windows are open. Projects will therefore be password-protected and released to Centres through a secure method.</p> <p>Guidance on equipment, resources and duration will be released as appropriate to ensure Centres can plan for delivery of the project in advance. The marking grid for the project will be available to Centres from the start of the learning programme.</p> <p>Learners who fail the employer-set project on first submission can retake in any assessment window. If a learner fails both the core exams and the employer-set project after the first series, these do not need to be retaken in the same assessment window.</p>

Component	Assessment Method	Assessment overview
Employer-set project	Externally marked project	<p><b>Content overview:</b></p> <p>The employer-set project samples knowledge drawn from across the core content in relation to the specific project version context – however, due to their importance <b>all</b> versions of the employer-set project will cover content from the following core underpinning knowledge outcomes:</p> <ul style="list-style-type: none"> <li>• Business contexts.</li> <li>• Project and Change Management.</li> <li>• Business Behaviours.</li> </ul> <p><b>Assessment overview:</b></p> <p>The employer-set project is an assessment made up of several tasks that will take place within controlled conditions, assessing the knowledge and skills learned as part of the core element of the T Level.</p> <p>Each project will be developed together with employers in the industry to reflect realistic types of developments, activities, and challenges.</p> <p>The project is made up of a number of tasks which all relate to the same employer-set project brief and tender specification.</p> <ul style="list-style-type: none"> <li>• 1.1 – Investigate the project brief.</li> <li>• 1.2 – Project Initiation Document.</li> <li>• 1.3 – Project plan.</li> <li>• 1.4 – Presentation.</li> <li>• 2.1 – Collaborative problem-solving.</li> <li>• 2.2 – Evaluation.</li> </ul> <p>The project only draws on the content from the common core knowledge that sits across all specialisms for Management and Administration (specific knowledge and skills for each specialism will be assessed in the practical assignments).</p> <p>The project is linked to the core skills:</p> <ul style="list-style-type: none"> <li>• Business context and commercial awareness.</li> <li>• Project management.</li> <li>• Communication.</li> <li>• Collaborative problem solving.</li> <li>• Applying a logical approach to problem solving.</li> <li>• Undertaking research.</li> <li>• Reflective practice.</li> </ul>



## Scheduling of the Employer-set project assessments

The employer-set project assessment window will occur from March to May annually. Specific dates will be released annually through the key date schedule for the following academic year.

Task	Scheduling	Task duration
1.1	City & Guilds sets the assessment window for the Centre to timetable	8 hours (+0.5 hours reading time)
1.2	City & Guilds sets the assessment window for the Centre to timetable	3.5 hours
1.3	City & Guilds sets the assessment window for the Centre to timetable	4 hours
1.4	City & Guilds sets the assessment window for the Centre to timetable	3.5 hours
2.1	City & Guilds sets the assessment window for the Centre to timetable	2.5 hours
2.2	City & Guilds sets the assessment window for the Centre to timetable	3.5 hours

A supporting document and guidance will be shared in advance of the assessment to support timetabling and planning for centres, for example outlining any required resources or conditions. This will be released to centres as part of the Key Dates Schedule.

## **Occupational specialism component scheme of assessment**

### **What is the occupational specialism component?**

The occupational specialism assignment consists of a project brief presented as a project, problem to resolve or other complex situation that is realistic to the occupational specialism rather than detailed instructions on what to do, to allow the learner to demonstrate that they have the knowledge required to implement the brief. Each assignment will consist of a set number of high-level tasks that reflect key process elements or areas of importance within the occupational specialism. Within each of these high-level tasks, there will be several sub-tasks that learners need to complete as directed within the assessment documents. The sub-tasks will reflect the project brief for that version of the assignment.

### **How is the occupational specialism component marked?**

Occupational specialism assessments will be marked at Performance Outcome level. An external assessor recruited by City & Guilds will make a holistic judgement on performance by applying the knowledge and skills that have been demonstrated through relevant assessment tasks and how they reflect the performance outcomes within the marking grid.

Each learner will receive a total mark for each performance outcome. The total for each performance outcome is accumulated, giving a total mark for the assessment. The performance outcomes and weightings of performance outcomes will be common across every version of the assessment and will assess a similar range of evidence across assessment versions, ensuring comparability of demand between every version of the assessment.

Although evidence from across all tasks can be used to demonstrate performance against a performance outcome, markers will be directed to specific task evidence that must be used to support judgements on performance against the performance outcome.

Component	Assessment method	Overview and conditions
Occupational specialism assignment	Externally marked assignment	<p>This assignment is <b>externally set and externally marked by City &amp; Guilds</b> and is designed to require the learner to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the occupational area.</p> <p>Assignments will be released to Centre staff towards the end of the learners' programme, usually the week before Easter each year.</p> <p>Centres will be required to maintain the security of all live assessment materials until assessment windows are open. Assignments will therefore be password-protected and released to Centres through a secure method.</p> <p>Guidance on equipment, resources and duration will be released as appropriate to ensure Centres can plan for delivery of practical assignments in advance. The marking grid for the assignment will be available to Centres from the start of the learning programme.</p> <p>Learners who fail the occupational specialism following the first submission can retake in any assessment window.</p>
Business Improvement	Externally marked assignment	<p><b>Content overview</b></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Undertake a review and analysis of information against a brief</li> <li>• Develop stakeholder engagement</li> <li>• Undertake a feasibility review</li> <li>• Use resistance management</li> <li>• Develop change management proposals and project plans</li> <li>• Review risk</li> </ul> <p><b>Assessment overview</b></p> <p>Learners will be assessed against the following performance outcomes:</p> <ul style="list-style-type: none"> <li>• Acquire and protect data to support the improvement process</li> <li>• Analyse data to identify opportunities for improvement</li> <li>• Engage stakeholders in discussions on business processes and improvement</li> <li>• Identify, propose, and plan solutions for improvement</li> </ul>

		<ul style="list-style-type: none"> <li>• Monitor and report the implementation of business improvement activities</li> </ul>
Team Leadership/ Management	Externally marked assignment	<p><b>Content overview</b></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Undertake research and analysis in response to a brief</li> <li>• Undertake strategic project planning</li> <li>• Undertake stakeholder management</li> <li>• Demonstrate leading and supporting teams</li> <li>• Coach and develop team members</li> <li>• Manage difficult conversations</li> </ul> <p><b>Assessment overview</b></p> <p>Learners will be assessed against the following performance outcomes:</p> <ul style="list-style-type: none"> <li>• Lead, manage and develop individuals and teams to deliver outcomes</li> <li>• Build relationships with colleagues, customers, and stakeholders</li> <li>• Deliver core operational tasks and plans</li> <li>• Manage and implement projects</li> <li>• Apply governance and compliance requirements</li> </ul>
Business Support	Externally marked assignment	<p><b>Content overview</b></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Use project planning skills</li> <li>• Undertake stakeholder management</li> <li>• Develop a business case</li> <li>• Prepare introductory documentation</li> <li>• Support coaching/mentoring activities</li> <li>• Create a spreadsheet of information</li> </ul> <p><b>Assessment overview</b></p> <p>Learners will be assessed against the following performance outcomes:</p> <ul style="list-style-type: none"> <li>• Support the running of the organisation</li> <li>• Organise and prioritise workloads and processes</li> <li>• Recommend and deliver improvements to business practices</li> <li>• Build and maintain positive internal and external stakeholder relationships</li> <li>• Manage the business information flow</li> </ul>

## Availability of assessments

The table below sets out the scheduled assessment windows annually for the T Level in Management and Administration. Exact key dates for assessment that are externally marked (core exams and the employer-set project) will be communicated to approved providers annually through the key date schedule.

Component	Series	Exam type	Calendar Month/s	Assessment window/set date
Core exam 1	Summer series	Written exam	May/June 2023	Set date
	*Autumn series	Written exam	November 2023	Set date
Core exam 2	Summer series	Written exam	May/June 2023	Set date
	*Autumn series	Written exam	November 2023	Set date
Employer-set project	Summer series	Project	March – May 2023	Set dates within assessment window
	*Autumn series	Project	October 2023	Set dates within assessment window
Occupational specialism	One series annually	Project	February – May 2024	Assessment window

\*Please note that the autumn series is not only restricted to retakes.

## 6 Technical qualification grading and result reporting

### Awarding the technical qualification grade

The technical qualification components are awarded as shown below:

Component	Grading
Core	A* - E
Occupational Specialism	Pass, Merit and Distinction

#### Core component

Calculating the grade of the core component uses the aggregation of points from across all assessment components in the core to calculate the overall grade for the core component.

## Core component grade descriptors

Component	Grade	Descriptor
Core	A	<p>To achieve an 'A' grade a learner will:</p> <p>Demonstrate a comprehensive understanding of the full range of required key business contexts. How processes and procedures operate in business contexts to support organisations and enable successful implementation.</p> <p>Make comprehensive links between relevant business contexts showing knowledge and understanding when addressing business needs in a logical and methodical format. Justified approaches are provided in response to achieving business objectives and complying with standards and regulations.</p> <p>Demonstrate the ability to thoroughly comprehend the business and management concepts that support organisations. Interpret a full range of considerations when analysing complex briefs. Evaluate data to inform justified recommendations for management decisions. Demonstrate a clear and in depth understanding of the potential impact recommendations may have on the wider organisation. Use a meticulous approach in the selection of tools, methodologies and processes when planning approaches or responses to business needs.</p> <p>Use a range of communication strategies with an ability to adapt their style and format to respond well to audience and stakeholder needs in presenting approaches.</p> <p>Demonstrate a high degree of accuracy in knowledge and skills from across the core content and critically evaluate their own performance in meeting personal KPIs and project briefs.</p>
Core	E	<p>To achieve an 'E' grade a learner will:</p> <p>Demonstrate a limited understanding of some of the required key business contexts and how they influence process and procedures in business contexts.</p> <p>Make limited links in knowledge and understanding that can sometimes be superficial. Links may be supported by partial reasoning and are not necessarily evidence based.</p> <p>Demonstrate limited ability to comprehend the business and management concepts that support organisations. Limited consideration is demonstrated when analysing project briefs. Little or no evaluation of data if offering recommendations for management decisions. Limited awareness of any impacts in relation to the wider organisation. Demonstrate limited understanding in the selection of tools, methodologies, and processes in response to business needs.</p> <p>Demonstrate a limited range of communication strategies that are sometimes not suitable in language and format for audiences and stakeholders, with inaccuracies in business terminology.</p> <p>Provide an evaluation of performance and how requirements have been met, which is brief and with no reference to how to improve.</p>

Learners need to complete all components to be awarded the technical qualification. Any performance determined as not meeting the standard set by City & Guilds will receive an unclassified (U) result.

### **Occupational specialism component**

Calculation of the grade for the occupational specialism is based on setting grade boundaries for Pass and Distinction. The setting of grade boundaries is based on judgemental evidence, against the grade descriptors for the occupational specialisms, review of the Guide Standard Exemplification Materials (Grade Standard Exemplification Materials after the first award) and review of statistical evidence.

Pass and Distinction grade descriptors can be found in both learner and Centre occupational assessment materials.

To successfully achieve an occupational specialism the learner needs to be recognised at threshold competence (Pass).

Threshold competence refers to a level of competence that:

- signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the TQ in a classroom-based setting (for example, in the classroom, workshops, simulated working and (where appropriate) supervised working environments)
- signifies that a student has achieved at least a pass in relation to the relevant occupational specialism component.

If a learner does not meet the minimum standards as determined by City & Guilds for either/both the core component and occupational specialism they will be issued with an unclassified (U) grade.

### **Awarding the T Level programme grade**

To achieve a T Level in Management and Administration a learner must complete all elements of the T Level framework set by the Institute for Apprenticeships and Technical Education (IfATE). This includes the technical qualification, industry placement and other requirements set, such as a license to practice qualification.

In meeting the above requirements, the learner will be eligible to be awarded an overall qualification grade for the T Level in Management and Administration. The overall qualification grade will be based on performance in the core component and occupational specialism, as set out below.



T Level Qualification Grade				
		Occupational specialism grade		
Core component grade	Grade	Distinction	Merit	Pass
	A*	Distinction*	Distinction	Distinction
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Distinction	Merit	Pass
	D	Merit	Merit	Pass
	E	Merit	Pass	Pass

## 7 Administration

### Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one Centre to another during the course may require individual attention. The possible courses of action will depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

### Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or Centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and Centre malpractice and explains the responsibilities of Centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- Falsification of assessment evidence or results documentation.
- Plagiarism of any nature.
- Collusion with others.
- Copying from another candidate (including the use of ICT to aid copying) or allowing work to be copied.
- Deliberate destruction of another's work.
- False declaration of authenticity in relation to assessments.
- Impersonation.

These actions constitute malpractice, for which a penalty (e.g., disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a Centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

## Access arrangements and special consideration

In the design of the Technical Qualification and its assessments the following principles have been applied:

- In the development of content, tasks and assessments **all** learners are considered.
- Well-designed materials that do not create barriers to attainment. This will include content being presented logically and un-cluttered.
- No particular characteristic or group of learners are disadvantaged by features of a qualification.
- Language is appropriate including carrier language which is presented in its simplest for fair access to all learners.
- In the design of content and assessments the impact on learners social, behavioural, and emotional well-being will be considered.
- Physical and sensory needs of learners in accessing content and assessments have been considered.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the Centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/Centre-development/Centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

In the design of the technical qualification and its assessments the following principles have been applied:

- In the development of content, tasks and assessments, **all** learners are considered.
- Materials are well designed and do not create barriers to attainment. This includes content being presented logically and in an uncluttered way.
- No particular characteristics or groups of learners are disadvantaged by features of the qualification.
- Language is appropriate and presented in its simplest form to provide fair access to all learners.
- In the design of content and assessments, the impact on learners' social, behavioural, and emotional wellbeing is considered.
- Physical and sensory needs of learners in accessing content and assessments are considered.

## Special consideration

We can give special consideration to candidates who have had a temporary illness, injury, or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the Centre. For more information, please consult the current version of the JCQ document, *A guide to the special consideration process*. This T Level Technical Qualification in Management and Administration - Specification

document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/Centre-development/Centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

## **Appeals procedure**

The City & Guilds appeals process covers access arrangements, special consideration, and malpractice. Applications are not accepted directly from candidates, but the Centre can apply on a candidate's behalf. Where relevant, Centres must tell candidates how to request this. The Centre can refuse to make the application to City & Guilds, but the candidate must be given the opportunity to appeal this decision. This information must be included in the Centre's internal appeals procedure.

Centres must provide candidates and City & Guilds with a copy of their internal appeals procedure, on request.

## **Results reporting**

The Institute for Apprenticeships and Technical Education (IfATE) will certificate Learners who have successfully completed all elements of the T Level in Management and Administration.

T Level results will be released on the Level 3 results day in August.

## **Post-results services**

The services available include a review of marking. Requests must be submitted within the specified period after the publication of results for individual assessments.

For further details of enquiries about results services, please visit the City & Guilds website at [www.cityandguilds.com](http://www.cityandguilds.com).

## 8 Components

### Content of components

The components in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number.
- Title.
- Level.
- Guided learning hours (provisional).
- Assessment method.
- Introduction section.
- Underpinning knowledge outcome – including range and depth sections.
- What learners need to learn.
- Links to maths, English and digital skills.
- Guidance for delivery.
- Suggested learning resources.
- Scheme of Assessment\*.

\*Occupational specialisms only

<b>Level:</b>	3
<b>GLH:</b>	600
<b>Assessment method:</b>	Two externally marked knowledge tests One externally marked employer-set project

### Core Knowledge and Understanding across Business and Administration Route

This component focuses on the students' knowledge and understanding of contexts, concepts, theories, and principles relevant to Management and Administration. The component is designed to develop awareness of the key areas that impact the sector, developing knowledge and understanding of the:

1. Contexts that organisations operate and manage in.
2. Key people and stakeholders that support business operations.
3. Quality and compliance standards that affect business operations.
4. Financial contexts that organisations operate within.
5. Key policies and procedures that support organisations.
6. Concepts of project and change management.
7. Business behaviours that influence how organisations operate.

Learners may prepare by asking themselves questions such as:

- How are organisations structured and managed?
- What are the roles and responsibilities of people in an organisation?
- What is the purpose of an organisational objective?
- Who is responsible for ensuring that policies and processes are followed in an organisation?
- Why is team working important for individuals and the organisation?
- What considerations do businesses take when implementing change in their organisation?

### Underpinning knowledge outcomes

On completion of this Core content, learners will have knowledge and understanding in the following areas:

1. Business Context.
2. People.
3. Quality and Compliance.
4. Finance.
5. Policies and Procedures.

6. Project and Change Management.
7. Business Behaviours.

## Core Content

### 1. Business Context

1.1 Types of organisations and the **environments** in which they operate.

**Range:**

**Environments** - regional (national, international), political, social, economic, technological changes, cultural.

What do learners need to learn?	Skills
<p>The types of organisations commonly setup across the UK and the differences between each organisation type in the private, public, and not-for-profit/voluntary sectors.</p>	<p>CSA</p>
<p>Examples of different organisations within each organisation type in the private, public, and not-for-profit/voluntary sectors.</p>	
<p>The characteristics of different organisation types, and the reasons for setting-up each organisation type (profit, not-for-profit, social enterprise, philanthropy).</p>	
<p>How the work environment differs in different organisation types, and the impacts and benefits of different work environments for individuals.</p>	
<p>The range of environments in which different organisations operate in and how these environments may affect the organisation's operation.</p>	
<p>The range of different factors that impact organisations (e.g., time zones, language barriers, currency rates, budget, capital, staff management, internal processes).</p>	
<p>The local and national political environment and how this incorporates laws and regulations applicable to the trading location.</p>	

1.2 How **size**, **purpose** and **sector** have an impact on organisations.

**Range:**

**Size** - Micro businesses, small enterprises, medium enterprises, large enterprises.

**Purpose** - Vision, mission statement, values.

**Sector** - Private, public, non-profit/voluntary.



What do learners need to learn?	Skills
The impact of organisation size upon business activities and operations.	CSA
The purposes of a business in relation to their vision and mission statement. The range of sector types and the differences between them.	
The business models and structures of organisations (functional, hierarchical, divisional, matrix and flat), and the advantages and disadvantages of each.	
How different organisation structures impact organisation workings such as communication, timescales, complexity and responsibility. The types of informal networks and structures that organisations may operate in.	
The operations and functions within an organisation (e.g., finance, ICT, human resources, marketing), their remit and how they operate.	
The different roles within organisations (e.g. CEO, Finance Director) and how and why they differ.	
The differences between organisations in the private, voluntary, and public sector and how being in these sectors would impact the organisation, for example specific regulations, processes, and control.	

### 1.3 The **economic**, **social**, and **environmental** impacts of organisations.

#### Range:

**Economic** - Economic growth, revenue and profit generation, geographic implications, supply and demand.

**Social** - Corporate Social Responsibility (CSR), social mobility, ethical finance, anti-slavery/human trafficking, ethical working conditions, promoting equality and diversity.

**Environmental** - Waste reduction, sustainability, the circular economy.

What do learners need to learn?	Skills
The role of organisations in society, and the range of social, economic, and environmental influences that they can have on a local, national, and global level.	CSA EC5 MC6
The reasons organisations adopt Corporate Social Responsibility (CSR).	MC7
The responsibility of organisations to act and behave in ways that have a positive social, economic, and environmental impact. Business ethics and the responsibilities that organisations have to their people and wider society.	
The benefits of organisations having a positive social, economic, and environmental impact – on society, and on the organisation itself.	

The approaches used by organisations to have a positive impact, to include:

- Promotion of diverse workforce and recruitment of future staff.
- Methods and importance of ensuring financial conduct and ethical financial practices are taking place.
- Policies, procedures, and processes in place to protect against anti-slavery and human trafficking.
- Methods of ensuring an ethical working environment such as temperature of work area and hours worked.
- Processes to reduce waste, and support sustainability through the adoption of circular economy practices.

The potential impacts of organisations failing to follow approaches to support their social, economic, and environmental influence.

#### 1.4 Legal entity types that organisations can form.

**Range:**

**Legal entity types** - Sole Trader, Partnership, Limited Liability Partnership (LLP), Public Limited Company (PLC), Private Limited Company (LTD), Community Interest Company (CIC), Charity, Social Enterprise, Franchise, Cooperative, Multinational Company (MNC).

**What do learners need to learn?**

The range of legal entity types that exist, the characteristics of each and examples of each legal entity in society/industry.

The advantages and disadvantages of different types of each type of legal entity.

The structure of each legal entity type. The governance, regulation and key elements associated with the range of legal entities.

The potential reasons for choosing specific types of business organisation structure.

#### 1.5 Organisational objectives and strategies for achieving them.

**Range:**

**Objectives** - Short-term, medium-term, long-term.

**Strategies** - Business planning, corporate plan, key performance indicators.

**What do learners need to learn?**

The purpose of setting organisational aims and objectives, e.g., to increase sales, decrease staff turnover, decrease sickness levels, increase collaboration, increase remote working, creation of new product lines.

Recognition that organisational objectives can be short-term, medium-term, and long-term objectives, and examples of each e.g., marketing objectives, brand awareness, increased market share.

The strategies used to achieve objectives and how these are implemented, embedded, and reviewed within organisations e.g., marketing strategy, competitor analysis, 7 Ps of marketing, website metrics.

How objectives can be measured using different resources and tools, including key performance indicators and through business plans. Objectives should be set as SMART (specific, measurable, achievable, relevant, time-bound).

**Skills**

CSB  
MC10

## 1.6 The different **forms of governance** that operate in organisations.

### **Range:**

**Types of governance** - Appointed board, cooperative, membership, representative.

**Forms of governance** - Advisory, administrative, management team, policy board.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of governance in an organisation, including the responsibilities associated with governance, e.g., protecting financial accounts and public money.	CSA
How governance differs in relation to an organisation's size, purpose, legal constitution and regulatory environment.	
The roles (e.g., Finance Director, Head of Department, Administrators) within different functions and their responsibilities.	
How governance is monitored in an organisation through both the use of internal and external audit activities.	
The difference in governance from public sector to private sector.	
The format and responsibility of a board of directors/trustees and their control/impact on the organisation.	
Key rules and regulations that organisational governance teams are held accountable to, including governance and compliance of financial arrangements in an organisation.	
The potential consequences of failing to ensure proper governance of an organisation.	

## 1.7 The main legislative and regulatory **frameworks** that apply to organisations.

### **Range:**

**Frameworks** - GDPR, data protection act, health and safety at work act, equality act, anti-bribery act, anti-competitive regulations, environmental/sustainability, consumer protection legislation.

**Regulatory bodies** - Information Commissioner's Office (ICO), Health and Safety Executive (HSE), Equality Advisory Support Group and Human Rights Commission, Prosecution Service.

**What do learners need to learn?**

The range of frameworks to be complied with by organisations and the reasons why these frameworks exist (e.g., to protect consumers).

The methods of ensuring organisations comply with frameworks, to include risk registers, audits, risk management, policies, processes, and procedures.

The financial, legal, and reputational risks associated with not complying with legislative and regulatory frameworks. The role of each regulatory body and the penalties they can impose on organisations, the rights of individuals under these frameworks and how this can impact the organisations such as freedom of information requests, subject access requests or the right to be forgotten.

The impact data breaches could have to an organisation. How to protect the organisation from breaches to the framework guidance, such as completing data protection impact assessments, the role of a data protection officer and the responsibilities of staff within organisations.

The importance of being able to demonstrate due diligence.

The types of environmental issues and sustainability requirements expected to be managed by organisations.

How and why an organisation would be reported to a regulatory body for breaches in laws or regulations and the potential outcome.

**Skills**

CSA

1.8 Different types of **internal** and **external** stakeholders and customers.**Range:**

**Internal** - Employees, managers, owners, investors, board members, customers.

**External** - Suppliers, contractors, customers, service users, shareholders, creditors, society, local community, government, trade unions.

**What do learners need to learn?**

How stakeholders are managed and the importance of ensuring regular clear communication with a stakeholder, setting expectations with stakeholders and how to monitor this, involving stakeholders in any major decision-making process or project.

The power of stakeholder opinions and how their needs, priorities and feedback influence the way that organisations operate.

How stakeholder needs are transformed into a defined set of stakeholder requirements, which may be specified in a document containing statements.

**Skills**

CSC

EC1

EC2

### 1.9 Impacts of current and emerging digital technologies.

**Range:**

**Impacts** - Cost, training, process changes, operational ability/effectiveness.

<b>What do learners need to learn?</b>	<b>Skills</b>
The range of and prevalence of current and emerging technologies that are used within and influence organisations, e.g., digital processes, cloud-based software, remote working, robotics, big data, biometrics, internet of things (IoT), Augmented Reality/Virtual Reality, cloud computing, 5G, artificial intelligence, cloud computing, 3D printing, drones, hybrid infrastructures.	CSC DC1 DC3 DC5 MC10
The impact new digital technologies can have on how an organisation operates.	
The rapid advancement of digitalisation and changing/emerging technologies, and the approaches organisations use to embed these technologies to support currency and operate effectively and efficiently.	
The security considerations when deploying new technologies (e.g., access, cyber threats, user awareness).	
The methods of using digital technologies and how they are used to communicate. The considerations needed to ensure users are safe and responsible when using online digital technologies.	
Methods to keep up to date with emerging technologies such as subscribing to blogs, attending webinars, seminars, and events.	

### 1.10 Organisational **culture** and **values**.

**Range:**

**Culture** - Principles, core beliefs, mission statements, vision.

**Values** - Integrity, respect.

<b>What do learners need to learn?</b>	<b>Skills</b>
What is meant by culture and values in an organisation?	CSA
The importance of values and culture to an organisation. What values mean to organisations and staff.	
The impacts of organisational culture and values on stakeholders.	

The reasons why organisations would have different cultures and values.

The importance of embedding organisational values in the organisation's daily workings. The process of changing culture in an organisation, resistance to change and the barriers that exist to changes within an organisation's culture.

The methods that organisations use to demonstrate and reinforce their culture and values, both internally (e.g., internal branding, expected employee conduct/behaviour) and externally (e.g., branding, mission statements, letterheads, email signatures). The methods that employees can use to demonstrate their following of the organisation's culture and values both internally and externally.

1.11 The different **methods** and **channels** through which organisations communicate.

**Range:**

**Methods** - Face to face, verbal and written.

**Channels** - Email, telephone, video conferencing, social media, intranet, internet, mobile applications, instant messaging tools/live chat, press releases.

<b>What do learners need to learn?</b>	<b>Skills</b>
How to select the most appropriate communication methods depending on the circumstances and audience.	CSC EC1 EC2
The different methods of communication that may be used internally within an organisation and externally outside of an organisation, with consideration of formal and informal methods of communication.	EC3 EC4 EC5
The types of content that would be shared on different communication channels.	DC1 DC2 DC3
The tone and format of messages and methods of adapting based on intended audience.	DC5
How to maintain professional etiquette when using different communication channels.	
Considerations when communicating externally using different public channels (e.g., impact of social media footprint).	



## 2. People

2.1 The **legislation** which governs the employee lifecycle.

### Range:

**Legislation** - Equality and diversity legislation, Health and safety at work legislation and regulations, Employment legislation and regulations for employers and employees, wages, pensions and parental leave legislation and regulations, Duty of care legislation.

#### What do learners need to learn?

The difference between regulations and legislation.

What duty of care means to employers and employees.

The range of latest legislation that protects employees through the lifecycle (recruitment to termination).

The overview of each piece of legislation and the characteristics of each.

Examples of situations when legislation could be used by the employee, such as recruitment or unfair dismissal case.

The rights and responsibilities of employees.

Examples of situations when employers could legitimately discipline or dismiss employees.

2.2 The ways in which different types of organisations ensure that they have the right people to meet their business aims including through deploying different **recruitment channels** and **employment contracts**.

### Range:

**Recruitment channels** - Internal recruitment, employer website, intranet, external recruitment/employment agency, social media platforms, events

**Employment contracts** - Permanent, fixed term/temporary, full-time, part-time, short-term, outsourced/agency, consultant, freelance, associate, self-employed.

#### What do learners need to learn?

How business aims determine and reflect the types of job roles needed within an organisation.

How recruitment is used to ensure that the right types of roles are held in the

#### Skills

EC4

EC5

DC2

DC3

<p>organisation and respond to vacancy requirements.</p> <p>Methods and approaches to verify that organisations are sufficiently staffed, to include resource, capacity, and succession planning.</p> <p>The reasons for using a range of recruitment channels (e.g., to target a specific audience such as professionals).</p> <p>The use of a clearly defined recruitment process to ensure all recruitment is carried out in a fair, transparent, and consistent manner (e.g., application form, CV, assessment, presentations, interviews, set questions, references).</p> <p>The recruitment documentation used to ensure the right people are recruited for the right role (e.g., job description, person specification).</p> <p>The types of employment contracts that organisations use and the differences between each contract type. The considerations that need to be made in relation to different employment contract types.</p>	MC2
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### 2.3 The **value and benefits** of an equal, diverse, and inclusive workforce to an organisation.

#### Range

**Value and benefits** - Enhancing creativity and reducing 'group think', reputation, retention, staff motivation, promotes innovation, opportunities for new talent, different points of view.

<p><b>What do learners need to learn?</b></p> <p>What is meant by equality and diversity.</p> <p>The protected characteristics legally defined within the Equality Act 2010.</p> <p>The range of approaches that organisations use for the recruitment of employees from a diverse range of backgrounds, including policies and methods. The different elements of policies that support equal, diverse and inclusive practices.</p> <p>The difference between values and benefits.</p> <p>The value and benefits of having an equal, diverse, and inclusive workforce within an organisation.</p>	<p><b>Skills</b></p> <p>CSD</p>
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## 2.4 The **importance** and **impact** of employee well-being and resilience in organisations.

### **Range:**

**Importance** - Creating a resilient workforce, increasing staff retention, supporting mental health and well-being.

**Impact** - Reduced sickness absence, reduced staff turnover, increased staff satisfaction in the workplace.

### **What do learners need to learn?**

The meaning of resilience in a workforce.

The importance of well-being and mental health to employees within a workforce. The different factors and changing circumstances that can impact employee well-being.

The reasons for an organisation to introduce and foster well-being initiatives in the workplace.

The types of well-being initiatives and employee assistance schemes that organisations may offer such as exercise programmes, mindfulness workshops, healthier working environment, offering health benefits such as private healthcare or reduced gym membership and discount programmes.

The advantages and disadvantages of different well-being initiatives and employee assistance schemes on both employees and employers.

How well-being initiatives and employee assistance schemes increase employee motivation and retention and have an impact on the organisation.

The importance of monitoring well-being and the impacts of well-being initiatives in organisations, and approaches used to do this e.g. health first-aiders, well-being champions.

## 2.5 Different **approaches** to the way people are managed.

### **Range:**

**Approaches** - Organisational ways of working, personal preferences, management styles, leadership styles, remote/dispersed working, outsourced workers.

### **What do learners need to learn?**

The different approaches to managing people using different management styles (e.g., directive, authoritative, participative, pacesetter, delegative).

The importance of managing people in terms of ensuring outputs/outcomes for the organisation and challenging poor behaviour.

### **Skills**

CSB

EC4

EC5

EC6

The different organisational ways of working that are adopted (e.g., matrix, hierarchical) and the impact of different organisational ways of working on the ways that people are managed.

The different ways of managing people according to different leadership styles (e.g., autocratic, authoritative, democratic, coaching, affiliative, laissez-faire).

How different approaches can be used in certain business situations, to include:

- Whether staff are direct or indirect reports.
- Where staff are outsourced.
- Workers not directly employed by the business.
- Staff working remotely.

**2.6 Approaches** used by organisations to ensure that individuals develop the skills they need to contribute effectively to the organisation and its changing needs.

**Range:**

**Approaches** - Induction process, feedback, and performance reviews, learning development plans (e.g., CPD) and goals, internal and external training and on the job learning, coaching and mentoring, motivational theory.

**What do learners need to learn?**

The processes organisations may use to ensure staff development throughout the employee lifecycle (e.g., training, task/job rotation, coaching/mentoring workshops, conferences, on-the-job development).

The elements of an induction process and its importance in ensuring all new staff are appropriately trained according to the requirements of their job role.

The role staff play in taking ownership of their own personal and professional development.

The role of Employee Engagement (EE) and the importance of employees having a voice within the organisation. The use of motivational theory in relation to employee engagement

The importance of being supported to set SMART targets/KPIs for CPD to meet their needs, and that of the organisation (e.g., requesting training, maintaining CPD logs, keeping up to date with own skills).

The role of workplace coaches and mentoring and how these can benefit both the individual and the organisation. The use of motivational drivers to best support individuals to develop.

**Skills**

- CSD
- EC1
- EC2
- EC3
- EC4

The main benefits to organisations of continuing to develop their own staff.

## 2.7 Team working and **methods of working** as part of a team.

### Range:

**Methods of working** - Different communication methods, different learning styles, team roles, use of collaborative working to achieve results and shared goals, the types of organisation function each team member could be responsible for.

### What do learners need to learn?

The different types of teams and collaborative groupings that exist in organisations and the reasons for setting up a team, including temporary teams for a project, full-time working teams that involve different functions and stakeholders, and remote/dispersed teams that operate across multiple locations.

The different roles in a team, the importance of working as part of team and the benefits to individuals and the organisation of team working. The impact of team dynamics on team success.

Belbin's model of team roles. The different roles described, and how the different roles support team working within an organisation.

The impact any conflict in the team can have on the project/organisation and ways to resolve any conflict in a team.

The methods used to manage team members e.g., setting clear objectives and holding staff to account, managing poor performance by use of performance improvement plans, or disciplinary action for capability if appropriate.

The importance of all team members taking responsibility for developing each other to achieve shared goals, and the formal and informal ways this is done.

The different types of communications media and methods to keep team members informed of plans, requirements, and progress (e.g., action plans, project plans, meeting agendas, recorded minutes, progress reports) using hard copy and digital methods.

### Skills

CSC

CSD

EC5

EC6

DC3

DC6

### 3. Quality and Compliance

3.1 The importance of **maintaining and improving quality** in all aspects of public and private sector organisations.

**Range:**

**Quality assurance** - Quality assurance processes, quality maintenance activities

**Quality improvement** - PDSA (Plan, Do, Study, Act), map, benchmark, change, test, measure

**Reasons** - increased efficiencies, improve services provided to end users, easy to contact the correct person/department, satisfaction with product/service, services provided to the customer, customer experience, value for money, customer satisfaction

What do learners need to learn?	Skills
The difference between maintaining and improving quality.	CSG
	EC2
The types of quality assurance activities that can be carried out by organisations to identify quality issues (e.g., process checklists, quality standards, documentaries, audits).	EC6
	MC2
	MC6
The reasons for organisations wishing to improve quality across the organisation.	MC10
	DC4
The benefits of improving and maintaining quality to organisations.	
How quality maintenance and improvement may differ between the public and private sector in terms of scope, budgets, processes, and accountability.	
The different approaches used by organisations to improve and maintain quality in organisations (e.g., complaint handling procedures, process improvements).	

3.2 How quality is measured in different sectors through **quality standards**.

**Range:**

**Quality standards** - European Foundation for Quality Management (EFQM), International Organisation for Standardization (ISO), British Standards Institution (BSI), ISO accreditations, people-based accreditations.

What do learners need to learn?	Skills
The purpose of quality standards for organisations in different sectors.	EC5
	MC2
Different accreditation across different sectors and the use of ISO standards.	MC5

<p>How an organisation benefits from obtaining accreditation for quality through:</p> <ul style="list-style-type: none"> <li>• Increased brand awareness.</li> <li>• Assisting with tender opportunities.</li> <li>• Developing trust with customers.</li> </ul> <p>The responsibilities associated with maintaining a quality accreditation including internal/external audits, process maps, documentation, cost.</p> <p>How implementing a quality standard can improve processes and procedures in an organisation and identify areas for improvement.</p> <p>The benefits to organisations in applying for people-based accreditations.</p>	<p>MC6 MC10 DC4</p>
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### 3.3 The role of regulatory bodies and inspections.

<p><b>What do learners need to learn?</b></p> <p>That each industry has different regulatory bodies and associated inspections, audits and reviews which vary greatly depending on the nature of the organisation, for example the difference in regulatory bodies for the healthcare sector (e.g., General Medical Council) and education sector (e.g., Ofsted/inspection).</p> <p>The importance of organisations ensuring they are compliant with the relevant regulatory authority.</p> <p>The powers that regulatory authorities have in terms of issuing prohibition notices, closure, and suspension.</p> <p>The purpose and frequency of inspections, the preparation an organisation needs to make in relation to inspections.</p> <p>The impacts and risks of being regulatory non-compliant to an organisation. The approaches that organisations follow to be compliant.</p>	<p><b>Skills</b> EC6 DC3</p>
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## 4. Finance

### 4.1 Common **terms** used in financial reporting.

#### **Range:**

**Terms** - Sales turnover, revenue, profit and loss, accounting period, balance, gross profit, net profit, break-even point, income statement, balance sheet, adjustment, stakeholders, costs, assets, liabilities, cash flow, corporation tax, income tax, VAT, profit margins, retained profit.

<b>What do learners need to learn?</b>	<b>Skills</b>
The range of common terms used in financial reporting term.	CSC EC1
The importance of understanding the meaning of terms used in financial reporting.	EC2 MC1 MC2
The importance of applying each term correctly in its organisational context and the potential impact of misunderstanding terms in relation to financial reporting.	MC4 MC8

### 4.2 The **role** and **purpose** of financial reporting.

#### **Range:**

**Role** - Track, analyse and report on financial activities, take snapshot of metrics, manage financial health of organisation.

**Purpose** - To report on business income, examine resource usage, forecast and manage cash flow, monitor business performance, aid decision making, enable informed actions.

<b>What do learners need to learn?</b>	<b>Skills</b>
The role of financial reporting to organisations.	CSB EC2
The different areas of financial reporting and how these differ (e.g., income/sales and spend/costs).	EC5 MC1 MC2
The range of report types including balance sheets, profit and loss accounts, management accounts, year-end reporting, and cash flow.	MC4 MC8
The purpose of financial reporting.	DC4
The importance of financial reporting and its accuracy.	
Basic profit and loss calculations, including gross and net profit and profit margins. How they are calculated using different formulae.	



The concept of and calculation of break-even point.

How financial reports are generated e.g., from accounting software, spreadsheets, and business in-house templates.

#### 4.3 Sources of finance for different types of organisations.

**Range:**

**Internal sources** - Savings, retained profit, selling assets, owners' capital.

**External sources** - Private equity, bank loans, credit cards, overdrafts, cash advances, crowd funding, investor funding – shareholders, venture capitalists, angel investors, grant funding, invoice factoring, donations, leasing, hire purchase.

**Organisations** - Sole Trader, Partnership, Public Limited Company (PLC), Private Limited Company, Charity, Social Enterprise.

**What do learners need to learn?**

Different types of finance available and reasons why these are accessed by organisations.

The advantages and disadvantages of using any form of finance (internal or external) for an organisation. The risks associated with certain types of finance (e.g., bank loans and credit cards).

The reasons why organisations may need additional finance, and considerations for the speed of obtaining the finance.

**Skills**

EC5

MC2

MC6

#### 4.4 Different forms of expenditure.

**Range:**

**Expenditure** - Staff payroll including employer pension contributions, bank fees and interest fees, premises rent, general utilities (electricity, gas, water and internet), insurance, company vehicles, materials/machinery/equipment, software.

**What do learners need to learn?**

The range of expenditure that may occur within organisations.

How the occurrence of different expenditure varies depending on the size and purpose of the organisation.

The definition and purpose of capital expenditure and examples of types of capital purchases made by organisation (e.g., ICT infrastructure, plant machinery).

**Skills**

MC6

MC7

MC9

MC10

Definitions of fixed and variable costs. Examples of different fixed and variable costs in an organisation. The reasons why fixed and variable costs have different influences on overall expenditure.

#### 4.5 How revenue and expenditure (including cash and profit) are **tracked and controlled**.

##### **Range**

**Tracked and controlled** - Double entry bookkeeping, budgeting, reporting (including balance sheets and profit and loss accounts/income statements), setting spending limits, auditing.

##### **What do learners need to learn?**

The importance of tracking and controlling revenue and expenditure for an organisation and the risks associated with poor management of revenue and expenditure (e.g., reputational, financial difficulty, legal).

The use of double-entry bookkeeping, that every entry to an account requires a corresponding and opposite entry to a different account (debit and credit).

The use and importance of budgeting for an organisation, how organisations can use budgeting to develop forecasts, how budgets are controlled by using KPI's and management accounts, the time-period of budgets such as weekly, monthly, or yearly.

Process of spend authorisation and the importance of having a clear authorisation process in an organisation.

How audits are used to control revenue and expenditure – both internally (in-house) and externally (e.g., through an outside financial organisation).

How software can be used to assist the tracking and controlling of revenue and expenditure.

##### **Skills**

EC4

EC5

MC5

MC7

MC9

DC1

DC4

## 5. Policies and Procedures

### 5.1 How organisations develop policies and procedures and why.

What do learners need to learn?	Skills
<p>The difference between an organisation’s policy (e.g., code of conduct, health and safety, diversity, and inclusion) and procedures (e.g., complaints, on-boarding, workplace safety).</p>	EC1 EC2
<p>The features and characteristics of policies and procedures.</p>	
<p>The purpose of having policies and procedures for an organisation, to include:</p> <ul style="list-style-type: none"><li>• Supporting consistent workflows.</li><li>• Maintain equality.</li><li>• Formalisation of processes.</li><li>• Compliance with legal and regulatory obligations.</li></ul>	
<p>The different types of policies and procedures developed by different organisation types (profit, not-for-profit, social enterprise, philanthropy), and the reason for these.</p>	
<p>The process organisations use to develop policies and procedures and the role of meetings, consultations with staff, consultations with unions (if applicable) and board feedback. How new policies or procedures are approved.</p>	
<p>The different policies and procedures that are required by law such as health and safety, and how these differ to non-mandatory policies and procedures that exist, such as guidelines.</p>	
<p>The potential impact policies and procedures have on staff and the organisation and how the impacts are assessed.</p>	

## 5.2 Establishing and Monitoring Key Performance Indicators (KPIs).

### Range:

**Measurement methods** - Identifying high and low KPIs, RAG rating each KPI, comparison to previous KPI, metrics, visualisations.

What do learners need to learn?	Skills
The reasons organisations use KPI's e.g., strategic, financial, operational goals compared to those of other businesses within the same sector.	CSB
	CSE
The different methods for measuring KPI's and how they are set by organisations.	EC3
	EC4
How and why organisations develop, track, measure and report on KPI's, including the tools that can be used to assist with compiling KPI data, including data visualisation and conditional reporting.	MC2
	DC2
How KPI's are cascaded to staff/departments and the way they influence performance targets.	DC4
How organisations use performance monitoring processes to measure the achievement of KPIs.	

## 6. Project and Change Management

### 6.1 Drivers of organisational change.

#### Range:

**Drivers** - Human resources, changes in customer's needs, changes in business focus/organisational priorities, competitors, Key Performance Indicators, business growth and globalisation.

**SWOT** - Strengths, Weaknesses, Opportunities, Threats.

**PESTLE** - Political, Economic, Social, Technological, Legal, Environmental.

What do learners need to learn?	Skills
The reasons why change is important to organisations and potential impacts that not responding to change could have on the organisation.	CSA CSF EC5
The different drivers/factors that influence or drive change within an organisation, and how to carry out and use SWOT analysis to support change.	MC5 MC6 MC10
How to carry out a PESTLE analysis.	DC2 DC3
How the results of a PESTLE analysis can be used to make informed business decisions regarding direction and changes. Examples of businesses that have continued to evolve and change.	
How different factors increase the urgency of change required.	
To recognise that the only constant is change and that businesses need to continually develop and evolve in order to be sustainable and remain competitive and relevant.	

### 6.2 Reasons why organisations need to make continuous improvements and innovations.

#### Range:

**Reasons** - Company strategy, competition, global marketplace, informed consumers, dynamic environments.

What do learners need to learn?	Skills
The purpose of organisations undertaking continuous improvements and innovation in response to changing factors (to stay relevant, to open up new opportunities, to develop staff, to create a diverse workplace, to target new markets).	CSE EC4 EC5

The benefits of continuous improvement cultures and innovation to an organisation (e.g., has been shown to boost employee engagement and reduce turnover rates, employees who actively engage in the company gain a sense of pride leading to a greater sense of belonging).

How organisations can implement continuous improvement and innovations e.g., using Kaizen, TQM.

### 6.3 Common change management **theories and models**.

**Range:**

**Theories** - Kotter's change management theory, Nudge Theory.

**Models** - Lewin's Change Management Model, McKinsey 7 S Model, ADKAR model, Kubler-Ross.

**What do learners need to learn?**

How organisations can implement and use a range of change management theories and models to ensure change is successfully embedded within an organisation. (e.g., to increase staff buy-in, use an appropriate method of delivering change, and ensure the change is successfully implemented).

The features of models available and the differences between them. The advantages and disadvantages of different models. The main characteristics of a model, such as the plan, deliverables, and initiatives.

The reason why individuals and organisations may be resistant to change. Approaches used to overcome resistance.

**Skills**

CSE  
EC5

### 6.4 Project management **methodologies** and approaches.

**Range:**

**Methodologies** - Six Sigma, PRINCE, Agile, SCRUM.

**What do learners need to learn?**

The use of project management approaches by organisations to support:

- Successful outcomes that use tested and proven best practice
- Effective management of risk.

The basic purpose and approach of different project management methodologies.

**Skills**

CSB  
EC6  
MC9

The different approaches used by different project management methodologies e.g., guiding principles, standardised structure, organised work methods.

The similarities and differences between different project management methodologies.

The types of projects that would use a project management approach, and why different approaches would be used.

The importance of using a suitable approach for different types of project/working.

The consequences to an organisation of not following a project management approach.

## 6.5 Project management **tools and approaches**.

### **Range:**

**Tools and approaches** - Dashboards, planning and scheduling, collaboration, storing documentation, reporting, generating diagrams (Gantt charts, Critical flow analysis, flowcharts, PERT, Pareto), resource management (including utilisation), managing the overall project budget, Project Initiation Document (PID), plan-on-a-page.

<b>What do learners need to learn?</b>	<b>Skills</b>
How project management methodologies can be used to define projects.	CSB
	EC5
The structure of projects to include roles and accountability, deliverables and timelines.	EC6
	DC1
The format of a project structure including small and large projects. The deliverables of a project and how these are tracked and reported on.	DC2
	DC4
The methods of measuring a project and the indicators such as cost against budget, work completed against work scheduled.	MC1
	MC2
	MC7
	MC8
The features and benefits of technology-based project management tools, and how these tools can support the use of different project management methodologies.	
The level of detail for reporting a project and how this information can be structured through the use of project plan generating diagrams and other visualisations.	



6.6 How to support and improve projects through **research, evidence, and evaluation** methods.

**Range:**

**Research** - Primary, secondary, quantitative, qualitative, case study, group discussion, survey, observations, field trials/test runs.

**Evidence** - Statements, testimonies, logs, reports, data, use of decision making tools/matrices, cost benefit analysis, Return on Investment (RoI).

**Evaluation** - Validity, reliability, analysis, feedback, surveys, project post-mortem, judgements, conclusions, justifications, lessons learned, outputs from decision making tools/matrices.

What do learners need to learn?	Skills
The purpose of research e.g., marketing research, product development, service development, product testing, customer opinions, web analytics, future strategic planning.	CSB CSF CSG
The methods used to research the need for a project and how methods could vary depending on the nature of the project. The reasons for using different methods and approaches to reflect the purpose of the research.	EC4 EC5 EC6 MC7
How different evidence methods can be used to support the development of projects, to help justify any decisions that are made in relation to the project and to provide backup evidence to justify the overall need for the project. The importance of providing evidence for each decision made.	MC8 DC1 DC2 DC3
The evaluative methods used to analyse the validity and reliability of methods, form judgements and draw conclusions.	DC4
The need for completing a project evaluation and how this evaluation can help the organisation and staff learn valuable lessons which could be used in future projects.	

## 7. Business Behaviours

7.1 The importance of good **communication** and adapting **social communication styles** to professional standards and according to purpose, medium and **audience**.

### Range:

**Communication types** – Verbal (speaking, asking questions), non-verbal (eye contact, body language, active listening, self-awareness), written (email, memo, report, forms, online content, social media posts, contract), visual (infographics, presentations, interactive content, motion graphics, images).

**Social communication styles** - Merging verbal and non-verbal skills, interpersonal skills.

**Audience** – Managers, peers, customers, suppliers, colleagues.

What do learners need to learn?	Skills
The importance of good communication to the organisation.	CSC EC1
What good communication looks like and examples of what it looks like in a range of situations.	EC4 EC5 EC6
How to use a range of communication types and styles. The reasons why communication type would be adapted depending on the target audience.	DC1 DC3
The difference between professional communication and everyday communication with friends (personal communication).	
The use of marketing communication to attract the right target audience to the right product at the right time for the right price e.g., online and offline marketing, attraction marketing, push and pull marketing.	
The requirement to meet professional standards through organisationally defined house style protocols and set procedures.	
The most appropriate communication type to be selected according to the situation, medium and the audience.	

## 7.2 The importance of self-management **approaches**.

### Range:

**Approaches** - Resilience, time-management and punctuality, self-development including understanding of own learning style, emotional intelligence and unconscious bias, meeting objectives, adaptability and flexibility, prioritisation, accountability, decision-making and escalation, giving and receiving feedback.

What do learners need to learn?	Skills
<p>The importance of self-management and how this may impact the organisation and the individual.</p>	<p>CSG EC1 EC5</p>
<p>What is meant by resilience and an understanding of how to be resilient in the workplace.</p>	
<p>How to be punctual and the importance of being on time to work. The impact poor time management has on the individual and on the wider organisation.</p>	
<p>The approach to develop and track their own personal development through the use of CPD logs. The importance of employee attendance at training/events related to their job role in maintaining personal development. The importance of different learning styles and how understanding of their own learning style supports self-development.</p>	
<p>The importance of setting and meeting objectives, and how to plan to ensure objectives are achieved, such as factoring contingency time for project deadlines.</p>	
<p>How to adapt to and be flexible in different situations in the workplace, for example, positive mindset, resilience. The use of emotional intelligence to support work activities and minimise unconscious bias.</p>	
<p>The methods that can be used to prioritise work.</p>	
<p>How to be accountable for the work produced by being responsible and able to justify and take ownership of any decisions made.</p>	
<p>Understand how and when to escalate a problem or concern and how this relates to job roles and accountability.</p>	
<p>The importance of giving and receiving feedback. How feedback can be used by individuals and the wider organisation to continually improve.</p>	

7.3 The importance of individuals' adapting their behaviour to the expectations and policies of the organisation including through compliance with codes of conduct and ethics.

**Range:**

**Methods of promoting behaviour change** - policies, procedures, leading by example, effective communications, recognition and reward, training, creating collective goals.

What do learners need to learn?	Skills
The types of policies and how the content within these policies guides conduct (e.g., human resource policies, communication policies, behaviour policies).	CSG
The importance of acceptable behaviour for an organisational culture and the reasons for having set policies relating to conduct, ethics, and the content within these policies.	
The importance of individuals meeting the conduct set by the organisation, and the ability to be adaptable to meet expectations and policies. The ways to adapt behaviour to meet requirements (e.g., self-reflection, response to 360-degree feedback, formal conversations etc.).	
The impact on an organisation of not challenging poor behaviour and individuals who do not change their behaviour.	

7.4 The importance of acting with **integrity** and **building trust** with stakeholders and colleagues.

**Range**

**Integrity** – Being dependable, honesty, strong moral principles, showing commitment.

**Building trust** – Through openness, honest communication, being reliable.

What do learners need to learn?	Skills
Reasons why integrity is important to a business.	CSC
The ways that individuals show integrity in the workplace.	CSD
How individuals and organisations can build 'know/like/trust' with stakeholders.	EC6
How communication is vital to ensure trust is maintained with stakeholders and colleagues.	
How rapport and trust can be built with key stakeholders and colleagues.	

## Links to occupational specialisms

All aspects of the Management and Administration core content can be related and contextualised on delivery with the occupational specialisms.

## Guidance for delivery

Visits/engagement with local employers and should be provided throughout the delivery. This engagement should support learners to contextualise that Management and Administration Technical Qualification content applies to a range of different industries.

Formative assessment – oral Q&A, SmartScreen worksheets (samples available), observation:

- Practical - Use of pre-set formative assessments when carrying out tasks and record on standardised form.
- Knowledge – pre-set paper-based activity to confirm skills and understanding.

Learners can use a variety of methods to carry out activities, calculators, apps, office IT. Learners are encouraged to use a blend of different communication methods to develop both oral and written communication skills.

Ways of ensuring content is delivered in line with current, up to date sector practice.

- Centres will need to ensure a realistic representation of relevant office software and work tools and systems are available.
- The provision must represent the type of commonly used work-based software, tools and systems used across the sector.
- Current and emerging technology and ways of working should be included in delivery where possible.

## Suggested learning resources

### Books

- David Needle and Jane Burns, Business Context - An Introduction to Business and its Environment. 7<sup>th</sup> Edition (2019), Cengage Learning EMEA.
- Bob Garratt, The Fish Rots from the Head - Developing Effective Board Directors (2010), Profile Books Ltd.
- Weber and Lawrence, Study Guide for Business and Society: Stakeholders, Ethics and Public Policy (2008), Cram 101.
- Daniel Goleman, On Managing People (2011), Harvard Business Review.
- Dibble, GDPR for Dummies (2019), For Dummies.
- Michael Armstrong, Armstrong's Handbook of Human Resource Management Practice, 15<sup>th</sup> Edition, (2020), Kogan Page.
- Michael L George et al, Lean Six Sigma Pocket Toolbook (2005), McGraw Hill Education.
- Lita Epstein, Reading Financial Reports for Dummies (2009), For Dummies.
- Erin Berry, Pestle Analysis Essentials (sic) (2017), CreateSpace Independent Publishing Platform.

- Brian Barrow, Stakeholder Management: 50 Ways That You Can Become Brilliant and Project Stakeholder Management (2017), CreateSpace Independent Publishing Platform.
- Daniel J Friedman, Culture by Design (2018), High Performing Culture Publishing.
- Jessica Higgins, 10 Skills for Effective Business Communications (2018), Tycho Press.
- Dorinda Clippinger, Producing Written and Oral business Reports (2017), Business Expert Press.
- Mike Pedlar, et al, A Managers Guide to Self-Development (2013), McGraw Hill Education.
- John Kouzes, Leadership: How to Build Trust, Loyalty, Ownership (2019) Robert Satterfield Publishing.

## Websites

- Institute for Apprenticeships and Technical Education (IfATE)  
**<https://www.instituteforapprenticeships.org/>**
- Workable Hiring Software: Policies  
**<https://resources.workable.com/tutorial/the-5-company-policies-you-need-to-have-in-writing>**.
- Belbin: Team Roles  
**<https://www.belbin.com/about/belbin-team-roles/>**
- Harvard Business Review: Managing People  
**<https://hbr.org/2008/02/how-great-managers-manage-peop-1>**
- Bernard Marr How to Develop Effective KPIs  
**<https://www.bernardmarr.com/default.asp?contentID=763>**.
- Entrepreneurship in a Box: Drivers of Change  
**<https://www.entrepreneurshipinabox.com/6001/32-drivers-of-organizational-change/>**
- EON Solutions: Continuous Improvement  
**<https://www.eonsolutions.io/blog/what-is-continuous-improvement-and-why-is-it-important>**
- The Balance Small Business: Setting and achieving business objectives.  
**<https://www.thebalancesmb.com/the-ultimate-guide-to-small-business-goal-setting-2951416>**
- Achievers: Organisational Culture  
**<https://www.achievers.com/blog/organizational-culture-definition/>**
- Digital Perks: Equality and Diversity  
**<https://www.digitalperks.co.uk/blog/equality-and-diversity-in-the-workplace-what-it-is-and-why-it-is-important>**

<b>Level:</b>	3
<b>GLH:</b>	595
<b>Assessment method</b>	Practical assignment

### What is this specialism about?

The purpose of this specialism is for learners to know and undertake business improvement processes.

Learners will have the opportunity to support identified business improvements. Working with stakeholders they will discuss and propose plans for solutions whilst undertaking monitoring and reporting on the implementation of business improvement activities.

Learners will develop their knowledge and understanding of, and skills in:

- Knowledge of how to acquire, protect and analyse data when seeking opportunities for business improvements.
- Knowledge of how to monitor and report on the implementation of business improvement activities.
- Skills in identifying and using suitable sources to collect, collate and protect data
- Skills in using basic statistical techniques to analyse and correct different types of data
- Skills in facilitating and communicating with different stakeholders engaging in the business improvement process.
- Skills in preparing and presenting comprehensive plans and proposals for change management and business improvements.
- Skills in monitoring and reporting on progress in the implementation process of business improvements.

Learners may be introduced to this specialism by asking themselves questions such as:

- How does planned business improvement contribute to an organisation's success?
- What information, people and other resources are required to implement a business improvement process?

How are business improvement plans designed, implemented, and monitored to ensure change is embedded in a business organisation?

### **Underpinning knowledge outcomes**

On completion of this specialism, learners will understand:

1. Business Improvement knowledge criteria.

### **Performance outcomes**

On completion of this specialism, learners will be able to:

2. Acquire and protect data to support the improvement process.
3. Analyse data to identify opportunities for improvement.
4. Engage stakeholders in discussions on business processes and improvement.
5. Identify, propose and plan solutions for improvement.
6. Monitor and report the implementation of business improvement activities.

Completion of this specialism will give learners the opportunity to develop their Maths, English and Digital Skills. Details are presented at the end of the specification.



## Specialism content

### Outcome 1 – Specific knowledge criteria for performance outcomes

#### Acquire and protect data to support the improvement process (PO2)

1.1 The different **types** of data available within the business environment together with their **sources**, how they are produced and how they can be integrated.

**Range:**

**Types** - Internal, external, competitor analysis, industry data.

**Sources** – Internal (financial information, marketing metrics, HR records, SWOT analysis), external (competitor activity, published company reports, industry reports, PESTLE analysis).

**Data integration** – Management Information Systems.

What do learners need to learn?	Skills
What data is and how data becomes information.	EC4 MC5
The types of internal business data available from different sources within a business organisation.	MC10 DC1 DC3
How to find different types of data from external sources in the wider business environment.	
The different types of systems used for data integration such as a Management Information System (MIS). The advantages and disadvantages of MIS.	
The types of business data models available and how they can be shared across multiple systems.	

## 1.2 Different **methods** used to **obtain, use** and **protect** data.

### **Range:**

**Methods** - Primary and secondary research, departmental data, transactional data tracking, online marketing analytics, social media monitoring, published data, documents, records.

**Obtain** - Data acquisition and permissions (gather, digitise, filter permissions, clean, store, access).

**Use** - Correct use of data (purpose, use), Legal frameworks and requirements (Data Protection Act 2018 and regulations, Data Ethics Framework).

**Protect** - Securing and protecting data using physical and electronic methods (encrypt, back-up, cloud, hard drive, server; anti-malware, antivirus, firewalls, automate software updates, secure networks, passphrases/passwords, principle of least privilege).

<b>What do learners need to learn?</b>	<b>Skills</b>
How to use a range of different methods available to obtain data.	EC5 MC5
How to obtain and use big data sources (social data, machine data, transactional data). The four Vs of big data acquisition (volume, velocity, variety, value).	MC6 MC7 DC1 DC5
What processes can be used for data acquisition to ensure it is correctly acquired, accessed, stored, and protected.	
The purpose of different levels of permissions in data usage.	
The principles in the latest Data Protection legislation, specifically legitimate interest. Differences between a legal Act and regulations.	
The role of a data ethics framework and what impact it may have on business operations. The ethical and personal responsibilities that exist when handling and disseminating data.	
The potential purpose of data and what it may be used for (e.g., decision making, meaningful connections, to provide evidence-based judgements, justifying budgets).	
How companies and individuals use, secure, and protect data using physical and electronic methods whilst maintaining continuous compliance with company policy and legislation/legal frameworks.	

### 1.3 The **principles** of data **collection**.

**Range:**

**Principles** – Validity, reliability, credibility.

**Collection** – Source, storage, structured, unstructured.

<b>What do learners need to learn?</b>	<b>Skills</b>
<p>The principles of data collection – and consideration of collection methods. The considerations for data collection that account for:</p> <ul style="list-style-type: none"><li>• Sampling</li><li>• Frequency</li><li>• Sources</li><li>• Techniques</li></ul> <p>The different sources of data (e.g., automated, interview, focus groups, observations, surveys, questionnaires, case studies, desk research, online research).</p> <p>The frequency of data collection (e.g., grouped, ungrouped, cumulative, relative).</p> <p>The techniques used to capture and collate data in a meaningful and reliable way.</p> <p>The approaches used to confirm the validity, reliability and credibility of collected data.</p>	MC5 DC4

### 1.4 The **principles** of researching **data**.

**Range:**

**Principles** – Validity, reliability, credibility.

**Data** – Qualitative, quantitative.

<b>What do learners need to learn?</b>	<b>Skills</b>
<p>Principles of data research and how they are managed through the research process – identifying issue/opportunity, planned process and approach to data selection, data collection and analysis.</p> <p>Sampling theory and its application to random samples of data.</p> <p>The importance of data accuracy and verification.</p>	EC5 MC5 DC4

Methods to ensure data accuracy and verification (e.g., Data checking - visual checking, double entry, read aloud; Management reports - exception reports, automated error reports; triangulation).

The different kinds of data collection tools and how to use them to identify potential sources of data.

Dimensions of data quality (e.g., accuracy, completeness, consistency, timeliness, validity, uniqueness).

How to collect qualitative and quantitative data and the differences between qualitative and quantitative research.

Basic statistical techniques used when researching data and how they are applied to datasets.

### 1.5 The importance of businesses **measuring** outputs and performance.

#### **What do learners need to learn?**

The reasons why businesses measure outputs and performance.

How measurement of outputs and performance can be used to indicate when change or improvement is needed. The different indications for change (e.g., crisis, performance gaps, new technologies, SWOT analysis, mergers and acquisitions, new senior management, product deletion).

The different measuring techniques and how they are used (e.g. observation, estimating, surveys, voice of the customer, system generated data).

What Voice of Customer (VOC) means to an organisation when indicating change or improvement.

The impacts of system generated data on business operations and customers (e.g., types – fully automated sensing, smart meters, human to machine such as smart phone).

The different methods of assessment available to organisations to identify opportunities for improvement (e.g., time series data, historical comparisons, benchmarking, competitor analysis).

#### **Skills**

EC4

MC6

MC7

## Analyse data to identify opportunities for improvement (PO3)

### 1.6 Processes employed when preparing, analysing, and presenting data.

What do learners need to learn?	Skills
The different processes involved in data preparation and analysis.	EC5
	MC5
The different steps to take when preparing data for analysis – gather, assess, cleanse, store.	MC8
	DC1
Different types of data preparation software and how they are used to support the preparation of data.	DC2
	DC3
How to collect and organise data results for analysis. The required actions to analyse data and data sets: <ul style="list-style-type: none"> <li>• Awareness of assumptions</li> <li>• Review of data for correlations and/or significance in findings.</li> </ul>	
The different techniques used to present data, e.g., textual, tabular, diagrammatic.	
The types of information to include in a data analysis report.	
Methods used to present qualitative and quantitative data.	

### 1.7 The importance of providing good quality data analysis and interpretation.

What do learners need to learn?	Skills
The importance of data analysis and interpretation to an organisation when identifying required improvements.	EC5
	MC5
The different specialisations in data analysis and how they contribute to data interpretation (e.g., data collection, research, statistical analysis, programming, interpretation, graphical analysis).	MC6
	MC7
How to use good quality data analysis to plan identified improvement using the most appropriate methods (e.g., statistical analysis, graphical analysis, qualitative surveys).	
The importance of taking different views of data and interpretation into consideration.	

The potential limitations that data can provide, and the importance of understanding the impact of any limitations on the interpretation of results.

### 1.8 Different **methods** of combining and integrating data.

**Range:**

**Methods** - De-duplication, error checking, verification, common data storage, uniform data access, application-based integration, common user interface, middleware data integration.

**What do learners need to learn?**

The different methods used to combine and integrate data, how they are applied and used.

The benefits of data integration to an organisation.

The meaning of de-duplication. The importance of de-duplication.

Sources of errors in data integration. Different ways of resolving data errors e.g., automatic email notifications, exception reports, workflow task rerouted, automatic retries for connection, monitoring logs on dashboard.

Different methods of data verification - testing, demonstration, inspection, analysis.

**Skills**

EC5

MC5

DC4

### 1.9 Basic statistical **techniques** and how to apply them to data sets.

**Range:**

**Techniques** - Standard deviation, correlation, trend analysis, graphical presentation.

**What do learners need to learn?**

The different types of basic statistical techniques and how they are used.

The interpretation of the term 'data sets' as it applies to different industries.

The use of existing (secondary) sources of data sets e.g., government data sets and how these are utilised.

**Skills**

MC2

MC4

MC7

1.10 Different **techniques** for identifying, assessing, and resolving problems when acquiring, analysing and understanding data.

**Range:**

**Techniques** - Fix data in source system, fix source system to correct data, accept errors in source data and fix at transform and enrich stage of presentation preparation, apply precision resolution (deduplication, integration).

What do learners need to learn?	Skills
Common problems that occur within primary data collection. The challenges of current data collection practices. The different types of problems with data collection.	MC1 MC2 MC6 DC4
Sources of potential errors when assessing and analysing data.	
Approaches used to identify problems.	
Different techniques to resolve problems in data.	

1.11 How to interpret **data analysis** results in the context of a business to identify opportunities for improvement.

**Range:**

**Data analysis** – Quantitative and qualitative data analysis, gap analysis for opportunities, root cause analysis, data modelling systems and techniques, using and combining different data sets, developing scenarios and options, benchmarking comparisons, problem and goal statements.

What do learners need to learn?	Skills
Methods used to interpret data analysis in a business context. The different ways to interpret quantitative and qualitative data analysis in business research.	EC5 MC4 MC5 MC7
The use of root cause and gap analyses to identify opportunities for improvement in business (e.g., SWOT analysis, Fishbone framework, Pareto Chart, the 5 Whys).	DC1 DC2
The importance of data modelling in business. The specific purpose of different types of data models used in business contexts. The techniques available to carry out data modelling activities for business processes (e.g., hierarchical, relational, network).	
How data sets can be combined and used to improve business processes and practice.	
The purpose of scenario planning to a business. The benefits of scenario planning.	

The use of benchmarking to measure results against the key performance indicators of a business.

The purpose and importance of a problem and goal statement. The key elements of a problem and goal statement.

1.12 How to **prepare and present** data analysis results and interpretations.

**Range:**

**Prepare and present** – Placing results in the business context, preparing written reports, preparing graphics and animations.

<b>What do learners need to learn?</b>	<b>Skills</b>
The different types of written reports used to present data analysis results and interpretations.	EC2 EC3 EC4
The techniques used to prepare data analysis results and interpretations to ensure that they are meaningful and relevant.	EC5 MC7
The purpose of using graphics and animations when reporting business information and data. Good practice in embedding images, graphics and animations for illustrating analysed data in business presentations.	MC8 DC2 DC3 DC4
Considerations and approaches to deliver effective presentations and reports to stakeholders.	



## Engage stakeholders in discussions on business processes and improvement (PO4)

1.13 How **stakeholder** mapping shows the influence of different stakeholders, information requirements, frequency, and preferred methods of contact.

**Range:**

**Stakeholders** – Internal, external.

What do learners need to learn?	Skills
The concept of stakeholder maps.	EC1
	EC2
The roles of different stakeholders and how to identify all relevant internal and external stakeholders.	EC3
	EC4
The impact of a business on different stakeholders. The influence of stakeholders on business activities.	DC2
	DC3
The use of stakeholder mapping to identify stakeholder spheres of influence and how to prioritise the needs and communication methods used to engage with different stakeholders, that includes: <ul style="list-style-type: none"> <li>• Information requirements.</li> <li>• Frequency of engagement.</li> <li>• Preferred method of contact.</li> </ul>	
The challenges and limitations associated with stakeholder mapping.	

1.14 Different **change management models** and **theories** for introducing **change** and improvements in a business.

**Range:**

**Types of change** - Process, technology, organisation, job roles, merger or acquisition, strategy.

**Change management models** - Types of models (bottom up, organisation wide, employee focused).

**Change management theorists** - McKinsey 7-S Model; Kotter’s Theory; ADKAR Model, Kubler-Ross, Lewin’s.

**What do learners need to learn?**

Different types of change that occur within organisations.

The principles of change management theory.

The causes/reasons for change management in business.

The benefits of a change management process.

The different types of change management models. The similarities and differences between different change management models and theories.

1.15 Different **structured approaches** to the assessment and implementation of change management and their uses in implementing effective change in organisations.

**Range:**

**Structured approaches** – Flowcharting, process mapping and modelling, change readiness assessments, experimentation, communicating the need for change and improvement, facilitation of change, engaging with stakeholders, showcasing and walkthroughs, sustainability.

What do learners need to learn?	Skills
The different structured approaches for change management available to an organisation.	EC2 EC4 DC3
How different structured approaches are applied, and the reasons for using them.	MC10
The importance of and ways of engaging stakeholders through change. The importance of understanding stakeholder group influence and managing appropriately depending on type of influence (high, some, little, peripheral).	

1.16 The importance of building rapport with colleagues and managers.

What do learners need to learn?	Skills
The purpose of building rapport with different stakeholders and why it is important.	EC1 EC2 EC6
Strategies to build rapport, with consideration of different colleagues and managers at different levels.	
Approaches to ‘managing upwards’ to support engagement at different levels.	
The benefits of building and maintaining rapport to individuals, stakeholders and organisations when developing business improvements and solutions.	

1.17 The **principles** of performance measurement for improvement.

**Range:**

**Principles** - Historical trends, observation, software monitoring, productivity levels, system generated data, benchmarking, and competitor analysis.

What do learners need to learn?	Skills
The principles and purpose of performance monitoring.	EC5
The ways historical trends are used to support performance analysis.	MC10
The practical processes of performance monitoring.	
The use of benchmarking and competitor analysis to compare levels of performance and set goals for improvement.	

1.18 The **principles, rules** and **tactics** used when negotiating with, and influencing, colleagues and other stakeholders at all levels.

**Range:**

**Principles** - Reciprocity, publicity, building trust, universality, legacy, overcoming conflict, dealing with resistance.

**Rules** - Everything is negotiable, know what you want, aim for Win/Win.

**Tactics** - Extreme demand/slow concession, commitment tactics, take it or leave it, inviting offers, flinch tactics, personal insults, lying.

What do learners need to learn?	Skills
The principles that underpin negotiation.	EC2
The reasons why negotiation principles should be considered at the outset of any negotiation with, or when intending to influence, colleagues and other stakeholders.	EC6
The rules of negotiation, and how and when these rules are applied.	
The different tactics of negotiation, if, and when to use them.	

### 1.19 How to **prepare and present** to stakeholders.

#### **Range:**

**Prepare and present** – Placing information in the business context, preparing written reports/presentations, preparing graphics and animations.

<b>What do learners need to learn?</b>	<b>Skills</b>
How to use stakeholder maps to identify types of information, and approach/method to use with different stakeholder groups.	EC1 EC2 EC3
Approaches to consider when preparing information to share with stakeholders.	EC4 EC5
Methods and techniques used to best support dissemination of information (e.g., use of images, graphics, animations).	EC6 DC2 DC3
Considerations and approaches to deliver effective presentations and reports to stakeholders, to meet their needs and to support effective delivery.	

### 1.20 How to raise concerns and when and how to escalate problems.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identification of concerns and knowing when to raise concerns. The reasons why some concerns require escalation.	EC2 EC4 EC6
The policies and processes used for escalating different types of concerns and where concerns should be escalated, including the internal channels and governance structures for escalating concerns.	
The scope of issues, impacts and job roles in an escalation process.	
The importance of the completion of accurate and timely documentation during an escalation process.	

## Identify, propose and plan solutions for improvement (PO5)

1.21 Understand why the functions and roles within a business may need to evolve and change.

### What do learners need to learn?

The need for functions and roles within a business to evolve and change based on changes to organisational priorities or to organisational purpose.

Factors that contribute as drivers for change for an organisation (e.g. impact of new legislation, technology, markets, competitors).

The role of critical incidents in prompting immediate change within an organisation, and how functions and roles are required to respond at pace to such circumstances.

The ways that businesses have evolved to respond to making improvements over time.

1.22 The **legal aspects** which may frame improvements.

### Range:

**Legal aspects** – Data protection, diversity and inclusion, gender balance, health and safety.

### What do learners need to learn?

The ways that different legal aspects can frame change or improvements in business functions, e.g.

- Data protection - contributes to stronger measures for security of records, fraud prevention, identity theft and legitimate interest.
- Diversity and inclusion - ensures businesses take reasonable steps to adapt working environments for differently abled workers.
- Equality and diversity - enables gender balance in the workplace to be challenged and held accountable.
- Health and safety - changes in custom and practice to introduce latest research on minimum safety levels of specific materials or chemicals.

The importance of considering different legal aspects within the context of proposed improvements and change.

### 1.23 Different types of change management and **business improvement processes**.

**Range:**

**Business improvement processes** – Six Sigma, Total Quality Management (TQM), Agile, Lean, Plan Do Check Act.

<b>What do learners need to learn?</b>	<b>Skills</b>
The types of triggers that influence a need for change.	MC2 MC5
The different types of approaches to change management a business could go through e.g., quantum leaps vs. incremental steps.	MC10
The different types of business improvement processes available and the main differences between each type.	
How each business improvement process could contribute to a different type of management change.	

### 1.24 Approaches to measuring and controlling risks when implementing change and its outcomes.

<b>What do learners need to learn?</b>	<b>Skills</b>
The purpose and process of conducting risk assessments taking into consideration an organisation's policy to risk.	EC5 MC6
The use of a risk assessment approach to identify and categorise risks.	MC7
The use of a mitigation approach in line with an organisation's policy to control risks.	
How contingency planning supports the implementation of change.	

1.25 Forming and leadership of business improvement teams, including selection, **role** allocation, agreeing goals, personal growth plans, tasks and timing.

**Range:**

**Role** - project sponsor, champions, specialists, project manager, trainers.

What do learners need to learn?	Skills
The considerations and approach used to build an effective change management team.	EC2 EC6
The roles and responsibilities within a change management team.	
The qualities and skills required when selecting team members. (e.g., RACI matrix).	
The leadership qualities required to support personal growth plans of team members.	
The ways to work with a team to agree goals, plan tasks and agree timelines using effective communication strategies.	

1.26 The principles, **tools and techniques** used for managing change projects.

**Range:**

**Tools and techniques:** Scoping tree - Fishbone, ADKAR analysis, GANTT charts, Critical Path Analysis, Selection matrix.

**Key features of planning:** Tasks, budgets, resources, timing, scheduling, systems.

What do learners need to learn?	Skills
The importance of considering the different features involved when developing plans to manage change projects.	DC1 DC2
The key features of change management tools and techniques that contribute to an effective change management plan.	
How the key features of change management plans are considered and developed through change management plans.	
The different tools and techniques that are used to support the management of projects, and how these are identified during the planning phase of projects.	
The differences between the tools and techniques available for managing change projects, and the benefits and reasons for using different tools and techniques.	



1.27 The different **techniques** for identifying, assessing and resolving risks in order to prepare proposals for improving business processes.

**Range:**

**Techniques:** interviews/feedback, checklists, cause and effect diagrams, risk assessment matrix, RAG rated risk-plan, brainstorming.

<b>What do learners need to learn?</b>	<b>Skills</b>
The types of problems and risks that may arise when assessing new ideas and considering new proposals for change within an organisation.	EC5 MC6 DC4
The different techniques used to identify, assess and resolve problems and risks in relation to intended improvements, including the types of interim containment actions that can be taken.	
The steps required to review and accept the level of threat posed by risks and to determine agreeable mitigations in relation to intended improvements.	

1.28 The principles of negotiating and influencing colleagues and other stakeholders at all levels.

**Range:**

**Principles** - reciprocity, publicity, building trust, universality, legacy, overcoming conflict/resistance.

<b>What do learners need to learn?</b>	<b>Skills</b>
The key principles in relation to negotiating and influencing colleagues and other stakeholders when implementing proposals for improvement.	EC2 EC6
The reasons why it is important to negotiate with and influence colleagues and other stakeholders when implementing proposals or solutions for improvements. The different methods that will support negotiation to overcome any resistance, barriers or challenges presented by colleagues or stakeholders.	

### 1.29 Different **techniques** for coaching people in business improvement.

#### **Range:**

**Techniques** - Asking effective questions, guiding conversations, SMART (specific, measurable, achievable, relevant, time-bound) goals, GROW model.

<b>What do learners need to learn?</b>	<b>Skills</b>
The difference between coaching, mentoring and training.	EC4 EC5 EC6
The reasons why coaching may be necessary as part of management of a business improvement project.	
The different techniques available for effective coaching.	
How effective questioning techniques can elicit the information required.	
The importance of SMART goals to support individuals in coaching situations. How to set SMART goals for effective coaching and business improvement.	
The elements of the GROW model for coaching to support SMART goal setting.	

### 1.30 How to **prepare and present** plans and proposals on business improvement.

#### **Range**

**Prepare and present** – preparing written proposals, developing comprehensive plans, preparing graphics and animations, preparing and making presentations.

<b>What do learners need to learn?</b>	<b>Skills</b>
The key requirements of a written change management proposal for business improvement.	EC2 EC3 EC4 EC5
The elements and steps required when developing comprehensive plans, including: <ul style="list-style-type: none"><li>• project goals</li><li>• resources required</li><li>• budgets</li><li>• milestones</li><li>• timelines.</li></ul>	DC1 DC2 DC3
The importance of visual images such as graphics and animation when preparing plans and proposals for presentation in any media.	

## Monitor and report the implementation of business improvement activities (PO6)

1.31 The principles of monitoring the **implementation** and outcomes of change initiatives.

**Range:**

**Types of implementation** - Parallel, phased, pilot.

### What do learners need to learn?

The principles of monitoring performance indicators when implementing a business improvement plan.

The steps to take when preparing to implement a business improvement plan.

What effective implementation should look like.

The requirements of reporting, and escalation processes that can be expected in an implementation plan.

Types of metrics used when measuring outcomes.

### Skills

MC7

DC4

1.32 The potential **risks** and issues that may affect a change initiative, and how to resolve them.

**Range:**

**Types of business risk** - Compliance, resource, reputational.

**Key risks in change management** - Resistance, lack of awareness/desire, no stakeholder commitment, lack of leadership support, budget constraints.

### What do learners need to learn?

The difference between a risk and an issue.

The different types of business risks and issues that change managers may need to be aware of and respond to.

The key risks that can arise when implementing change, and the potential impacts of these risks.

Risk assessment processes and how they are used to respond to, manage and mitigate risks.

### 1.33 The different methods and metrics of measuring business performance.

**Range:**

**Basic measurement techniques** - Observation, counting, estimating, surveys, system generated data, monitoring software.

**Qualitative performance measures** - Personal reviews, overall quality, reputation in the marketplace.

**Methods of assessment** - Time series data, historical comparisons, benchmarking, competitor analysis, control charts, dashboards, discrete data.

What do learners need to learn?	Skills
The reasons why it is important to measure the performance of business improvement activities.	MC2 MC4 MC5
The basic measurement techniques used within performance monitoring and how to use them.	MC7
The purpose of qualitative performance measurements when considering overall business performance.	
The different methods of assessment used to monitor and measure the performance of business improvement activities, and the types of performance data that they produce.	
The importance of considering the types of assessment methods to be selected for accurate management analysis and decisions.	

### 1.34 The performance and change management cycles.

**Range:**

**Performance management cycle:** Plan, implement, monitor, review, reward.

**Change management cycle:** Need, vision, leadership, culture, approaches, plan, implement, review, control, monitor and evaluate – embed or amend.

What do learners need to learn?	Skills
The different stages of a performance management cycle.	MC5 MC6
How the stages of a performance management cycle contribute to the implementation and evaluation of change in a business improvement project.	MC10
The different steps within a change management cycle.	

How the different steps within a change management cycle are used to ensure the successful implementation of business improvement changes in an organisation.

1.35 **Approaches** to support the continuous improvement of operational performance.

**Range:**

**Approaches:** capability analysis, use of continuous data, incremental changes, employee-based ideas, employee ownership, constant feedback, reflective practice, measurable, repeatable.

**Methodologies:** Six Sigma, Lean, TQM.

What do learners need to learn?	Skills
How the guiding principles of continuous improvement match the approaches that can be used to support operational performance.	MC5 DC4
How to use the approaches and methodologies of continuous improvement processes.	
The difference between continuous and discrete data.	
The types of continuous data, and how it contributes to performance improvement processes.	

1.36 **Preparation and presentation** of progress reports on improvement initiatives and their outcomes.

**Range**

**Preparation and presentation** – preparing written monitoring and progress reports, preparing graphics and animations to illustrate performance, preparing and making presentations on performance and improvements.

What do learners need to learn?	Skills
The types of information that should be included within an effective progress report to detail what has been done, and the outcomes derived.	EC2 EC3 DC2
The key requirements of written monitoring and progress reports on improvement initiatives and their outcomes, with consideration of purpose and audience.	DC3
The importance of visual images such as graphics and animation when preparing monitoring and progress reports on improvement initiatives, and their outcomes for presentation in any media.	

The methods to effectively present progress reports to stakeholders.

## Practical criteria for performance outcomes

### Outcome 2

## 2. Acquire and protect data to support the improvement

2.1 Identifies and sources suitable data for analysis.

What do learners need to learn?	Skills
Identifies the purpose of the improvement process, and how data can be used to support the process.	EC5 MC5 DC1
Identifies different types of data in a business environment, and those that will most effectively support the improvement process.	DC4
Sources a range of suitable data for business research purposes.	
Uses an integrated data source and explains how the data is produced.	

2.2 Engages with Data Controllers to assess and agree the most appropriate methods to safely acquire data within legal and business frameworks.

What do learners need to learn?	Skills
Engages with data controllers in an organisation and discover their methods to safely acquire and store data using the business's current data policy and procedure documents.	EC6 MC5
Considers and reviews how key points in legal frameworks and regulations have impacted on the way the business ensures correct use of data and how it protects data using physical and electronic methods.	
Undertakes the safe and secure acquisition of data, considering the implications of handling and disseminating data in line with legal frameworks.	

2.3 Uses constructive **questioning techniques** and active **listening skills** to acquire data.

**Range:**

**Questioning techniques** – Open, closed, probing, leading, rhetorical.

**Listening skills** - Pay attention, aim to learn something, show interest, focus on the speaker, summarise to clarify understanding, drill down with appropriate questions, offer positive feedback, suspend judgement, respond appropriately.

What do learners need to learn?	Skills
Uses constructive questioning techniques when engaging with stakeholders to acquire specific sets of data or data sources. Approach to questioning is considered, with appropriate techniques selected and used to ensure that stakeholders are engaged with the process and understand the requirements for the data to be sourced.	EC2 EC4 EC6
Uses active listening skills when sourcing data from stakeholders to ensure that feedback and commentary within discussions is listened to, engaged with, understood, and responded to appropriately.	

2.4 Secures and protects different types of data.

What do learners need to learn?	Skills
Uses a range of approaches to secure and protect different types of data. To include: <ul style="list-style-type: none"><li>• firewalls</li><li>• virus protection</li><li>• passwords</li><li>• cyber security</li><li>• back-ups for electronic data.</li></ul>	MC5 DC1 DC4 DC5
Uses physical security measures (secure rooms, safes, and locked cupboards) for protecting physical data.	

2.5 Uses appropriate **tools** to collect, collate and integrate data sets, including electronic and physical data.

**Range:**

**Tools** - interviews, focus groups, observations, surveys, questionnaires, case studies, desk research, online research.

What do learners need to learn?	Skills
Identifies the purpose of collecting data sets.	MC5



Uses different kinds of tools and approaches to collect a range of electronic and physical data from different stakeholders and sources.	DC1 DC4
Uses tools to collate and integrate a range of different physical and electronic data sets accurately for the intended purpose.	

2.6 Checks and verifies data to ensure it is complete, accurate, appropriate and of good quality.

**Range:**

**Data accuracy and verification** - Data checking - visual checking, double entry, read aloud; Management reports - exception reports, automated error reports. Triangulation.

What do learners need to learn?	Skills
Selects and uses appropriate techniques to check the accuracy of data using a variety of methods.	MC5 MC6 MC7
Interrogates available data to validate its effectiveness for the intentions of its use.	DC4
Analyses exception and automated error reports to recognise issues and errors in data.	
Triangulates results in order to confirm accuracy.	

2.7 Uses different **techniques** and metrics to accumulate and measure various types of data produced by businesses.

**Range:**

**Techniques** - Qualitative and quantitative research, frequency distribution, normal distribution and standard deviation, Mean, Mode, Median, hypothesis testing.

What do learners need to learn?	Skills
Uses a range of research techniques and metrics to accumulate and measure several types of data.	MC5 MC6 MC7
Uses different <b>sampling techniques</b> to support the results of research data. To include being able to:	DC4
<ul style="list-style-type: none"> <li>Organise and use a range of frequency distribution tables to demonstrate research results.</li> <li>Calculate and analyse several normal distribution and standard deviation formulae to demonstrate research analysis.</li> </ul>	

- Demonstrate examples using Mean, Mode, Median to average research results for reporting purposes.
- Set up a clear if/then hypothesis statement that defines the topic and focus of a research project.

2.8 Selects and uses the most appropriate measuring and analysis techniques when assessing different business functions.

**Range:**

**Basic measurement techniques** - observation, counting, estimating, surveys, interviews.

**Methods of assessment** - time series data, historical comparisons, benchmarking, competitor analysis.

**What do learners need to learn?**

Considers and selects the most appropriate measuring and analysis techniques to conduct assessments of different business functions, with consideration of the purpose of assessment and the intended outcome to support the improvement process.

Carries out assessments of several business functions using selected techniques.

Measures the outcome of assessments, identifying and accurately recording results.

Analyses the results of assessments, confirming their impact on the improvement process.

**Skills**

EC5  
MC7  
MC10

## Outcome 3

### 3. Analyse data to identify opportunities for improvement

#### 3.1 Prepares comprehensive data analysis plans.

What do learners need to learn?	Skills
Identifies/targets an area of the business for review/investigation.	EC4 EC5
Sets clear objectives/parameters for the data investigation.	DC2 DC3
Prepares comprehensive data analysis plans to conduct a review of the identified/targeted area. Plans are developed that detail each of the following steps: <ul style="list-style-type: none"><li>• The process steps to be taken.</li><li>• The time and involvement required for data acquisition.</li><li>• Collation methods.</li><li>• Forms of analysis.</li><li>• Methods and measures of interpretation.</li><li>• Presentation of findings.</li></ul>	

#### 3.2 Selects and extracts relevant data from wider, or large, data sets.

What do learners need to learn?	Skills
Identifies the requirement for the use of data from wider or large data sets, and how this data is intended to be used to support business improvement activities.	MC5 MC6 MC7
Reviews a selection of wide or large data sets such as those produced by the Office of National Statistics (e.g., population figures from the UK Census 2011).	DC4
Extracts data as relevant from wide or large data sets to support analysis.	
Analyses the concepts and use of metadata.	

### 3.3 Combines different data sets, checking for errors and duplicates.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies different data sets to be merged, considering the ability and effectiveness of merging different data for the purpose of the intended activity.	MC1 MC2 MC5
Combines a range of different data sets for an intended purpose.	
Uses de-duplication methods and checks the new combined data sets for errors.	

### 3.4 Identifies and resolves problems with data collection, analysis and interpretation.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies the purpose of data collection, analysis and interpretation, and sets clear objectives.	MC1 MC2 MC5
Uses a range of techniques and tools to identify any problems at different stages of data collection, analysis, and interpretation.	MC7 DC1 DC4
Analyses any identified problems, considering the impact on the overall objective of the data process.	
Selects and use the appropriate approach to resolve problems identified within data collection, analysis and through its interpretation.	

### 3.5 Uses appropriate statistical techniques for analysing different types of product/process performance data correctly.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies the required analysis method for the purpose of the data and the types of information that will support analysis.	MC5 DC4
Uses a range of statistical techniques to analyse different types of data and data sets (e.g. root cause analysis, graphical analysis).	
Summarises the results of analysis accurately.	
Draws conclusions and provides evidence of outcomes based on analysis undertaken.	

3.6 Shows how data analysis results could be interpreted, including the use of scenarios, modelling and options to identify opportunities for improvement.

<b>What do learners need to learn?</b>	<b>Skills</b>
Uses a range of techniques to demonstrate valid interpretation of data analysis results.	EC2 MC8 DC2
Collates results of data analysis using different scenarios and models, clearly communicating how the information could be interpreted.	
Identifies and presents the outcome of results and how they support different approaches to tackling improvements.	

3.7 Prepares and delivers meaningful presentations of data analysis results and their interpretation.

<b>What do learners need to learn?</b>	<b>Skills</b>
Presents a comprehensive explanation of data analysis and interpreting the meaning of results in a business context in a written and visual format. Where different interpretations may be derived, this is clearly structured and explained to the audience.	EC1 EC2 EC3 EC5
Selects presentation methods that optimise clarity of communication of the results.	EC6 MC8 DC3
Uses graphics, animation, and images to support presentations where appropriate and ensures formats are clear, understandable and feasible for the intended audience.	

## Outcome 4

### 4. Engage stakeholders in discussions on business processes and improvements

4.1 Identifies the key business functions and roles involved in the improvement processes.

#### What do learners need to learn?

Uses initial planning activities to identify key business functions and roles which will be affected by new business improvement projects or processes. This includes those responsible for managing, analysing, quality assuring and communicating the change throughout the change journey.

Documents all key business functions and roles which will be involved, reflecting their level of involvement and the reasons why they need to be included.

#### Skills

EC5

4.2 Prepares stakeholder communications plans including stakeholder mapping, communications methods, messages, and timings.

#### What do learners need to learn?

Undertakes stakeholder mapping that incorporates all stakeholders and their level of influence on the organisation.

Uses the outcomes of developed stakeholder maps for the basis of the development of stakeholder communication plans.

Develops stakeholder communication plans that detail the:

- approach to develop stakeholder relationships
- agreed approach for engaging with different stakeholder groups
- approach, method and timing of communicating messages
- expected outcomes of engagement.

Develops stakeholder communication plans to realistically reflect a range of factors that influence engagement.

#### Skills

EC2

EC3

MC6

DC1

DC2

DC3

DC4

4.3 Uses constructive **questioning** and active **listening skills** to discuss areas for improvement and approaches to change.

**Range:**

**Questioning techniques** – Open, closed, probing, leading, rhetorical.

**Listening skills** - Pay attention, aim to learn something, show interest, focus on the speaker, summarise to clarify understanding, drill down with appropriate questions, offer positive feedback, suspend judgement, respond appropriately.

What do learners need to learn?	Skills
<p>Uses constructive questioning techniques when engaging with stakeholders to confirm improvements and understanding of approaches to change. Approach to questioning is considered, with appropriate techniques selected and used to ensure stakeholders:</p> <ul style="list-style-type: none"> <li>• are engaged in the process</li> <li>• elicit required information</li> <li>• confirm their understanding of the approach taken.</li> </ul> <p>Uses active listening skills when consulting with stakeholders on business improvement or process changes to ensure that feedback and commentary within discussions is listened to, engaged with, understood and responded to appropriately.</p>	<p>EC4 EC5 EC6</p>

4.4 Selects and uses appropriate communications **media** for stakeholders and business improvement.

**Range:**

**Media** – Emails, social media, briefing notes.

What do learners need to learn?	Skills
<p>Plans appropriate communication media to be used for identified stakeholders that considers the:</p> <ul style="list-style-type: none"> <li>• audience of the message</li> <li>• purpose of the communication</li> <li>• delivery method of the message being communicated.</li> </ul> <p>Uses a range of communication media types and techniques, selected appropriately for communicating messages on business improvements to a range of different stakeholders. The type of communication used is consistent with stakeholder maps and engagement plans.</p>	<p>EC2 EC3 EC4 DC1 DC2 DC3</p>

4.5 Shows how using different change management models, theories and approaches can influence the outcomes for stakeholders and business change.

What do learners need to learn?	Skills
Models proposed changes using different change management theories and models, analysing the impact and potential result of each.	EC2
Analyses the outcomes of different approaches, evidencing how conclusions have been drawn on the best approach to take.	EC5
Explains the reasons different change theories and models offer potentially different outcomes for stakeholders and the business.	EC5

4.6 Facilitates meetings and discussions, providing constructive feedback, responding to challenges, overcoming conflict and resistance and escalating issues when necessary.

What do learners need to learn?	Skills
Facilitates meetings and discussions between stakeholders and business organisations.	EC2
Collects and responds to feedback, to be able to give constructive feedback and respond to challenges in a calm and professional manner.	EC4
Uses effective negotiation skills to overcome resistance and resolve conflict when necessary.	EC5
Recognises when an issue needs to be escalated and the reasons why it should be escalated.	EC6

4.7 Builds trust with, and across, teams at all levels using effective negotiating, influencing, and escalating skills.

What do learners need to learn?	Skills
Uses effective rapport building skills to develop engagement and build trust with stakeholders.	EC1
Considers the desired outcome of engagement and uses effective negotiation and influencing skills and techniques to drive outcomes.	EC4
Escalates issues when appropriate, and with consideration of how to support and to further develop relationships.	EC6



4.8 Uses appropriate communications media to inform stakeholders about change techniques and improvements.

What do learners need to learn?	Skills
Selects appropriate communications media to inform stakeholders about the change techniques being used and the improvements seen to date.	EC2 EC3
Creates different communications messages for each stakeholder group using the most appropriate media. Inform each group about the change techniques in use. Update them in appropriate detail on any improvements to date.	EC4 DC1 DC2 DC3

4.9 Uses performance measurement and process mapping techniques to show how organisations can change and sustain improvement over time.

What do learners need to learn?	Skills
Uses a range of performance measurement techniques to identify current outputs, and to identify where change and improvement could be achieved.	EC4 EC5
Undertakes effective process mapping techniques to illustrate how organisations can make and sustain improvements over time.	

4.10 Prepares presentations and reports illustrating effective change management techniques.

What do learners need to learn?	Skills
Develops presentations and reports that show how change management techniques have been applied.	EC2 EC3
Presents reports illustrating effective change management techniques in a business context in written and visual formats.	DC1 DC2
Uses supporting graphics, animation, and images to ensure written and visual presentations and reports are effective, clear, understandable and feasible.	

## Outcome 5

### 5. Identify, propose and plan solutions for improvement

5.1 Prepares detailed proposals for change initiatives based on data analysis and interpretation.

#### What do learners need to learn?

Prepares detailed proposals for improvement, that include:

- Overview of the current situation.
- Justification for improvement.
- Areas to be changed.
- Alternative approaches considered.
- Success criteria.

Uses evidence and rationale for proposals based on assessed data.

#### Skills

EC5

MC8

MC10

5.2 Prepares comprehensive plans including goal statements for the introduction of change management processes.

#### What do learners need to learn?

Prepares comprehensive plans to introduce change management processes for business improvement.

Plans include:

- clearly outlined goal statements
- scope
- tasks
- resources and teams
- budgets
- timing
- scheduling.

Plans highlight the intention of the change and how it will be achieved by the introduced process.

#### Skills

EC4

EC5

MC9

MC10

DC2

5.3 Forms, leads, and develops teams focused on improving business performance using improvement processes.

<p><b>What do learners need to learn?</b></p> <p>Considers the resource requirements of a team needed to deliver business improvement processes, including the roles and skills required in order to successfully deliver the improvement process.</p> <p>Forms a team through selecting appropriate staff resources to meet the requirements of the improvement process.</p> <p>Leads and develops a team through a recognised business improvement process, considering:</p> <ul style="list-style-type: none"> <li>• the tasks to be undertaken</li> <li>• the existing skills of staff</li> <li>• the training and development needed</li> <li>• the support required from the team through delivery.</li> </ul>	<p><b>Skills</b></p> <p>EC6</p>
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5.4 Presents change management proposals and plans, managing subsequent discussions and challenges, conflict and resistance.

<p><b>What do learners need to learn?</b></p> <p>Develops plans for presenting proposals that include considerations for questions, queries or concerns, and how to respond to these.</p> <p>Presents change management proposals and plans to key stakeholders and decision-makers.</p> <p>Manages discussions, challenges, conflict and resistance in a professional and business-like manner.</p>	<p><b>Skills</b></p> <p>EC2</p> <p>EC3</p> <p>EC4</p> <p>EC5</p> <p>EC6</p>
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5.5 Identifies and resolves problems and risks with proposals for business improvement, including assessment of the problems and risks, methods of resolution and escalation.

<p><b>What do learners need to learn?</b></p> <p>Undertakes risk assessment of the range of potential problems and risks that may impact a business improvement process.</p> <p>Considers the range of methods to overcome identified risks and identify mitigations.</p>	<p><b>Skills</b></p> <p>MC6</p> <p>MC7</p> <p>DC4</p>
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Documents risks assessed, methods of resolution and approaches to monitor and escalate as part of business improvement proposals.

5.6 Coaches team members in communicating and using effective business improvement techniques.

**What do learners need to learn?**

Considers the information that is needed to support team members to effectively develop business improvement solutions.

Plans coaching activities with consideration of adapting style and technique for different team members to support their development.

Coaches team members in:

- developing communication skills to discuss solutions
- the effective use of business improvement techniques.

**Skills**

EC4

EC6

## Outcome 6

### 6. Monitor and report the implementation of business improvement activities

6.1 Monitors business performance including through benchmarking, analysing the results and their interpretation for change improvement initiatives.

What do learners need to learn?	Skills
Uses a range of techniques, including benchmarking techniques, to monitor the outcomes of business improvement activities.	MC2 MC3 MC5
Analyses the outcomes of business improvement activities to understand what has been achieved through undertaking change improvement initiatives.	MC6 MC7 DC4
Interprets the results of benchmarking and analysis and validates the impact of the results against the intended outcomes of the change improvement initiatives developed.	
Records the outcomes of business performance monitoring accurately.	

6.2 Prepares comprehensive project plans for the introduction of improved business processes.

What do learners need to learn?	Skills
Prepares comprehensive project plans for the introduction of improved business processes. Plans are developed to include consideration of:	EC2 EC5
<ul style="list-style-type: none"><li>• Tasks.</li><li>• Resources and teams.</li><li>• Skills gaps and learning/development needs.</li><li>• Budgets.</li><li>• Timings.</li><li>• Scheduling.</li></ul>	MC6 MC7 MC8 DC2

6.3 Prepares and presents business improvement performance reports and their interpretation, managing subsequent discussions and challenges and conflict.

What do learners need to learn?	Skills
Develops a reporting structure for reporting on outcomes of the implementation of business improvement activities, from initial reporting through determination of progress and performance reporting updates.	EC1 EC2

Prepares business performance reports and progress reports with consideration of the outcomes that they show, clarity of information and with the intended audience and the purpose of their development in mind. Consideration is given to any areas of potential challenge or concern, and how to respond to these.	EC4 EC5 EC6 DC2 DC3
Presents business improvement project reports and progress reports effectively to key stakeholders and decision-makers. Uses effective techniques to facilitate reporting meetings effectively.	
Facilitates business improvement meetings and discussions. Discusses contentious subject matter and manages subsequent discussions, challenges, conflict, and resistance in a professional and business-like manner.	

#### 6.4 Identifies and resolves problems, risks and issues in business improvement projects

##### Range:

**Identifies and resolves** – assessing problems, risks and issues; deploying methods of resolution and mitigation; escalating appropriately.

What do learners need to learn?	Skills
Identifies the different types of business risk that occur throughout the delivery of business improvement projects.	EC3 EC4 MC6
Undertakes ongoing risk assessments for business improvement projects to monitor known risks and identify any potential new risks or issues that would impact the delivery of the project.	
Develops and maintains a risk register to: <ul style="list-style-type: none"> <li>document new risks</li> <li>evaluate the level of risk</li> <li>manage mitigation and resolutions</li> <li>determine and manage appropriate escalations.</li> </ul>	

6.5 Introduces and negotiates adjustments to agreed plans and approaches that are adaptable to the changing needs of the business.

What do learners need to learn?	Skills
Manages and reviews agreed plans to determine their effectiveness within the context of changing business needs or outcomes.	EC4 EC5
Identifies potential amendments and adjustments to agreed plans. Develops rationale and justification for a proposal to introduce potential adjustments to	

agreed plans; that includes consideration of any contentious points, and response to perceived challenge or conflict.

Presents proposed adjustments to agreed plans to key stakeholders and decision-makers.

Uses negotiation techniques to engage stakeholders and agree buy-in for proposed amendments.

## Core content

All aspects of the core content can be related and contextualised on delivery in relation to this specialism. However, the following are **key areas** of the content that may be **of particular relevance** when delivering the knowledge and practical content for this specialism and may provide efficiencies for teaching core knowledge in context.

### Section 6: Project and change management

## Guidance for delivery

This occupational specialism works well when based on the practical application of business improvement needs within organisations. Learners should be able to transfer their business improvement skills into any type of organisation.

Formative assessment opportunities will be presented when applying the research skills and principles to obtain and use data, including big data sources. Learners' skills in the processes to acquire, store, retrieve and protect data will prove a valuable asset to organisations, especially in complying with the latest data protection legislation.

Data analysis will offer opportunities for the identification, assessment, and resolution of business problems through scenarios, storytelling, and modelling. Learners' skills in basic statistical techniques, along with methods to combine and integrate data will support the delivery of different types of improvements that can be made in business organisations. The use of change management tools and techniques will support learners' skills in managing risks whilst managing change.

Practical applications in the interpretation and benchmarking of data to help measure outputs and performance enables learners to apply quality management techniques to business improvement methodologies. The use of principles and tools of change management projects will widen the scope of learners' knowledge and skills in identifying and managing the resources required.

Learners will draw on and develop personal skills in communication and influencing skills when engaging stakeholders in business improvement plans. The practical application of proposals, justifications and planning solutions offers scope to create innovative business improvements.

This specialism will be particularly relevant to the required substantial employer project. It lends itself to many organisational applications, offering numerous opportunities for purposeful experience in the workplace.

The preparation and presentation of data analyses in various formats, improvement proposals, progress reports, and performance monitoring build a valuable skill set for learners interested in the fields of project management, change management, and general business improvement.

Experiential learning offering learner-based activities will support the skills and knowledge developments in this specialism.



## Suggested learning resources

### Books

- Martin Lindstrom, *Small Data: The Tiny Clues That Uncover Huge Trends* (2017), John Murray Learning.
- Cole Nussbaumer Knaflic, *Storytelling with Data: A Data Visualisation Guide for Business* (2018), Wiley
- Cole Nussbaumer Knaflic, *Storytelling with Data: Let's Practice!* (2018), Wiley
- Felice D Billups, *Qualitative Data Collection Tools: Design, Development and Application* (2020), Sage Publications Inc
- Dibble, *GDPR for Dummies* (2019), For Dummies
- Steinberg, *Cybersecurity for Dummies* (2019) For Dummies
- Derek Rowntree, *Statistics Without Tears: An Introduction for Non-Mathematicians* (2019), Penguin Books.
- David Spiegelhalter, *The Art of Statistics: Learning from Data* (2020), Pelican Books.
- Zoe McKey, *Think in Systems: The Art of Strategic Planning, Effective Problem Solving and Lasting Results* (2019), Independently Published.
- Brian Barrow, *Stakeholder Management: 50 Ways to Become Brilliant at Stakeholder Management*.
- Esther Cameron and Mike Green, *Making Sense of Change Management: Complete Guide to the Modes, Tools and Techniques of Organisational Change* (2019), Kogan Page 5<sup>th</sup> Edition.
- John Kouzes, *Leadership: Dare to Build Trust, Loyalty, Ownership* (2019), Publishers Robert Satterfield.
- Geof Cox, *FT Essential Guide to Negotiations: How to achieve win-win outcomes* (2012), The FT Guides.
- Sir John Whitmore, *Coaching for Performance: The Principles and Practice of Coaching and Leadership* (2017), Nicholas Brearley Publishing 5<sup>th</sup> Edition.
- Debra Orr PhD, *Team for Change: A Practitioner's Guide to Implementing Change in the Modern Workplace* (2021), Emerald Publishing Limited.
- Dorinda Clippinger, *Producing Written and Oral Business Report* (2017), Business Expert Press.

### Websites

- Datumize: Types of Business Data  
<https://blog.datumize.com/understanding-the-most-important-types-of-data>
- Experian: Sources of Business Data (pdf) by Richard Lloyd  
[https://www.mrs.org.uk/pdf/31\\_03\\_03\\_lloyd.pdf](https://www.mrs.org.uk/pdf/31_03_03_lloyd.pdf)
- Lucidchart: Business Data Models <https://www.lucidchart.com/pages/database-diagram/database-models>
- Lotame: Methods of obtaining data.  
<https://www.lotame.com/what-are-the-methods-of-data-collection/>

- Data Guardian  
**<https://digitalguardian.com/blog/101-data-protection-tips-how-keep-your-passwords-financial-personal-information-safe>**
- Endpoint Protector  
**<https://www.endpointprotector.com/blog/5-ways-big-companies-protect-their-data/>**
- Little Miss Data: Problem Solving with Data  
**<https://www.littlemissdata.com/blog/businessproblem>**
- Stakeholder Map  
**<https://www.stakeholdermap.com/stakeholder-engagement.html>**
- Mind Tools: The Four Principles of Change Management.  
**[https://www.mindtools.com/pages/article/newPPM\\_87.htm](https://www.mindtools.com/pages/article/newPPM_87.htm)**
- Bright Network: Negotiation
- **<https://www.brightnetwork.co.uk/graduate-career-advice/key-career-skills/how-stand-out-graduate/top-10-tips-how-negotiate/>**
- Mind Tools: Kotters Model for Implementing Change  
**[https://www.mindtools.com/pages/article/newPPM\\_82.htm](https://www.mindtools.com/pages/article/newPPM_82.htm)**
- Data Pine: Presenting Business Reports  
**<https://www.datapine.com/blog/data-report-examples/>**

<b>Level:</b>	3
<b>GLH:</b>	620
<b>Assessment method:</b>	Practical assignment

### What is this specialism about?

The purpose of this specialism is for learners to know and undertake team leadership and management work. Learners will have the opportunity to plan, perform and evaluate their work whilst utilising a range of techniques, methods and resources.

Learners will develop their knowledge and understanding of, and skills in:

- Knowledge of effective leadership when leading teams and individuals
- Knowledge of organisational strategy, vision and values
- Skills in planning and implementing change
- Skills in project management
- Skills in developing and maintaining a high performing team

Learners may be introduced to this specialism by asking themselves questions such as:

- What is the difference between Leadership and Management?
- What is effective leadership?
- What role does emotional intelligence play in developing a high performing team?
- What knowledge and tools are needed to lead people and projects?
- Why is effective leadership and management important to an organisation?

### Underpinning knowledge outcomes

On completion of this specialism, learners will understand:

1. Team leadership and management knowledge criteria

### Performance outcomes

On completion of this specialism, learners will be able to:

2. Lead, manage and develop individuals and teams to deliver outcomes
3. Build relationships with colleagues, customers and stakeholders
4. Deliver core operational tasks and plans
5. Manage and implement projects
6. Apply governance and compliance requirements

Completion of this specialism will give learners the opportunity to develop their Maths, English and Digital Skills.

## Specialism content

### Outcome 1 – Specific knowledge criteria for performance outcomes

#### Lead, manage and develop individuals and teams to deliver outcomes (PO2)

##### 1.1 The difference between leadership and management.

###### What do learners need to learn?

A definition of leadership.

The role of leaders in organisations and their key characteristics to include being visionary, motivational and supporting strategic planning.

A definition of management.

The role of managers in organisations and their key characteristics to include organisation, meeting goals and setting team direction in line with organisational vision.

##### 1.2 Why leadership is important.

###### What do learners need to learn?

The importance of effective leadership to an organisation, its teams and individuals, including:

- The benefits of effective leadership to a team (e.g. clear direction, ample resources, development of high-performing teams).
- The benefits of effective leadership to individuals (e.g. increased motivation, increased staff retention).
- The impact of effective leadership on the wider organisation (e.g. meeting KPIs and goals, maintaining quality, organisational growth).

The consequences of ineffective leadership to an organisation, its teams and individuals including:

- The consequences of poor leadership for a team (e.g. underperforming teams, lack of direction resulting in failure to meet goals).
- The consequences of poor leadership for individuals (e.g. reduced motivation, workplace stress, lack of staff retention).
- The consequences of poor leadership for the organisation (e.g. reduced growth, ineffective delivery, increased complaints).

### 1.3 The **role of leaders** in setting organisational direction and strategy.

**Range:**

**Role of leaders** – translate divisional and functional strategies and plans.

What do learners need to learn?	Skills
The importance of organisations having clear strategy and direction.	EC2
	EC4
The importance of leaders in identifying and setting strategy and direction. Different levels of leadership and their responsibilities in identifying and setting strategy.	EC5
	EC6
Methods and approaches to set organisational strategy and direction, to include future business planning, scenario planning, risk management, models of strategy development (e.g. Mintzberg 5 Ps).	
Methods and approaches to translate organisational strategy into operational plans and KPIs, to include benchmarking and balance scorecards.	

### 1.4 Leadership **styles**.

**Range:**

**Styles** – autocratic, authoritative, democratic, coaching, affiliative, laissez-faire, transformational, transactional, situational.

What do learners need to learn?	Skills
The range of different leadership styles. How they apply to different tasks and individuals.	EC5
When to apply an appropriate leadership style effectively.	
How different leadership styles support methods for providing direction, implementing plans and motivating people, productivity and performance.	
The differences between Transformational and Transactional leadership.	
The importance of understanding their own leadership style, and how this translates when working with others.	

### 1.5 Structured approaches to managing change within a team.

**Range:**

**Structured approaches** - Kotter, Lewin's Change model, McKinsey 7 S model.

What do learners need to learn?	Skills
The different structured approaches related to change management in organisations. Their characteristics and the considerations for when each is used.	EC2 EC4 DC3
Approaches to plan and implement change.	
The importance of stakeholder engagement and creating a vision for change to be effective.	
The application of Kotter's 8 steps change model in demonstrating the importance of managing change through different stages.	

### 1.6 Change management and its impacts.

**Range:**

**Positive impact on teams** – successful high-performing teams, no-blame culture, cohesive team, appetite for success.

**Negative impact on teams** – dysfunctional teams, lack of motivation, failure to meet deadlines.

**Positive impact on individuals** – personal satisfaction, openness to innovation, personal growth and development.

**Negative impact on individuals** – stress and anxiety, resistance to change, conflict.

What do learners need to learn?
The reasons why change management has an impact on teams and individuals.
The range of different positive and negative impacts of change on teams and individuals.
Different outcomes from taking different structured approaches, and ways to manage the impacts of change on teams and individuals.
Approaches to respond to and mitigate any negative impacts.

The value of creating a sense of urgency and coalition in managing change to get people onboard.

### 1.7 Why it is important for team leaders to model expected **values and behaviours**.

**Range:**

**Values and behaviours** – being a role model/leading by example, being brave, showing honesty and building trust, showing resilience.

What do learners need to learn?	Skills
The differences between values and behaviours.	EC1 EC2 EC6
The importance of an organisation developing values, and having those values: <ul style="list-style-type: none"><li>• Shared between all teams and individuals throughout the organisation.</li><li>• Being consistently demonstrated by team leaders.</li></ul>	
The importance of setting clear expectations for individuals' behaviour in-line with organisational values, for example by building trust to support others to achieve goals.	
The impacts if team leaders fail to display and model ethical values and behaviours with their teams.	

### 1.8 The importance of effective coaching and training **techniques**.

**Range:**

**Techniques** - GROW model or Initiation, Observation and Action, Reflection and Evaluation.

What do learners need to learn?	Skills
The differences between coaching, mentoring and training.	EC1 EC2 EC6
The circumstances when coaching would be considered the right approach to support people or team development, and the circumstances when training would be appropriate to support people or team development.	
The benefits of coaching and how it supports the development of teams and people, improves engagement and motivation.	
The different coaching and training techniques available to team leaders.	



How and when to apply a range of coaching techniques and processes effectively to support individual development.

### 1.9 The importance of effective time management.

#### **What do learners need to learn?**

The reasons why time management is important for leaders and managers and should be embedded within their teams.

The importance of and benefits of effective time management for:

- Organisations (e.g. increased productivity, effective resource/capacity usage).
- Teams (e.g. ability to achieve targets).
- Individuals (e.g. manageable workloads, focused approach).

The consequences and implications of ineffective time management on:

- Organisations (e.g. reduced productivity, failure to meet intended targets/outputs).
- Teams (e.g. failure to meet shared targets).
- Individuals (e.g. failure to meet deadlines, increased stress, workload pressures).

#### **Skills**

EC5

DC1

### 1.10 Time management **tools and techniques**.

#### **Range:**

**Tools and techniques** - 4 Ds of Delegation, Covey's Matrix, to-do lists, digital calendar/diary planner, effective delegation skills, digital collaboration tools.

#### **What do learners need to learn?**

The range of time management tools and techniques which may be used.

Different models and approaches that are used to support effective time management. Their characteristics, methodologies, and when and how they are most effectively used.

The circumstances and different ways in which different time management tools and techniques may be used e.g. managing and planning their own workload, developing other team members, focusing on key tasks.

#### **Skills**

MC2

DC3

### 1.11 Prioritisation **theories**.

**Range:**

**Theories** - Urgent vs Important grid, Eisenhower Matrix.

**What do learners need to learn?**

The different reasons why priorities change within an organisation.

The role of leaders and managers in translating organisational priorities into individual and team workloads.

The importance of balancing prioritisation and time management, including considerations of and techniques for dealing with competing priorities.

Different prioritisation theories – their principles and approach/methodology and the circumstances in which they would be used.

The impacts to the organisation, teams, and individuals of not prioritising activities.

### 1.12 Planning **tools and techniques**.

**Range:**

**Tools and techniques** - GANTT charts, digital calendars, task managers.

**What do learners need to learn?**

The importance of planning workloads and activities and ensuring that plans are in place for teams and individuals within an organisation.

Different planning tools/techniques that are used to support the effective management of workloads within a team.

Consideration of how different tools and techniques are used with teams and individuals. Consideration of:

- their principles of use
- how they are used/applied effectively
- the circumstances in which they would be used.

Approaches for supporting the effective embedment of planning tools and techniques within a team.

**Skills**

EC1

EC4

MC2

MC5

MC5

DC1

DC2

DC3

### 1.13 Equality, diversity and inclusion **concepts and theory**.

**Range:**

**Concepts and theory** - inclusive leadership, unconscious bias, reverse mentoring.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of equality, diversity and inclusion (EDI) within teams, and the value to individuals of embracing EDI.	EC5
Concepts and theories used to promote EDI, and ways that leaders and managers embed these within teams.	
Approaches used to effectively engage different EDI concepts and theories within a team environment.	
How EDI concepts and theories are an important element in supporting the development of teams and individuals.	

### 1.14 Key **characteristics** of an inclusive workplace and how equality and inclusion can be achieved through leadership **approaches**.

**Range:**

**Characteristics** – culture of acceptance and mutual respect, celebrating diversity

**Approaches** - challenging perceptions, confidence to challenge unacceptable behaviours, showing respect for all, treating people fairly, equality of opportunity for all, developing awareness in others.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of promoting equality, diversity and inclusion within all levels of an organisation, and embedding EDI as integral within an organisation's culture.	EC3 EC6
How to create an environment of equality and inclusivity e.g., through the development of policies and procedures.	
How the key characteristics of equality and inclusion can be achieved through positive leadership approaches.	
The value of an organisation embracing EDI.	

### 1.15 Legislation and team leader's responsibilities.

<b>What do learners need to learn?</b>	<b>Skills</b>
Importance of implementing the organisation's policies and procedures in relation to Equality, Diversity and Inclusivity legislation e.g., Equality Act 2010.	EC1 DC2 DC3
How equality and diversity and duty of care relates to the team leader role, including responsibilities and accountabilities in relation to employees and the organisation.	

### 1.16 Team development **stages**.

**Range:**

**Stages** - Tuckman's model (Forming, Storming, Norming, Performing, Adjourning).

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of using team development approaches for organisations to reach and maintain a high-performance team.	EC6
Tuckman's theory of team development. The stages of Tuckman's model – what each stage represents and how each stage is applied in different organisational circumstances and approaches to take when progression is challenged.	

1.17 Team management **models** including team dynamics and motivation techniques.

**Range:**

**Models** - Belbin team roles, McClelland's human motivation theory, Daniel Pink's motivational theory.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of understanding team roles and dynamics including interactions between the team, how well they are performing and cooperating.	EC2 EC5 EC6
Different motivational theories and models and how these are applied to support teams and individuals.	
The reasons why different approaches would be considered and used, to include performance, reward, appraisals, recognition, work allocation, team building and development.	
Techniques a team leader can use to motivate and improve team dynamics, to include coaching and mentoring to provide support, building confidence through timely feedback to improve performance across the team, and recognition of effort and achievements.	

1.18 Different contributions to a team and **theories** of team roles.

**Range:**

**Theories** - Belbin's Team roles, Benne and Sheats' theory

<b>What do learners need to learn?</b>	<b>Skills</b>
The different types of contributions that can be made within a team and by whom.	EC6
The reasons why it is important to consider the different contributions that different individuals within team can make.	
The influence of different teams and their roles, and the impact that different roles can bring to how a team functions.	
The use of different team role theories and how they are applied to support an organisational and work context. <ul style="list-style-type: none"><li>• Belbin team roles – The requirement of a team role assessment to identify and ensure a balanced team, with a profile that reflects how different team members behave, contribute and interrelate with others, for example shaper, team worker, completer/finisher, in order to support a high-performing team.</li></ul>	

- Benne and Sheat's theory – The consideration of different roles (task, personal/social, dysfunctional and/or individualistic) in order to identify both positive and negative group behaviour that supports teams to be managed effectively.

### 1.19 **Techniques** used to develop high-performing teams.

#### **Range:**

**Techniques** – communication methods, formal and informal processes, support, training and development, planning of team strengths, analysis of individual motivations within a team, culture, work-environment, clarity.

<b>What do learners need to learn?</b>	<b>Skills</b>
The concept of a high performing team and what it looks like in different organisations. The contribution that a high performing team makes to an organisation.	EC1 EC5 EC6
Different techniques and approaches that leaders can use or deploy to develop or maintain a high performing team, and when to use them. (e.g., use of Belbin and Tuckman's models).	
The challenges presented by different techniques and approaches, and ways to overcome perceived challenge or resistance to achieve positive outcomes.	

### 1.20 Performance management **techniques**.

#### **Range:**

**Techniques** - setting Key Performance Indicators (KPIs) and metrics, appraisals, 360-degree feedback, objective and goal setting, performance management frameworks, personal development plans, providing constructive feedback.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of and approach to setting KPIs, SMART objectives and performance standards with individuals and within teams.	EC3 EC6 DC2
The importance of regular and timely feedback. The use of different feedback models and how to use these to give effective feedback.	DC3
How to create, develop and enact a Personal Development Plan.	
The approaches used to ensure fair and valid reviews of performance and development: <ul style="list-style-type: none"> <li>• Objective vs subjective evidence.</li> </ul>	

- Unconscious bias.

Performance management cycles and approaches used to deal with performance issues as well as to identify best practice.

### 1.21 Performance management **systems** and typical **governance arrangements**.

**Range:**

**Systems** – monthly reviews, quarterly reviews, annual reviews

**Governance arrangements** – standardisation, benchmarking

What do learners need to learn?	Skills
The structured approaches that organisations can use to support performance management.	MC5 MC6
The value of performance management systems and the reasons why organisations adopt structured approaches to support performance management.	DC2 DC3
Structure of annual, quarterly, and monthly reviews and how they feed into each other.	
How organisations set and manage performance management systems at the organisational level.	
How performance management systems differ across different organisations – depending on structure and purpose.	
Methods used to ensure that performance management systems are standardised and benchmarked fairly across individuals, teams, and the wider organisation.	

## 1.22 Business **benefits** of cross-functional team working.

### **Range:**

**Benefits** - open and clear communication, greater problem solving, greater job satisfaction, motivation, utilisation of specialist knowledge and skills, reduced silo thinking, breaking down barriers.

<b>What do learners need to learn?</b>	<b>Skills</b>
The composition and role of cross-functional teams and the ways in which they operate in and between different organisations.	EC5 EC6
The benefits to the organisation of effective cross-functional working between different teams to include greater knowledge sharing and improved problem-solving, greater job satisfaction and motivation, and reduced silo thinking.	
The role of a leader/manager in creating and maintaining a cross-functional team to effectively deliver organisational objectives.	
Approaches that drive engagement and support collaborative cross-functional working, to include open and clear communication between teams, sharing specialist knowledge and skills.	

## 1.23 **Legislative and regulatory frameworks** that influence people management.

### **Range:**

**Legislative and regulatory frameworks** - data protection, employment law, union recognition.

<b>What do learners need to learn?</b>	<b>Skills</b>
HR policies and procedures that link to current legislation in the workplace.	EC1 EC2
The importance of leaders and people managers in understanding and engaging with current legislation in the workplace.	EC4 EC5 MC8
The role of leaders and people managers in: <ul style="list-style-type: none"><li>• developing policies and procedures</li><li>• ensuring policies and procedures are complied with in the organisation</li><li>• implementing legislative and regulatory requirements</li><li>• ensuring teams adhere to legislative and regulatory requirements.</li></ul>	DC1 DC5



#### 1.24 **People related data** and the **systems** used to record and store such data.

**Range:**

**People related data** - absence management, performance management.

**Systems** – HR systems, people management systems.

<b>What do learners need to learn?</b>	<b>Skills</b>
The types of people-related data that can be collected. e.g., absence rates.	MC5 MC7
The reasons for capturing and recording people-related data to support team management.	MC10 DC1 DC4
The methods used to analyse people related data. The use of <ul style="list-style-type: none"><li>charts and spreadsheets to visualise data</li><li>HR Platforms to track key information, e.g., absence, talent management, retention, attrition.</li></ul>	
The importance of formal back to work and performance management meetings.	

#### 1.25 **Systems** used for people management.

**Range:**

**Systems** - HR systems.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of using people management systems that support individuals and treat them fairly.	DC1 DC3 DC4
Formal grievance procedures and how these are implemented. The individual people manager role and the support of Human Resources when responding to grievances.	
Legislative regulations that cover people management systems, to include: <ul style="list-style-type: none"><li>Data protection (GDPR) and the storage of sensitive personal data</li><li>the legal aspects of HR, such as requirements for making reasonable adjustments and the management of lateness, absence and poor performance</li><li>organising people resources, for example employee schedules and resource allocation.</li></ul>	

1.26 Managers' **legal responsibilities** towards their staff.

**Range:**

**Legal responsibilities** - safeguarding, health and safety.

What do learners need to learn?	Skills
The remits of roles and responsibilities in adhering to legislative and regulatory requirements.	EC1 EC5
Understanding when and how to escalate situations outside of own role.	
The importance of managers understanding: <ul data-bbox="244 689 951 909" style="list-style-type: none"><li>• Importance of health and safety.</li><li>• Management responsibilities for health and safety.</li><li>• Employee responsibilities for health and safety.</li><li>• What is safeguarding.</li><li>• How to follow safeguarding procedures.</li></ul>	

## Build relationships with colleagues, customers and stakeholders (PO3)

### 1.27 Stakeholder maps.

**Range:**

**Stakeholders** – internal, external, primary, secondary.

What do learners need to learn?	Skills
The concept of stakeholder maps and how and why they are used.	EC2
How to identify all relevant internal and external stakeholders.	EC3
The importance of analysing and considering all relevant stakeholders, by perspective, impact, and influence.	EC4
	EC5
The importance of mapping relationships between stakeholders and the organisation's objectives, recognising the importance of relationships.	DC2
	DC3
The best techniques for engaging with each stakeholder group.	

### 1.28 Emotional intelligence.

**Range:**

**Emotional intelligence** - Goleman's model, Salovey and Mayer.

What do learners need to learn?	Skills
Definition of emotional intelligence.	EC6
How emotional intelligence (EI) is important for leadership and management.	
Approaches to understand and measure their own EI (e.g., personality/psychometric tests).	
The characteristics of good EI and how these characteristics are reflected by individuals in a work environment to support <ul style="list-style-type: none"> <li>• Personal and interpersonal communications.</li> <li>• Effective relationships.</li> </ul>	
Methods used to develop EI in the workplace.	

The characteristics of good EI to manage personal and interpersonal communication.

Methods used to develop EI in the workplace. How to use EI to build effective relationships.

The different models of EI that are used. The reasons for using different models in different circumstances, and how different models are used by leaders and managers to support themselves, teams and individuals, e.g., links with transactional analysis to recognise their own and others ego states.

1.29 How to use emotional intelligence and **conflict management** techniques to manage stakeholder relationships.

**Range:**

**Conflict management** - positive conflict resolution.

**What do learners need to learn?**

How an understanding of emotional intelligence can be used to support the development of stakeholder relationships.

Conflict management techniques used for colleagues, customers and stakeholders, and how these differ for different groups and circumstances.

Different approaches used to support conflict management, to include:

- communication styles
- methods to adapt to situation and context.

Models of conflict management and how they are applied to support approaches (e.g., The Thomas Kilmann Model (Conflict mode)).

**Skills**

EC4

EC6

### 1.30 Learning **styles**.

**Range:**

**Styles:** Honey and Mumford, VARK.

<b>What do learners need to learn?</b>	<b>Skills</b>
The characteristics of different learning styles.	EC5
How to use self-assessment to understand their own learning style.	
Understanding needs of different learning preferences and how a team leader can tailor learning opportunities to the individual's preferences.	
The importance of understanding different learning styles and the use and impact of different feedback mechanisms.	

### 1.31 Forms of formal and informal **communication** and their application.

**Range:**

**Medium** – Written communication (emails, social media, letters), oral communication (telephone conversations, presentations).

<b>What do learners need to learn?</b>	<b>Skills</b>
Types of formal and informal communication methods, and reasons when a formal or informal approach would be used.	EC1 EC3
Examples of written, verbal and digital communication, and situations when a team leader would effectively use each.	MC8 DC2
The different methods a team leader may use in their role to adapt communication to suit different audiences and purposes e.g., briefings, presentations, team meetings, 1-2-1 meetings, team chats, conference calls and online meetings.	DC3

1.32 Ways of managing **challenging conversations** that can arise in the working environment.

What do learners need to learn?	Skills
<p>The appropriate response to a challenging conversation, that accounts for the circumstances of the situation, for example contraventions of codes of conduct, breaches in data protection rules, performance management issues.</p>	<p>EC2 EC3 EC6</p>
<p>Ways to respond effectively to assertive, aggressive and passive behaviours e.g., transactional analysis.</p>	
<p>The role of assertiveness for leaders conducting challenging conversations.</p>	
<p>The importance of evidence trails for conducting challenging conversations, and of auditable documentation that outlines the conversation that took place, required actions and timelines.</p>	
<p>The reasons for having time to follow up in person following a challenging conversation.</p>	

1.33 Why it is important to provide constructive feedback and how to do this.

**Range:** AID Model (actions, impact, desired).

What do learners need to learn?	Skills
<p>The importance of feedback and the range of feedback mechanisms.</p>	<p>EC2 EC4</p>
<p>How feedback models are used to give structure to constructive feedback e.g., 360-degree feedback, reverse feedback, fast feedback.</p>	<p>EC5</p>
<p>The importance of voice tones and body language when giving constructive feedback.</p>	
<p>The importance of constructive feedback being given verbally wherever possible.</p>	

### 1.34 **Concerns** that should be escalated.

**Range:**

**Concerns** - financial irregularities, modern slavery, grievances, safeguarding, duty of care, equality and diversity, welfare, health and safety issues, mental health concerns.

<b>What do learners need to learn?</b>	<b>Skills</b>
The types of concerns that can occur with colleagues, customers and stakeholders in and outside of an organisation.	EC1 DC3
Identification of concerns and when a concern needs to be escalated by a team leader. The reasons why some concerns require escalation.	
Personal obligations as a leader in escalating concerns appropriately and in a timely manner.	
The formal channels and processes to follow when escalating concerns and when to use each one as a leader.	

### 1.35 **Processes** for escalating concerns appropriately, including through whistleblowing.

**Range:**

**Processes** – policies and procedures, reporting lines, internal and external channels.

<b>What do learners need to learn?</b>	<b>Skills</b>
The policies and processes used by team leaders for escalating different types of concerns, and where concerns should be escalated, including the internal channels and lines of reporting to external organisations where needed.	EC1 EC2 EC5
The external organisations that may need to be contacted should a concern be escalated, or those that provide sources of support.	
The definition of 'whistleblowing', what does/does not constitute 'whistleblowing' and its legal implications (e.g., protection of the whistle-blower by law). The process of 'whistleblowing'.	

1.36 **Roles** in meetings and how to undertake roles in meetings effectively.

**Range:**

**Roles** - organiser, chair, note-taker, participant.

<b>What do learners need to learn?</b>	<b>Skills</b>
An awareness of the different roles within a meeting and the importance of setting out these roles and the expectations of each role prior to the meeting to make it as effective as possible.	EC1 EC2 EC6
The importance of different roles in supporting meetings to run according to agreed timescales, plans, and to meet their intended purpose.	
How to undertake each role to effectively support a meeting.	
The range of formal and informal meeting documents used to support the effectiveness of meetings, including those developed prior to and published after the meeting.	
What constitutes meeting etiquette and why it is important to be followed.	



## Deliver core operational tasks and plans (PO4)

1.37 How organisational strategy is developed using tools such as a PESTLE and SWOT analysis.

What do learners need to learn?	Skills
Importance of setting organisational strategy.	MC5 MC6
The use of external analysis tools (PESTLE) and internal analysis tools (SWOT) when determining organisational strategy.	MC7 DC4
How team leaders use different analysis tools and the results from a range of analysis to identify factors to feed into and develop organisational strategy.	

1.38 Methods of interpreting, communicating and cascading strategy.

What do learners need to learn?	Skills
The role of team leaders in supporting the development and embedment of organisational strategy.	EC1 EC2 EC5
The different ways and methods used to communicate organisational strategy, and how different methods are used for different circumstances.	
How to translate operational strategy into organisational and team goals.	
The benefits/advantages of using a range of different methods to interpret, communicate and cascade strategy in team/business function/organisation.	

1.39 How to set clear goals, using the SMART approach.

**Range:**

**SMART:** specific, measurable, achievable, relevant, time bound.

What do learners need to learn?	Skills
The reasons for setting goals and targets for individuals and teams.	EC5
The importance of goals and targets for individuals being SMART.	
How to set SMART objectives and the benefits of doing so as a team leader, to include: <ul style="list-style-type: none"><li>• showing how goals have been translated into team or individual actions</li></ul>	

- supporting individuals and teams with organisation and prioritisation of work
- allowing expectations of each objective to be easily understood by teams or individuals.

#### 1.40 Principles of data management and the use of different technologies in business.

##### What do learners need to learn?

Understanding principles of data management and key responsibilities for a team leader.

Technologies that can be used to support a team leader in applying the principles of data management, e.g., CRM, database.

The secure and effective use of data within business management systems.

##### Skills

MC5

MC6

DC1

DC4

#### 1.41 Ways organisations use **data** to gain insight into their customers' behaviours to inform business decisions.

##### Range:

**Data** - financial, 3-year sales trends, data analytics from social media platforms, competitor information, customer surveys and feedback, customer complaints.

##### What do learners need to learn?

The different methods that organisations use to collate and analyse data to gain insight into customer behaviour.

The reasons for using different types of data, and different collection methods, dependant on the purpose of the information being gathered.

How insights from data are used to inform and support business decisions.

The ways that organisations use identified trends in data to forecast future customer behaviours and preferences.

##### Skills

MC2

MC5

MC6

DC4

#### 1.42 Processes for collecting, validating, storing, protecting, and processing data.

<b>What do learners need to learn?</b>	<b>Skills</b>
The range of processes used to support the management of data within organisations.	MC5 MC6 DC4 DC5
GDPR and how compliance with this relates to collecting, validating, storing, protecting and processing data.	
How a team leader complies with legislation surrounding collecting, validating, storing, protecting and processing data e.g., using policies, procedures and protocols set by the business.	

#### 1.43 Technologies to support the acquisition and management of data.

<b>What do learners need to learn?</b>	<b>Skills</b>
The role of Data management systems to effectively gather and manage different types of data.	DC4 DC5
How team leaders use and interrogate Data Management Systems to support workloads and team management.	
The use of databases and spreadsheets to effectively use data, to include the presentation and reporting of data.	

#### 1.44 **Tools and techniques** to support decision making.

**Range:**

**Tools and techniques** - market research, cost-benefit analysis, SWOT analysis, feasibility studies.

<b>What do learners need to learn?</b>	<b>Skills</b>
The reasons for using a range of tools and techniques to provide insight to support decision making.	EC5 DC1 DC4
The importance of reference to an evidence base for leaders to make informed decisions.	
How to use a range of tools and techniques to draw insight; how these are applied, and how conclusions are drawn. To include the use of paired comparison matrixes.	

1.45 Techniques and tools to support problem solving and how to use them, including Problem Cause Identification **tools**.

**Range:**

**Tools** - root cause analyses, fishbone diagrams, interrelationship diagrams, mind mapping, appreciative inquiry, lateral thinking, idea generation approaches.

What do learners need to learn?	Skills
The tools and techniques that are used to support problem solving. The reasons why different approaches are used to support team leaders respond to specific problems, and to benefit their teams and the wider organisation in which they work.	EC5 MC7 MC8
The ways that different tools and techniques are used for problem-solving. How they are selected and applied.	DC1 DC4
The different tools and techniques that are used to analyse outcomes and the effectiveness of solutions.	

1.46 **Methods** of analysing data to support business decision making.

**Range:**

**Methods** – charts, graphs, spreadsheets, analytics.

What do learners need to learn?	Skills
The different forms of data that can provide business insights.	MC5
The methods used to present data in formats that support analysis.	MC6
The types of outcomes from data analysis, e.g., identification of trends.	MC7
The ways that outcomes of analysis are used to support business decision making, e.g., finance, sales.	MC8
	MC10
	DC1
	DC4

## Manage and implement projects (PO5)

1.47 **Phases** of the project lifecycle.

**Range:**

**Phases** - initiation, planning, execution, monitoring and control, close/review.

### What do learners need to learn?

Project lifecycles and the reasons why a project should be reviewed in its entirety.

The different phases of the project lifecycle and how they support effective project outcomes.

The importance of each phase of the project lifecycle, and the dependencies between each stage.

PDCA (Plan, Do, Check, Act) cycle.

1.48 The roles and responsibilities of project team **members**.

**Range:**

**Members** - Project Manager, Project Team Member, Project Sponsor, Executive Sponsor.

### What do learners need to learn?

The different roles and responsibilities within a project team, e.g., Project Sponsor is responsible for project budget, Project Manager provides the scope of the project from initiation to completion and has primary responsibility

The importance of having clearly defined roles and responsibilities in order to achieve successful outcomes, e.g., responsibility of project manager to direct team to achieve success.

The dependencies between different roles within a project team and understanding that internal dependency sits within the team's control and is based on the relationship between work activities; whilst external dependency sits outside of the team's control, and is based on relationships with wider teams, functions and organisations.

The importance of all project team members considering dependencies and their impacts when working on a project, e.g., impact on project planning, the expertise required, project budget and finances, technical limitations.

The approaches taken to ensure that all project team members are working to the same objectives to meet project outcomes, key milestones and project deadlines, e.g., 4Ds, Gantt chart, setting clear objectives and task milestones for the project.

1.49 How to determine and manage **project resources** and budgets.

**Range:**

**Project resources** - people, equipment, materials, knowledge.

**What do learners need to learn?**

The process to identify the required resources and budget needed to successfully achieve a project.

The methods used to assess the availability of resources for a project, including the identification of required skills and available resources from within existing teams and across the organisation.

The use of project management tools and software (e.g., GANTT charts) to determine resources, budget and timelines required.

How project management tools and software can be used to support the management of project resources and budget throughout the project lifecycle.

**Skills**

EC4

MC9

MC10

DC2

DC4

1.50 The risk management **process**.

**Range:**

**Process** – Initiate, Identify, Analyse, Evaluate, Treat, Monitor, Review.

**What do learners need to learn?**

The importance of and reasons for having a risk management process when undertaking any project.

The different stages of the risk management process.

The importance of each stage of the risk management process to successfully respond to risks to the outcome of a project.

The interdependencies between different stages of the risk management process and the impact of not managing risks through a defined process.

The impacts to projects if risks are not effectively managed through a defined process.

1.51 How to **identify** and **manage** risk as part of project management.

**Range:**

**Identify** – risk assessments, risk logs, RAG ratings.

**Manage** – governance reviews, contingency planning.

What do learners need to learn?	Skills
The approaches used to identify any risks as part of a project.	MC5
The importance of cataloguing risks and assessing the risk level (e.g., through use of RAG ratings).	MC6
How to manage risk and why this is important when managing a project.	DC4
The importance of maintaining risk logs throughout the delivery of a project, monitoring known risks and capturing any emerging risks.	
The considerations when determining mitigations and contingency plans to support the management and reduce the impact of potential risks.	

1.52 Content and purpose of risk, issue, and decision logs.

What do learners need to learn?	Skills
The reason for using risk, issue and decision logs when managing a project.	EC4
The approach used to create and use risk, issue, and decision logs.	MC5
The types of content and information that is captured to ensure the successful management of risk, issue, and decision logs.	MC6
The process for reviewing, managing, and closing risks as part of a project, and how decisions are recorded.	DC2

1.53 Project management **tools** and when to use them.

**Range:**

**Tools** - Gantt Charts, task management, real time dashboards, RACI, project scoping document.

<b>What do learners need to learn?</b>	<b>Skills</b>
The reasons why project management tools are used, and how they support the delivery of project outcomes.	EC1 DC1
The range of project management tools available, their principles of use and when it would be best to use each type.	
How to use a range of project management tools to effectively plan and manage a project.	

1.54 Project management **outcomes** and how these are **supported**.

**Range:**

**Outcomes** – cost control, objectives met.

**Supported** – governance structures, compliance arrangements.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of having defined project outcomes at the outset of a project, and an agreed approach to achieve those outcomes.	MC5 MC8 DC4
The importance of managing projects that meet objectives and within budget requirements.	
The approaches used to highlight when a project is not going to plan.	
The processes used to govern and support projects and to ensure that objectives are met.	
The role of governance in reviewing, agreeing, and evaluating project management outcomes.	



## Apply governance and compliance requirements (PO6)

1.55 How to calculate return on investment and value for money, including where the application of financial values is difficult.

<b>What do learners need to learn?</b>	<b>Skills</b>
Methods of calculating Return on Investment, for example cost versus benefit, risk audit.	MC2 MC4 MC5
Defining best value for money and methods to ensure this is reached and why this is important.	MC7
The range of factors that contribute to determining value.	
Why value for money and return on investment is important.	

1.56 Annual budgeting cycles.

<b>What do learners need to learn?</b>	<b>Skills</b>
The purpose of annual budget cycles, e.g., 4Cs, challenge, comparison, consultation, competition.	MC6 MC9 MC10
The process of setting an annual budget, taking account of activities required, business objectives, fixed and variable costs and past performance.	
The processes of agreeing annual budgets, including how team budgets are reviewed and embedded into overall organisational budgets.	
The importance of setting and adhering to an accurate budget for a team leader.	

1.57 How to monitor budgets using tracking and reporting tools to ensure efficiencies and that costs do not overrun.

**Range:**

**Methods** – tracking and reporting tools.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of monitoring budgets, to ensure efficiencies and that costs do not overrun.	MC7 MC8
The tracking tools used to identify spend against budget, e.g., actual versus forecast.	DC1 DC4
The reporting tools and processes used to identify and report on spend, including variances in budget (underspend, overspend).	
The processes used to manage any variance in budget, e.g., monitoring monthly, quarterly, annual spend against expected spend.	

## Practical criteria for performance outcomes

### Outcome 2

## 2. Lead, manage and develop individuals and teams to deliver outcomes

2.1 Develop awareness of own leadership style.

<b>What do learners need to learn?</b>	<b>Skills</b>
Completes a self-assessment to identify their own leadership style.	EC5
Uses the results of self-assessment to support development of their own leadership style.	
Identifies the potential impact of different leadership styles on teams and individuals and considers these impacts in their own style.	
Analyses their own leadership style and how their approach impacts on others they work with.	

2.2 Reflect on own performance, seeking feedback, understanding why things happen, and making timely changes by applying learning from feedback received.

<b>What do learners need to learn?</b>	<b>Skills</b>
Uses a range of approaches to gain feedback from others at different levels.	EC4 EC5
Reflects on their own leadership style constructively, identifying what has worked well, what could have been done differently and how to develop further.	
Uses feedback to support reflections, and to identify when different approaches have had different outcomes (e.g. different individuals may respond to a certain approach more effectively than others).	
Implements changes to their own performance in a timely fashion that constructively builds on reflections made and feedback from others.	

### 2.3 Adapt own leadership style as appropriate in response to reactions from other individuals.

What do learners need to learn?	Skills
Acts on feedback received from others in relation to their own leadership style.	EC5
Uses feedback to develop actions plans to develop awareness of leadership style and approach, and how this can be adapted for different individuals.	
How to proactively adapt as a leader to circumstances and situations that arise in the workplace, using emotional intelligence to inform practice.	

### 2.4 Communicate strategy and team purpose, adapting style to suit the audience.

What do learners need to learn?	Skills
Identifies key messages to be delivered to teams and individuals.	EC1
Selects appropriate methods to communicate, considering the purpose of the message, the intended audience, and the best form of delivery.	EC5
Adapts style to suit audience and the message being communicated.	
Use of effective questioning to confirm understanding and promote understanding to gain buy-in.	

## 2.5 Use appropriate **coaching techniques**.

### **Range:**

**Coaching techniques** - active listening, questioning, finding strengths, assuming objective/non-judgemental stance.

<b>What do learners need to learn?</b>	<b>Skills</b>
Develops own ability to use coaching techniques in the workplace.	EC1 EC4 EC6
Identifies the circumstances/situations when individuals or team members can be supported through the use of coaching to support individual, team or organisational objectives.	
Uses a range of formal and informal coaching techniques depending on the situation and audience; remaining non-judgemental and objective, to aid individual development and performance.	
Undertakes coaching using techniques that: <ul style="list-style-type: none"><li>• Use a range of communication skills to encourage, support and motivate the person/s being coached.</li><li>• Utilise effective goal setting from the beginning with regular reviews taking place.</li><li>• Provide constructive and timely feedback to support further development.</li></ul>	

## 2.6 Manage competing priorities.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies the different priorities that exist within and need to be delivered by a team.	EC5 MC5 MC6
Uses prioritisation mechanisms to identify activities that need to be prioritised.	DC1 DC4
Plans team workload that balances urgent and non-urgent tasks.	
Creates a schedule which allows multiple activities to be undertaken at the same time and ensures everything is completed within set-timescales.	
Uses effective communication to ensure that all members of a team are aware of expectations, and what they need to do to achieve activities to agreed schedules.	

2.7 Manage own time effectively through the appropriate use of time management tools and techniques.

What do learners need to learn?	Skills
<p>Considers a range of time management tools and techniques to support their own time management. Recognising organisational tools and techniques that must be used in accordance with policies and procedures where appropriate.</p>	<p>DC1 MC2 MC6 MC10</p>
<p>Reflects on own personal preference when deciding which tool and technique is best for use where appropriate.</p>	
<p>Considers and accounts for the impact on wider team members if the tool/technique is being used collaboratively or not.</p>	

2.8 Support effective organisational delivery through the identification and use of **planning tools and techniques**.

**Range:**

**Planning tools and techniques** – affinity diagrams, fishbone diagrams, GANTT charts, Process Decision Program Charts, interrelationship diagrams.

What do learners need to learn?	Skills
<p>Assesses the different planning tools and techniques available within an organisation for completing a range of tasks.</p>	<p>EC2 EC3 EC4</p>
<p>Selects the most appropriate planning tool/technique applicable to the task/situation.</p>	<p>EC5 MC2</p>
<p>Uses a range of planning tools and techniques appropriate to the situation, with application of the use of suitable techniques to support effective organisational delivery.</p>	<p>MC5 MC5 MC9 MC10 DC1 DC2 DC3</p>

## 2.9 Promote equality of opportunity and anti-discriminatory practice.

What do learners need to learn?	Skills
Embeds a culture of inclusivity and equality in their approach to work and within a team environment, e.g., through role modelling respect, valuing others' opinions, etc.	EC2 EC3 DC3
Uses approaches that actively promote equal opportunities and anti-discriminatory practice, e.g., following workplace policy, being inclusive, encouraging participation to gain wider perspectives.	
Promotes active reinforcement of anti-discriminatory practice with teams and others, e.g., modelling best practice and taking action to deal with or escalate issues to the correct people if required.	

## 2.10 Apply understanding of the different stages of team development to ensure a cohesive team and that their objectives are met.

What do learners need to learn?	Skills
Considers the purpose of the team being managed and methods to support a cohesive team.	EC5
Applies the use of Tuckman's stages of team development model to support the management of individuals through each stage, e.g., builds effective relationships (Forming), deals with conflict (Storming), encourages collaboration, openness and recognition of each other's strengths/weaknesses (Norming), while providing opportunities for application, and giving regular supportive feedback (Performing).	

2.11 Set team and personal goals and objectives, and appropriate approaches to measuring and monitoring them.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies overall organisational objectives as a basis for setting team and personal goals and objectives.	EC2 EC5
Uses appropriate measures to determine and set personal and team SMART objectives, in line with organisational strategies.	
Selects appropriate approaches to measure achievement.	
Communicates to teams and individuals: the purpose of goals and objectives how the goals and objectives align with organisational targets the methods and measures that will be used to monitor against set objectives.	
Undertakes monitoring of objectives using defined measures.	

2.12 Maximise the effectiveness and productivity of a team through performance review techniques.

<b>What do learners need to learn?</b>	<b>Skills</b>
Uses an appropriate performance review structure to ensure that all individuals and teams have performance reviews scheduled according to a defined structure.	EC6
Supports individual team members to understand the purpose of performance reviews and why they are undertaken. This includes the role that performance reviews have as a development tool, and the process that is undertaken.	
Completes formal performance reviews with team members, providing timely and coherent feedback, reviewing outcomes of objectives, and setting targets for future performance.	
Uses performance reviews to identify opportunities to improve effectiveness and productivity within a team (e.g., opportunities for development, training needs identification).	



## Outcome 3

### 3. Build relationships with colleagues, customers and stakeholders

3.1 Develop **stakeholder** maps.

**Range:**

**Stakeholder** - internal, external, primary, secondary.

What do learners need to learn?	Skills
Identifies and maps relationships between stakeholders and the organisation's objectives, recognising the importance of different stakeholder perspectives, impact, and influence.	EC2 EC3 MC6
Develops stakeholder maps that outline: <ul style="list-style-type: none"><li>• all the stakeholders in a given activity</li><li>• their level of interest and engagement</li><li>• their impact and influence</li><li>• the best technique for engaging with each stakeholder group.</li></ul>	DC1 DC2 DC3 DC4

3.2 Construct detailed and **realistic** stakeholder engagement plans.

**Range:**

**Realistic** - costs, time, return on investment, power/interest matrix.

What do learners need to learn?	Skills
Uses the outcomes of developed stakeholder maps for the basis of the development of stakeholder engagement plans.	EC2 EC3 DC1
Develops stakeholder engagement plans that detail the: <ul style="list-style-type: none"><li>• approach to develop stakeholder relationships</li><li>• agreed approach for engaging with different stakeholder groups</li><li>• expected outcomes of engagement</li></ul>	DC2 DC3
Develops realistic stakeholder engagement plans to reflect a range of factors that influence engagement and with the aim of developing relationships.	
Reviews/adapts engagement plans based on feedback and how relationships develop, ensuring mutual benefits and wins that meet the needs of all stakeholders.	

### 3.3 Communicate with stakeholders through a variety of **appropriate media**.

#### **Range:**

**Appropriate media** - social networks, webinars, online team collaboration tools, email, team meetings, face-to-face, one-to-one, networking

<b>What do learners need to learn?</b>	<b>Skills</b>
Demonstrates the conventions of different forms of appropriate media, and uses them to engage effectively with consideration of:	EC2 EC3 MC8
<ul style="list-style-type: none"><li>• matching the use of media to the message</li><li>• timeliness</li><li>• compliant data use</li><li>• use of professional ethics.</li></ul>	DC1 DC2 DC3 DC5
Communicates with stakeholders with consideration of their preferred method of communication, and in line with stakeholder engagement plans.	
Considers use of tone and style when communicating with stakeholders.	

### 3.4 Communicate **key messages**.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies key points to be communicated to colleagues, customers and stakeholders for a range of tasks/activities.	EC1 EC2 EC3
Develops communications to ensure key messages are delivered effectively and are understood by their intended audience.	EC4 EC5 EC6
Uses a range of methods to communicate key messages in writing, digitally and orally, including through the use of presentations.	DC1 DC2 DC3

### 3.5 Develops own emotional intelligence.

<b>What do learners need to learn?</b>	<b>Skills</b>
<p>Uses reflective practice to develop self-awareness and an understanding of their own emotional intelligence.</p>	EC5
<p>Uses understanding of own emotional intelligence to identify the impact this has on their approach to work, how they engage with others, and impacts their way of responding to different situations.</p>	
<p>Shows an awareness of how to adapt their own ways of working and approaches to dealing with others based on an understanding of their own emotional intelligence and approaches to work.</p>	

### 3.6 Demonstrate active listening in discussions with colleagues and stakeholders.

<b>What do learners need to learn?</b>	<b>Skills</b>
<p>Demonstrates active listening within discussions, responding appropriately and effectively to discussion points raised.</p>	EC6
<p>Uses active listening to support the development of relationships with colleagues and stakeholders.</p>	

### 3.7 Provide constructive feedback.

<b>What do learners need to learn?</b>	<b>Skills</b>
<p>Considers feedback to be given and identifies key messages and how these can be delivered constructively.</p>	EC2 EC4 EC6
<p>Uses a range of different approaches to provide feedback to individuals and teams.</p>	
<p>Identifies and selects the most effective approach to providing feedback, based on the circumstance, level of feedback to be provided, and the individual.</p>	
<p>Uses a feedback model to give constructive feedback to a team or individual.</p>	

### 3.8 Develop clear meeting agendas with timings.

What do learners need to learn?	Skills
Identifies the purpose of meetings.	EC3 DC3
Creates meeting agendas, having a clear understanding of ordering, timings and priorities.	
Seeks contributions from other stakeholders for the agenda.	
Circulates agendas to stakeholders in a timely manner prior to meetings.	

### 3.9 Chair meetings ensuring **key objectives** are met.

#### Range:

**Key objectives** - agenda runs to time, all participants are encouraged to contribute, any conflicts are dealt with appropriately, actions and decisions are summarised and noted.

What do learners need to learn?	Skills
Sets expectations of colleagues and team members supporting the meeting, ensuring roles and responsibilities are understood.	EC1 EC2 EC4 EC6
Chairs meetings effectively, following agreed agendas and meeting plans, that reflect the purpose, requirements, and desired outcomes of the meeting.	
Provides opportunity for attendees to engage and for discussions to take place, whilst keeping the meeting 'on track'.	
Uses professional meeting etiquette throughout the meeting.	

### 3.10 Produce clear and concise meeting notes with actions that are easily identifiable.

What do learners need to learn?	Skills
Captures accurate and coherent meeting notes that reflect the discussions within meetings.	EC3 DC1 DC3
Captures agreed actions from meetings undertaken, with clear assignment to individuals and confirmation of agreed action date.	
Documents meeting notes and actions concisely and distributes with attendees and relevant stakeholders as appropriate.	
Follows-up agreed actions and ensures completion.	

## Outcome 4

### 4. Deliver core operational tasks and plans

4.1 Develop plans to cascade strategy through the team.

What do learners need to learn?	Skills
Identifies key elements of operational strategy to be cascaded – identifying the level and depth of information to be communicated.	EC1 EC2 EC3
Develops operational plans to communicate strategy to teams and individuals, with consideration of: <ul style="list-style-type: none"><li>• content of the plan</li><li>• clarity of messaging</li><li>• method of communication/dissemination.</li></ul>	EC4 EC5 DC1 DC2 DC3
Uses a range of different methods to communicate strategy, with consideration of the most effective method for the purpose and audience.	
Confirms that key messages have been imparted and understood through use of active questioning.	

4.2 Translate goals into deliverable actions and sets up processes for monitoring outcomes.

What do learners need to learn?	Skills
Translates goals from the operational plan into team and individual goals and actions.	EC4 EC5 MC5
Communicates goals to teams and individuals, outlining how they apply to their roles and what needs to be completed to achieve the required outcomes.	DC2 DC3
Develops formal processes to monitor the outcomes of goals and actions, ensuring that agreed measures are in place for review.	

#### 4.3 Use data management tools competently and as appropriate to the situation.

What do learners need to learn?	Skills
Uses different data management tools available to monitor performance of outcomes against operational plans.	MC5 MC6 MC7
Uses outcomes of performance reviews using data management tools to proactively support team activities (e.g., taking remedial action where objectives are not being met).	MC8 DC1 DC4

#### 4.4 Produce measurable **Key Performance Indicators** that demonstrate how successful an organisation is in meeting its objectives.

##### Range:

**Key Performance Indicators** – people, productivity, customers, finance.

What do learners need to learn?	Skills
Identifies key organisational objectives to be measured.	MC5 MC6
Sets appropriate KPIs to enable measurement of how successful the organisation is in achieving the set objectives.	MC7 DC4
Analyses outcomes of performance against KPIs, identifying where targets have or have not been met.	
Reports on the outcomes of performance, flagging through governance channels where KPIs have or have not been met.	

#### 4.5 Analyse problems using a range of **tools and techniques**.

**Range:**

**Tools and techniques** – affinity diagrams, fishbone diagrams, process decision programme charts, interrelationship diagrams, 5 Whys.

<b>What do learners need to learn?</b>	<b>Skills</b>
Uses performance measurement tools and techniques to identify where problems may exist.	MC5
Selects appropriate tools or techniques to investigate problems that arise in the workplace.	MC6
Uses a range of tool or techniques to analyse operational problems in the workplace to find solutions.	MC7
	DC1
	DC4

#### 4.6 Make decisions through following the **stages** of identifying problems.

**Range:**

**Stages** – investigating possible solutions, utilising data and feedback, agreeing action, escalating where appropriate, monitoring outcomes.

<b>What do learners need to learn?</b>	<b>Skills</b>
Investigates the problem through use of all stages. Evaluates possible solutions, uses data and feedback to evidence, agrees an action plan and monitors outcomes.	MC6
Identifies and escalates any challenges outside own authority as appropriate, and in a timely manner.	DC1
Uses recognised decision-making tools or techniques to evidence and rationalise justification of actions to be taken e.g., pros and cons, weighted decision grid, paired comparison.	

#### 4.7 Create written reports.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies the purpose of creating written reports.	EC1
	EC2
Creates reports using data collated and analysed, that are well-structured and clearly written and which are suitably developed and presented for the intended audience.	EC3
	EC4
	EC5
	MC5
Produces a clear summary of findings and recommendations that builds on data and evidence gathered and analysed, and that support conclusions and outcomes presented.	MC7
	MC8
	DC2
	DC4



## Outcome 5

### 5. Manage and implement projects

5.1 Plan and monitor projects to delivery, taking corrective action where necessary.

#### What do learners need to learn?

Reviews and analyses the requirements of projects to ensure they have the relevant information to implement project plans, including through undertaking any required research or review of data.

Uses recognised project management tools to:

- Plan how projects will be delivered.
- Monitor projects throughout their delivery.

Identifies requirements for corrective action both when planning and through active monitoring of projects. Takes appropriate action where necessary.

#### Skills

EC2

EC4

EC5

MC8

MC10

DC1

DC2

DC3

5.2 Determine the resources needed to deliver against the project plan.

#### What do learners need to learn?

Identifies the range of different resources (people, equipment, materials, knowledge) needed to meet the requirements of the project plan.

Uses a range of methods (e.g., skill scans) to assess the availability of suitable resources for a project, including consideration of existing resources within existing teams and across the organisation.

Uses project management tools and software to determine resources required.

Reviews allocated resource and budget against deliverables throughout the delivery of a project and escalates any issues that may occur.

#### Skills

MC5

MC9

DC4

### 5.3 Identify and manage risks.

<b>What do learners need to learn?</b>	<b>Skills</b>
Follows a defined risk management process, using a range of approaches to identify, analyse, evaluate, treat, monitor and review risks when planning projects.	MC6 DC4
Uses risk management tools (e.g., risk logs) to identify and manage risks when delivering a project.	
Uses risk management approaches to support the ongoing management of risk throughout a project: <ul style="list-style-type: none"><li>• Consideration of risk is given in terms of impact and priority.</li><li>• Mitigations are considered and used as needed.</li><li>• Use of risk logs and RAG ratings to track and evaluate risks at different stages.</li></ul>	

### 5.4 Use common project management tools in the different phases of project lifecycle.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies different project management tools that will support different tasks and activities throughout the phases of a project.	DC1
Uses recognised project management tools to plan and contribute to deliver project objectives.	
Uses different tools accurately and effectively as appropriate during different stages of the project lifecycle.	

### 5.5 Draft budgets, instigating appropriate arrangements to monitor and control expenditure, taking account of compliance requirements.

<b>What do learners need to learn?</b>	<b>Skills</b>
Drafts budgets that consider the range of costs and resource requirements needed to effectively deliver against required project/tasks.	MC7 MC8 MC9
Develops an approach to monitor and control expenditure in line with budget and using a formal governance structure to aid compliance, e.g., transparency in accounting systems.	

## Outcome 6

### 6. Apply governance and compliance requirements

6.1 Accurately calculate return on investment and value for money.

What do learners need to learn?	Skills
Uses a range of data to accurately calculate return on investment.	MC2 MC4
Analyses the outcomes of financial data and overall objectives to identify overall value for money.	MC5 MC6 MC8
Reflects that overall value for money is based on more than just financial output.	MC9

6.2 Identify and justify which of competing options provides the best return on investment.

What do learners need to learn?	Skills
Sets clear parameters of the objective to be achieved.	MC5 MC6
Identifies a range of different competing options that can be investigated to support the desired objective.	MC7 DC4
Uses a range of data and tools available to analyse a range of different options to determine the one that provides the best return on investment (ROI).	
Documents evidence that demonstrates how different costs have been considered and the best option selected that accounts for both value for money and ROI.	

6.3 Draft a budget and sets-up monitoring and control arrangements.

What do learners need to learn?	Skills
Identifies the purpose of the budget, taking into account any restrictions or limitations imposed.	EC3 MC8 MC9
Applies organisational governance and compliance when creating a budget.	DC2 DC4
Uses monitoring and control arrangements to review actual spend versus projected spend through delivery of a budget.	

6.4 Identify the main financial and legislative requirements and associated risks for an organisation.

<b>What do learners need to learn?</b> Uses different sources of appropriate information, based on financial and legislative requirements, to identify the risks that exist for an organisation.  Analyses the impact of a range of risks and the threats that they pose to the organisation.  Outlines approaches to mitigate against different risks identified and/or how to escalate through governance channels as appropriate.	<b>Skills</b> MC6
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6.5 Identify and suggest recommendations in relation to health and safety, security, confidentiality of information.

<b>What do learners need to learn?</b> Reviews the operations of an organisation to identify any potential risks in terms of health and safety, security and confidentiality of information, identifying where potential issues or risks could arise.  Develops recommendations for improvement to existing workplace processes to mitigate potential risks.  Communicates recommendations using clear justification and rationale for implementation.	<b>Skills</b> EC1 EC4 EC6
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## Core content

All aspects of the core content can be related and contextualised on delivery in relation to this specialism. However, the following are **key areas** of the content that may be **of particular relevance** when delivering the knowledge and practical content for this specialism and may provide efficiencies for teaching core knowledge in context:

Section 2 – People

Section 6 – Project and change management

Section 7 – Business behaviours

## Guidance for delivery

The content of this study area covers a wide range of leadership and management techniques, theories and models and the development strategy works most effectively when there is a mix of knowledge, skills and behaviour input, individual and group research and practical application in the learning environment and subsequently in the workplace. There are clear links to a variety of other study areas which should enable the learners to transfer their learning into many different situations to good effect. Activities should enable learners to have the opportunity to develop their Maths, English and Digital Skills in differing situations.

Delivery models should consider ways for learners to use case studies and group activities to replicate work environments and where simulation of real work activities can be used to support participative learning.

Formative assessment opportunities will be presented during the input, research, analysis and application of various practical activities during the learning phase. These should aim to provide learners with realistic opportunities to apply their learning and to receive feedback on their achievements. The skills, knowledge and behaviours demonstrated here will be key to their success in applying their learning in the workplace.

The learning undertaken here will be particularly relevant to the substantial employer project but lends itself to application in a wide range of organisational situations and will provide purposeful experience for their future employment.

These are core areas of study that will be enhanced by experiential learning activities which will allow learners to problem solve and choose the most appropriate solutions based on their learning.

## Suggested learning resources

### ILM Resources

- ILM Workbook 1 Managing Relationships at Work
- ILM Workbook 2 Managing Inclusively
- ILM Workbook 3 Managing Staff Performance
- ILM Workbook 4 Managing Staff Development
- ILM Workbook 6 Managing Staff Conflicts
- ILM Workbook 7 Managing Change
- ILM Workbook 9 Managing Projects
- ILM Workbook Management of Self

T Level Technical Qualification in Management and Administration - Specification

- ILM Workbook 10 Managing Budgets

## Books

- Adair, J. Effective Leadership (New Revised Edition): How to be a successful leader (2009), Pan Books
- Kotter. J., Rathberger. H., Our Iceberg is Melting: Changing and Succeeding under Any Conditions (2017), Macmillan
- Armstrong, M., Armstrong's Handbook of Human Resource Management Practice. Kogan Page (2014), London, UK
- Broughton, P. D., Management Matters – From the Humdrum to Big Decisions (2012), KT Publishing
- Daft, R. L., New Era of Management, 11th ed. (2013), Cengage Learning
- Hutchinson, Performance Management – Theory and Practice (2013), CIPD, London, UK
- Latham, G.P., Work Motivation: Theory, History, Research and Practice (2007), Sage
- Nohria, N., Growsberg, B. and Lee, L.E., Harvard Business Review (2008), July/August issue
- Goleman, D., Emotional Intelligence: Why it can matter more than IQ (1996), Bloomsbury Publishing, London, UK
- Whitmore, Sir John, Coaching for Performance: The Principles of Coaching and Leadership, 5<sup>th</sup> ed. (2017), Nicholas Brealey Publishing

## Websites

- The Institute of Leadership and Management  
<https://www.institutelm.com/>
- The Balance Careers  
<https://www.thebalancecareers.com/human-resources-4161680>
- 8 Tips for Effective Leadership | Inc.com  
<https://www.inc.com/young-entrepreneur-council/8-tips-for-effective-leadership.html>
- Coaching and Mentoring | Factsheets | CIPD  
<https://www.cipd.co.uk/knowledge/fundamentals/people/development/coaching-mentoring-factsheet>
- Management Training and Leadership Training  
<https://www.mindtools.com/>
- Tuckman: Forming, Storming, Norming and Performing Model  
<https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>
- Very Mind Well  
<https://www.verywellmind.com/ways-to-become-a-better-leader-2795324>
- Business News Daily – 10 Ways to become a better leader  
<https://www.businessnewsdaily.com/4991-effective-leadership-skills.html>
- Leadership vs Management Blog  
<https://blog.smarp.com/leadership-vs-management>
- Forbes – Difference between leadership and management

**<https://www.forbes.com/sites/terinaallen/2018/10/09/what-is-the-difference-between-management-and-leadership/?sh=5507ea9574d6>**

- Creativity and Positivity Focus Blog

**<https://www.meistertask.com/blog/6-simple-tips-effective-team-management/>**

- Coaching and Mentoring Network

**<https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/>**

- Lighthouse Leadership and Management Blog

**<https://getlighthouse.com/blog/professional-development-goals-for-managers/>**

- Businessballs – Project Management Skills & Techniques

**<https://www.businessballs.com/project-management/project-management-skills-and-techniques/>**

<b>Level:</b>	3
<b>GLH:</b>	595
<b>Assessment method</b>	Practical assignment

### What is this specialism about?

The purpose of this specialism is for learners to develop the knowledge, understanding and skills within a Business Support role. The specialism is designed to provide opportunity for learners to develop their ability to support business functions, through a range of techniques including use of business tools, problem solving and project management.

Learners will develop their knowledge and understanding of, and skills in:

- Supporting the overall running and operation of an organisation
- Using prioritisation skills to support time management and delivery of workloads
- Considering improvements and recommend ways to develop and improve business practices
- Developing effective communication with a range of stakeholders to support business practices
- Managing the flow of information through the organisation

Learners may prepare by asking themselves questions such as:

- How do business support administrators support an organisation?
- Who are the key stakeholders that business support administrators need to work with?
- How are improvements to processes and procedures identified by business support administrators?
- What different prioritisation and time management techniques can be used to support workloads?

### Underpinning knowledge outcomes

On completion of this specialism, learners will understand:

1. Business Support knowledge criteria

### Performance outcomes

On completion of this specialism, learners will be able to:

2. Support the running of the organisation
3. Organise and prioritise workloads and processes
4. Recommend and deliver improvements to business practices
5. Build and maintain positive internal and external stakeholder relationships
6. Manage the business information flow



Completion of this specialism will give learners the opportunity to develop their Maths, English and Digital Skills.

## Specialism content

### Outcome 1 – Specific knowledge criteria for performance outcomes

#### Support the running of the organisation (PO2)

1.1 How and why organisations develop values, vision, mission, strategy, and objectives.

##### What do learners need to learn?

What is meant by the terms 'values', 'vision' and 'mission' in an organisational context.

Why organisations develop values, vision, mission, strategy and objectives for a business purpose and how they are linked together.

The relationship between the development of a business purpose and how it links with the development of values, vision and mission.

How the strategy and objectives developed support the embedment of a business purpose.

1.2 The **processes** and **tools** to support **business operations**.

##### Range:

**Processes** – plan, do, review cycle.

**Tools** – financial processes, performance monitoring processes, regulations, KPIs.

**Business operations** – running of a business, business planning process, business objectives cycle, monitoring and reviewing implementation and impact.

##### What do learners need to learn?

The types of business operations that need to be supported.

The range of processes and tools that support business operations, and how they are implemented and used.

How the business objectives cycle will depend upon a plan, do, review approach.

### 1.3 How to **organise** meetings and events.

#### **Range:**

**Organise:** arrange travel and accommodation, development of agenda (prepare, consult on, distribute), take effective minutes, create action logs, seek agreement of the record, distribution, organise remote meetings.

<b>What do learners need to learn?</b>	<b>Skills</b>
The factors to consider when organising meetings and arranging travel and accommodation:	EC2 EC3
<ul style="list-style-type: none"><li>• Budget</li><li>• Preferred suppliers</li><li>• Policies and processes</li><li>• Subsistence</li><li>• Timeliness</li><li>• Methods of communication.</li></ul>	DC1 DC2 DC3
The considerations when preparing for a meeting, including the development of an agenda – with opportunities for input, contributions, and confirmation from others prior to distribution.	
The record production requirements of meetings, including agreed actions and minutes, taking into consideration approval and agreement of content before distribution to stakeholders.	

### 1.4 How to produce a **PESTLE** analysis.

#### **Range:**

**PESTLE** – Political, Economic, Social, Technological, Legal and Environmental.

<b>What do learners need to learn?</b>	<b>Skills</b>
The purpose of a PESTLE analysis.	EC5 MC5
How PESTLE analysis is used to support businesses and develop plans.	MC6
The process of undertaking a PESTLE analysis, including any supporting documentation.	MC7 MC10 DC2
How the outcomes of PESTLE analysis impact on the operations of a business (e.g., identifying risks and mitigating them in a timely manner to avoid losses).	DC3

## 1.5 Project management **principles**.

### **Range:**

**Principles:** phases of the project lifecycle, roles and responsibilities, project management tools, resource management, risk management.

<b>What do learners need to learn?</b>	<b>Skills</b>
The phases of the project lifecycle to include initiation, planning, execution, monitoring/control and close/review.	MC5
The different project management tools and approaches used at different stages of the project lifecycle to ensure the project remains on track. How to utilise different tools/approaches to include Gantt charts, RACI chart, task management and real time dashboards.	MC6
The different individuals involved in project teams, and their roles and responsibilities, including Project Manager, team members, sponsors and management board. The considerations when communicating with different stakeholders.	DC1
The approaches used to determine, procure and manage project resources, to include people, equipment, budgets and materials.	DC2
The process to identify and manage risk as part of Project Management. The role of contingency planning for positive and negative risks, and a review of accountability.	DC4

## 1.6 The principles for **waste management** and **sustainability** used by organisations and the **legislative frameworks** that apply.

### **Range:**

**Waste management** – Confidential waste, food production, construction materials.

**Sustainability** – Environmental policies, business costs, circular economy.

**Legislative frameworks**– Packaging Waste Regulations, WEEE Directive, Hazardous Waste Regulation.

<b>What do learners need to learn?</b>
The concept of sustainability, and the emphasis/requirements for organisations to work in environmentally sustainable ways and meet sustainability principles.
The range of different approaches that can be used by organisations to manage waste, and the benefits of doing so.

The factors that influence waste management processes in an organisation, (e.g., environmental impact, business costs, legislation).

Personal responsibilities with regard to waste management and sustainability.

### 1.7 The kinds of concerns that should be escalated.

#### Range:

Operational concerns – customer complaints, health and safety issues, compliance issues.

Employee concerns – bullying, harassment, equality and diversity, safeguarding.

Management concerns – financial irregularities, anti-money laundering, modern slavery.

#### What do learners need to learn?

The types of concerns that can occur and how these differ between those that are operational, employee-based or management focused.

Identification of concerns and when a concern needs to be escalated. The reasons why some concerns require escalation.

Consideration of where concerns should be escalated with consideration of where it fits within the business function.

The formal channels and processes to follow when escalating concerns and when to use each one.

#### Skills

EC1  
EC2  
EC4  
EC5  
EC6

### 1.8 Processes for escalating concerns appropriately, including through whistleblowing.

#### Range:

**Processes** – policies and procedures, reporting lines, internal and external channels.

#### What do learners need to learn?

Identification of concerns and when a concern needs to be escalated. The reasons why some concerns require escalation.

The policies and processes used by organisations for escalating different types of concerns and where concerns should be escalated, including the internal channels and lines of reporting to external organisations where needed.

Operational concerns – line manager, health and safety officer, HSE, HR.

Employee concerns – trade union representative, peer, colleagues, line manager, HR, safeguarding officer, mentor.

#### Skills

EC1  
EC2  
EC4  
EC5  
EC6

Management concerns – accounts department, external accountant, auditors, whistleblowing.

The external organisations that may need to be contacted should a concern be escalated, or those that provide sources of support.

The definition of ‘whistleblowing’, what does/does not constitute ‘whistleblowing’ and its legal implications (e.g., protection of the whistleblower by law).

The process of ‘whistleblowing’.

### 1.9 The **principles** of effective coaching and associated **techniques**.

#### **Range:**

**Principles**– seeing the positives, non-judgmental, confidentiality, reflective process/journey, short-term as opposed to long-term.

**Techniques** – GROW model, initiation, Observation and Action, Reflection and Evaluation, effective/active listening skills.

#### **What do learners need to learn?**

The difference between coaching and training.

How coaching can be effectively used in the workplace to support Business Support activities.

Key principles of effective coaching and the importance of applying these to support individuals through coaching.

Different coaching techniques that can be used – and the considerations for selecting different techniques for different situations/circumstances and for different individuals.

#### **Skills**

EC4

EC5

EC6

## Organise and prioritise workloads and processes (PO3)

1.10 The role of business support administrators across **processes** in different **business functions**.

**Range:**

**Processes:** formal, informal.

**Business functions:** business support, sales, marketing, finance, human resources, warehousing, logistics, production.

What do learners need to learn?	Skills
The types of processes that administrators may be required to support, across different business functions.	EC2 EC3 EC4
The approach to take when responding to and administering tasks within processes, to include customer data, billing, payroll, invoices and purchase orders.	MC5 MC6 MC8
The impact of business processes across different functions of a business. The considerations that should be given to cross-functional working when administering business processes.	DC1 DC2 DC3 DC4
The administration of processes and the scope of the administrator role within different processes.	

1.11 The importance of accepting personal responsibility for own work and achieving tasks and projects on time.

What do learners need to learn?	Skills
The impact of taking personal responsibility for own work, playing a positive role within a team, and supporting delivery of organisational objectives.	MC5 MC8 DC1
The benefit of taking personal responsibility, leading to positive indicators such as effective team working and personal benefits, including bonuses and promotion.	DC3 DC4
The implications of not taking personal responsibility, including the potential for disciplinary processes.	
Time management techniques and the tools available to ensure tasks and projects are completed on time.	

## 1.12 The importance of effective time management for organisations, teams and individuals.

### What do learners need to learn?

The impact of managing time on individuals, such as self-confidence, motivation, efficiency and pro-activeness.

The impact of managing time on organisations and teams such as reliability, responsibility and trustworthiness, motivation and promoting collaboration.

How organisations and teams may comprise of internal and external stakeholders, peers and colleagues within the immediate team as well as the wider team and the business as a whole. How time management is important for these groups and how it differs and why.

## 1.13 Time management **tools and techniques** and the **circumstances** and **ways** in which they should be used.

### Range:

**Tools and techniques** – Get Things Done (GTD), The Pomodoro Technique, to do list, prioritisation, digital collaboration tools.

**Circumstances** – daily tasks, special projects, business planning cycle, different user groups.

**Ways** – company policy, company style, personal preference, team agreement, project software, performance management tool.

### What do learners need to learn?

The different time management tools and techniques available to support a range of tasks.

The range of circumstances that require time management tools to be used.

How to use a variety of time management techniques, considering which one is best for the type of tasks to be completed.

### Skills

MC2

DC1

DC3

1.14 Prioritisation **theories** and when and how they can be used.

**Range:**

**Theories** – Urgent vs Important, Eisenhower Matrix.

**What do learners need to learn?**

The importance of balancing prioritisation and time management, including competing priorities.

Prioritisation theories and the different ways in which they can be applied and used, for example to handle changing priorities and depending on setting, such as team, personal and project.

Considering the advantages and disadvantages of each theory and when the theory can be best used, considering the type of task or project being completed, or by whom.



## Recommend and deliver improvements to business practices (PO4)

1.15 The use of **performance indicators** to measure outputs.

### Range:

**Performance indicators** – KPIs, targets, Service Ledger Agreements (SLAs), SMART objectives.

What do learners need to learn?	Skills
The types of measurement that can be used by organisations to determine output and efficiencies.	EC5 MC6 DC4
The measurement of outputs to support operational efficiency and to confirm quality standards.	
The importance of measuring performance outputs of staff resources for a business, to include ensuring targets are met and capacity is sufficient for meeting objectives.	
The range of measures that indicate where change or improvement is needed. Interpretation of these measures to identify issues and areas for change.	

1.16 The different **types of data** within the business environment, together with their **sources** and **how they are produced**.

### Range:

**Types of data** – quantitative, qualitative, transactional, master, reporting.

**Sources** – primary, secondary, internal, external, sales, customers, ONS.

**How they are produced** – CRM, payroll, accounts, marketing reports, surveys, competitors.

What do learners need to learn?	Skills
How the overall aims of the business will determine which data type needs to be captured and why.	MC5 MC7 DC1
The types of data that can be identified within the business environment, and the range of potential sources.	DC2 DC3 DC4
How data can be used to drive improvements in business running and function.	

### 1.17 Business process mapping to identify areas for improvement.

What do learners need to learn?	Skills
End-to-end business processes, (e.g., production, automation, standardisation of resources).	EC5 MC5 MC6
How to identify areas for improvement within end-to-end business processes – define, measure, analyse, improve, control.	MC7 MC10 DC4
How to identify and analyse issues and determine solutions within end-to-end business processes using a variety of analysis tools (root cause analysis, DRIVE, fishbone, CEDAC, Pareto (80/20), DMAIC).	
Developing and implementing a plan before analysing the impact of the change to an end-to-end process.	

### 1.18 How to interpret **data analysis** results in the context of a business to identify opportunities for improvement.

#### Range:

**Data Analysis** - quantitative and qualitative data analysis, gap analysis for opportunities, developing scenarios and options, benchmarking comparisons.

What do learners need to learn?	Skills
How quantitative data can be used in relation to qualitative data (e.g., Pareto 80/20 following brainstorming) when carrying out analysis.	MC5 MC6 MC7
The interpretation of the research will depend on the purpose and type of data e.g., statistical vs. behavioural.	DC4
The use of different analysis tools to establish opportunities for improvement, considering different situations. The process of comparing benchmarks to identify opportunities (e.g., comparing KPIs against SLAs).	
The range of opportunities for improvement that can be identified or supported through data analysis, to include new business targets, change in legislation, process change, cost-benefit analysis.	

## 1.19 The principles of best practice reviews and best practice sharing.

What do learners need to learn?	Skills
<p>The concept of best practice sharing to include regular review meetings and benchmarking.</p>	EC5 EC6
<p>The benefits of sharing good practice with others and brainstorming ideas for improvements when opportunities and/or gaps are identified. How meetings can be utilised to review working practices and improvements, considering the benchmarks required to ensure improvements are impactful.</p>	
<p>How the principles of sharing good practice should be considered within different contexts such as for the wider business, the team and for themselves.</p>	

## 1.20 How to develop **proposals** for improving business processes.

### Range:

**Proposals** - articulating the business case; conducting analyses of business functions or competition; defining options and recommendations.

What do learners need to learn?	Skills
<p>The need to clearly establish why improvements to business processes are needed as the basis for any proposal (e.g., cost efficiency, competitors, technological developments).</p>	EC2
<p>The process for developing a business proposal, including the stages to undertake and the relevant information to be included.</p>	
<p>The importance of communication to the processes that are being developed.</p>	
<p>How to conduct analysis of internal and external factors (e.g., business functions or external competition) to provide evidence for proposals.</p>	

## 1.21 Techniques and tools to support problem solving.

### Range:

**Techniques and tools** - root cause analyses, fishbone diagrams, interrelationship diagrams, mind mapping, appreciative inquiry, lateral thinking, idea generation approaches.

What do learners need to learn?	Skills
The range of root cause identification tools and techniques that can be used to support problem-solving and how each can be used. The approaches to compare analyses drawn from the use of different techniques and tools to confirm causes and identify improvements.	EC2 EC4 EC5 EC6
The principles associated with using different root cause identification tools and how to use them:	MC2 MC5
• root cause analysis – use of leadership, organisational and team use, crisis management, asking the five Ws (who, what, where, when, why)	MC6 MC7
• fishbone diagram – use of a bottom-up approach to eliminate problems and find solutions	MC8
• interrelationship diagrams – exploring set links between topics or areas.	DC1 DC2
• mind mapping – exploring potential solutions to a problem in a visual manner, for personal planning	DC3
• appreciative inquiry – focusing on strength rather than weakness, its use for organisational change, the four-step model (discovery, dream, design, deploy)	DC4
• lateral thinking – team context, exploring new approaches, Edward de Bono theory	
• idea generation approaches – through use of workshops, storyboards, surveys and how this can be useful in a multitude of settings from organisational to smaller business functions and teams.	

1.22 The **principles** of negotiating and influencing colleagues and other stakeholders, at all levels.

**Range:**

**Principles** - Building trust, overcoming conflict and resistance.

<b>What do learners need to learn?</b>	<b>Skills</b>
The links between negotiation and conflict management - Thomas Kilmann theory.	EC2 EC6
That principles of negotiating and influencing depend on what the desired outcome should be.	
The considerations when negotiating: <ul style="list-style-type: none"><li>• importance of knowledge before negotiation: how far you are willing to negotiate, what your fall-back position could be, preparation for negotiation (e.g., gathering data and information, cost analysis, benefits, presenting option analysis directly impacting on the desired outcome).</li><li>• how the participant involved in negotiation will impact on desired outcomes</li><li>• how different methods and tactics are used (building trust, maintaining trust).</li></ul>	
The importance of communication styles and tailoring communication to different people in the right way at the right time, to influence a desired outcome.	

## Build and maintain positive internal and external stakeholder relationships (PO5)

1.23 The **professional qualities** that are valued by stakeholders and customers.

**Range:**

**Professional qualities** – integrity, reliability, self-motivation, pro-activeness, positive attitudes, following ethical work practices.

**What do learners need to learn?**

The types of qualities that are regarded as positive professional qualities.

The reasons why certain qualities are seen positively by stakeholders and customers.

The impact that demonstrating positive professional qualities has on relationship management, in terms of:

- Developing confidence in brand and business
- Maintaining promises/agreements
- Acting ethically and professionally
- Showing a business attitude to profit.

1.24 Professionalism and its **characteristics**.

**Range:**

**Characteristics** - ethics, appearance, demeanour, reliability, telephone etiquette, written correspondence, social media usage.

**What do learners need to learn?**

The concept of professionalism, and expectations for professionalism considering what the employer expects and the relevant policies that may impact on it (e.g., dress code).

The use of business policies and procedures to support the development and embedment of professionalism within an organisation, e.g., IT policy, disciplinary code, dress code, policy for house style. The role of policies and procedures to determine how an employee should behave, dress, use communication through house style, telephone etiquette.

Personal brands linked into business policies, rules/policies around social media use, understanding the difference between public/professional persona/brand and personal persona/brand.

**Skills**

- EC1
- EC2
- DC1
- DC3

### 1.25 How to **create** a **stakeholder** map.

**Range:**

**Create** – identify stakeholders, analyse stakeholders by perspective, impact and influence.

**Stakeholders** – internal, external.

What do learners need to learn?	Skills
The concept of stakeholder maps.	EC1 EC2
How to identify all relevant internal and external stakeholders.	EC3 EC4
The importance of analysing and considering all relevant stakeholders, by perspective, impact, and influence.	EC5 EC6
The importance of mapping relationships between stakeholders and the organisation's objectives, recognising the importance of relationships.	DC2 DC3
The best techniques for engaging with each stakeholder group.	
The limitations and challenges when developing stakeholder maps.	

### 1.26 How to **engage** and foster **relationships** with suppliers and **partner organisations**.

**Range:**

**How to engage** – different communication methods (written, verbal), communication channels (social media, reports, email).

**Business relationships** - formal contractual agreements between supplier and business state what is agreed in the business transaction. Informally fostering relationships – better price, earlier delivery.

**Partner organisations** – formal partnership agreements, joint venture agreements, informal e.g., charity fundraiser.

What do learners need to learn?	Skills
The types of relationships that exist between organisations and suppliers and partner organisations.	EC2 EC3 EC4
The reasons why it is important to engage with suppliers and partner organisations, and the value of fostering relationships.	EC5 EC6
The importance of understanding that relationships are built around effective communication, considering the different channels that are available and which are suitable for each interaction.	DC2 DC3

The range of approaches that are used to engage and foster relationships, and how they are used.

1.27 The role of individuals as organisation's representatives when communicating with customers and stakeholders.

**What do learners need to learn?**

The impact that an individual has when communicating with customers and stakeholders and being seen as the 'face/voice of the organisation'.

The importance of individual team members understanding their impact as a representative of an organisation.

The considerations of the impact of potentially poor or inappropriate communication and its reflection on the organisation.

**Skills**

EC2

EC6

DC1

DC3

1.28 Business communications.

**What do learners need to learn?**

The importance of structure, language and style within business communications. The ways in which communications should be structured, both formally and informally.

The reasons for selecting suitable communication methods, considering the purpose of the communication.

The ways that communications may be adapted based on purpose and medium used.

**Skills**

EC1

EC2

EC3

EC4

DC1

DC2

DC3



1.29 Awareness of different **personality traits** and the importance of **adapting own behaviour** in response to these.

**Range:**

**Personality traits** - extroversion, agreeableness, openness, conscientiousness, neuroticism.

**Adapting own behaviour** - transactional analysis, DISC model (Dominance, Influence, Steadiness, Conscientiousness).

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of understanding their own personality traits and those of others in order to positively support approaches to communication.	EC4
The impact that adapted behaviour can have on transactions.	
How behaviour is used to support the way that relationships are forged and maintained.	

1.30 How to use **software tools** to communicate with stakeholders.

**Range:**

**Software tools** – automated emails, calendar entries, social media responses, spellchecker, documents, internet.

<b>What do learners need to learn?</b>	<b>Skills</b>
The range of software tools available to communicate with stakeholders.	DC1
Consideration of how to effectively use software tools to communicate with stakeholders (e.g., use of out-of-office replies, appropriate copying to emails, maintaining online calendars accurately).	DC2
How to use online sharing/collaboration tools to engage stakeholders and to manage communications.	DC3
Policies and practices to be followed when using social media to support appropriate and professional engagement.	

### 1.31 Techniques for responding to **challenges**.

**Range:**

**Challenges** – recognising and managing conflict, need for negotiating and influencing, dealing with problems and complaints.

<b>What do learners need to learn?</b>	<b>Skills</b>
The approaches to take when confronted with a challenging situation.	EC1
	EC4
How to recognise signs of conflict (e.g., body language, change in productivity) in order to identify how it can be managed.	EC6
Relevant policies to follow when managing challenges, including conflict and complaints.	
Ways to negotiate when there is a conflict of interest, including win-win techniques.	

### 1.32 The impact changes can have on internal and external stakeholders and how and why this may vary.

**Range:**

Change management models – ADKAR, Kotter’s, Kubler-Ross, McKinsey’s 7s, Lewin.

<b>What do learners need to learn?</b>	<b>Skills</b>
Change management theory and the different change management models that organisations may use.	EC1
	EC2
The different impacts that change has on internal and external stakeholders. The use of change management models to identify and manage impacts.	
The importance of reviewing stakeholder maps to ensure that all stakeholders are considered as part of any change process.	

1.33 The importance of securing stakeholder buy-in in securing effective change in organisations.

<b>What do learners need to learn?</b>	<b>Skills</b>
The importance of stakeholder views when implementing change, and the influence they hold in embracing or refusing change.	EC1
The potential impacts of not engaging stakeholders when implementing change.	EC2
The different approaches that can be used to support stakeholders to embrace and buy-into change.	EC3

## Manage the business information flow (PO6)

1.34 The common **information** needs of organisations.

**Range:**

**Information** – market analysis, labour market intelligence, operational performance.

<b>What do learners need to learn?</b>	<b>Skills</b>
The types of information required by organisations.	MC5 MC6
The different methods used to gather information from internal and external sources.	
How the information gathered is used to inform decisions and is applied within the organisation.	

1.35 The **communication channels** used by businesses and how they operate.

**Range:**

**Communication channels** – meetings, emails, internet, intranet, social media.

<b>What do learners need to learn?</b>	<b>Skills</b>
The communication channels available within the organisation and when they should be used considering policies that should be followed, (e.g., house style, IT policy).	EC2 DC1 DC3
How organisations use internal communication channels in line with organisational policies and procedures.	
How organisations use external communication channels in line with organisational policies and procedures.	

1.36 Meeting and reporting **cycles** and how they are used to disseminate information in an organisation.

**Range:**

**Cycles** – daily, weekly, monthly, annual.

<b>What do learners need to learn?</b>	<b>Skills</b>
The range of reports that organisations use and their cycle of dissemination.	EC2
	EC3
The process of using reports to disseminate information within and outside organisations.	EC4
	EC6
	DC1
The occurrence and use of meetings to support the provision of information.	DC2
	DC3

1.37 What is meant by information flow and how this operates in **four directions**.

**Range:**

**Four directions** - downward, upward, horizontally, and diagonally.

What do learners need to learn?	Skills
The types of information that needs to be communicated.	EC4 EC5
Information flows and how they operate within an organisation.	DC1 DC2
The considerations given as to who information is communicated to, in which direction, and what it should consist of, including authorisation of content shared.	DC3

1.38 How information in an organisation is:

- **collected**
- **stored**
- **controlled**
- **secured**
- **retrieved**
- **disposed of**

**Range:**

**Collected** – sources of information, customer data, sales data.

**Stored** – electronic, CRM, hardcopy, filing conventions (e.g., alphabetical, numerical).

**Controlled** – versions, access permissions, redactions.

**Secured** – access permissions, GDPR.

**Retrieved** – the format in which is it retrieved from.

**Disposed of** – retention policy, waste management.

What do learners need to learn?	Skills
The purpose of information collection and how this impacts how it is stored and used.	MC5 MC6
The importance of personal responsibility in the handling and dissemination of data and information within an organisation.	DC1 DC3 DC5
The considerations needed in relation to security of information, who can access it in accordance with the security in place and how the information is controlled.	
Disposal of information should also comply with waste management legislation and internal policies.	

1.39 How to **use** a variety of **digital packages and systems**.

**Range:**

**Use** – write letters or emails, create proposals, perform financial processes, record and analyse data.

**Digital packages and systems** – word processors, spreadsheets, databases.

<b>What do learners need to learn?</b>	<b>Skills</b>
The range of suitable software used in an organisation to create various documents, including specialist software (e.g., CRM).	DC1 DC2
How to use different digital packages and systems.	
The considerations given to the audience of the document being created and how it is going to be used.	

## Practical criteria for performance outcomes

### Outcome 2

## 2. Support the running of the organisation

2.1 Uses a range of planning **tools** and **techniques** to develop business plans and business cases.

### Range:

**Tools** – Gantt chart, online software, calendar, affinity diagram, systematic/tree diagram, PESTLE, SWOT, SMART targets.

**Techniques** – Action Planning, Tactical Planning, Operational Planning, Assumption-based Planning, Contingency Planning.

What do learners need to learn?	Skills
Selects appropriate tools and techniques when developing business plans and business cases, based upon the required objective or intended outcome.	EC2 EC3 EC4
Uses a range of tools and techniques to ensure that an appropriate amount of evidence is collated to effectively support and provide justification for business plans and business cases.	EC5 MC2 MC5
Selects tools/techniques with consideration of who the intended audience is.	MC6 MC9 MC10 DC1 DC2 DC3

2.2 Takes accurate minutes and creates action logs.

What do learners need to learn?	Skills
Supports the development of processes for the running of successful meetings, including standardising approaches for capturing minutes and undertaking actions.	EC2 EC3 EC4
Captures accurate and coherent meeting minutes that reflect the discussions within meetings.	DC1 DC2 DC3
Captures agreed actions from meetings undertaken, with clear assignment to individual and confirmation of agreed action date.	
Documents meeting notes and actions concisely within defined action logs and	



distributes to attendees and relevant stakeholders as appropriate.

Follows-up agreed actions and ensures completion.

### 2.3 Completes PESTLE analyses.

#### What do learners need to learn?

Identifies the purpose and objective of the intended PESTLE analysis.

Undertakes PESTLE analyses that considers the political, economic, social, technological, legal and environmental factors that impact a business and affects plans.

Uses the outcomes of PESTLE analyses to support the development or review of operational plans, reflecting appropriate mitigations and contingencies to reflect any factors identified.

#### Skills

EC2

EC3

EC4

EC5

DC2

DC3

### 2.4 Uses relevant project management **principles** and tools during projects.

#### Range:

**Principles** – formal structure, role of stakeholders, clear objectives/outcomes, defined roles and responsibilities, risk management.

#### What do learners need to learn?

Applies project management principles and tools through all stages of the project management cycle (scoping, planning, monitoring, reporting).

Considers the impact of change management to ensure the project is delivered effectively.

Develops reports that are quantitative, qualitative and evaluative to reflect monitoring that has taken place.

#### Skills

EC2

EC3

EC4

EC5

MC5

MC6

MC9

MC10

DC1

DC3

2.5 Uses appropriate **tools** to complete tasks.

**Range:**

**Tools** – Gantt Charts, real time dashboards, online software, calendar, affinity diagram, systematic / tree diagram.

<b>What do learners need to learn?</b>	<b>Skills</b>
Breaks down assigned tasks and identifies the best approach and tools (software or paper-based) to use to respond to the different stages of the task.	EC2 EC3 EC4
Creates detailed plans using appropriate tools to ensure all stages of a task are completed in a timely manner.	EC5 MC2 MC6
Completes tasks using appropriately selected tools, using defined plans to ensure all stages of the task are met to determined time frames.	MC10 DC1 DC2 DC3 DC5

2.6 Manages resources to include procurement of consumables and non-consumables.

<b>What do learners need to learn?</b>	<b>Skills</b>
Follows organisational policies and procedures to procure consumables and non-consumables.	EC2 EC4 EC5
Uses stock rotation and undertakes stock-taking activities to ensure resource stocks are maintained.	MC2 MC5 MC9
Undertakes active monitoring of stocks of consumables and non-consumables.	
Maintains accurate and active records of stock.	

## 2.7 Supports the organisation to be cost-effective.

<b>What do learners need to learn?</b>	<b>Skills</b>
Follows policies and procedures that impact cost-effectiveness.	EC5 MC2
Uses available opportunities to reduce costs, whilst maintaining effective business operations and efficiencies.	MC5 MC9 MC10
Reviews actual against budgeted costs to identify spend and support cost efficiency.	DC3
Considers and utilises opportunities to reduce costs as part of under-taking administration tasks, (e.g., careful use of paper and other consumables, considering whether travel/accommodation is necessary, bulk-buying, reviewing suppliers).	

## 2.8 Recommends ways of reducing waste.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies opportunities for reducing waste that support the effective and efficient running of an organisation, as well as supporting a minimal environmental impact.	EC2 EC4 EC5 EC6
Selects and applies appropriate waste reducing techniques to be used in the workplace that by default use the least wasteful option.	MC5 MC6
Integrates new and emerging technologies to reduce waste in the workplace.	MC10 DC3

## 2.9 Disposes of waste to meet **organisation requirements**.

### **Range:**

**Organisational requirements** – meets confidentiality requirements, opts for recycling where possible, meets relevant legislation for safe disposal.

#### **What do learners need to learn?**

Applies waste disposal techniques that always consider use of the least-wasteful option in the first instance.

Where waste is disposed of:

- Meets legislation requirements to ensure the safe disposal of waste
- Ensures confidentiality requirements are met when disposing of waste.

## 2.10 Identifies areas of concern and **escalates** appropriately.

### **Range:**

**Escalates** – according to policies and procedures, who/where to escalate in line with agreed reporting lines.

#### **What do learners need to learn?**

Identifies potential areas of concern and confirms whether the issue can be dealt with within remit of own authority or whether further escalation is required.

Reviews the area of concern and whether the issue requires escalation through internal channels or through external channels.

Follows organisational escalation policies and procedures with regard to escalating concerns that arise to the appropriate person, department or organisation, including 'whistleblowing'.

#### **Skills**

EC2  
EC4  
EC5  
EC6

## 2.11 Coaches others to perform tasks effectively.

### Range:

**Coaching techniques** – GROW model, FUEL model, initiation, observation, and action, reflection and evaluation.

<b>What do learners need to learn?</b>	<b>Skills</b>
Identifies the circumstances for when colleagues or others can be supported to undertake tasks through the use of coaching.	EC2
	EC6
Undertakes coaching using basic techniques that:	MC10
<ul style="list-style-type: none"><li>• Use a range of communication skills to encourage and motivate the person/s being coached in order to undertake tasks.</li></ul>	DC3
<ul style="list-style-type: none"><li>• Utilises effective goal setting from the beginning with regular reviews taking place. Organisational goals are considered as part of personal goal setting.</li></ul>	
<ul style="list-style-type: none"><li>• Provides constructive and timely feedback to support further development.</li></ul>	

## Outcome 3

### 3. Organise and prioritise workloads and processes

3.1 Manages own time effectively through the appropriate use of time management **tools and techniques**.

**Range:**

**Tools and techniques** – Get Things Done (GTD), The Pomodoro Technique, to do list, prioritisation.

**What do learners need to learn?**

Considers a range of time management tools and techniques to support own time management. Recognises organisational tools and techniques that must be used in accordance with policies and procedures where appropriate.

Reflects on own personal preference when deciding which tool and technique is best for use where appropriate.

Considers and accounts for the impact on others if the tool and technique is being used collaboratively or not.

**Skills**

MC2  
MC6  
MC10  
DC1

3.2 Uses different time management **tools and techniques** to **prioritise** tasks.

**Range**

**Tools and techniques** - Get Things Done (GTD), The Pomodoro Technique, to do list.

**Prioritising tasks** - Urgent vs Important grid, Eisenhower Matrix.

**What do learners need to learn?**

Applies different approaches to prioritise tasks to ensure personal targets and organisational goals are met.

Uses different time management tools to effectively prioritise and reprioritise.

**Skills**

EC2  
EC3  
EC5  
MC2  
MC6  
MC10  
DC4

3.3 Makes time management and prioritisation decisions and recommendations based on sound reasoning and evidence.

<b>What do learners need to learn?</b>	<b>Skills</b>
Applies effective time management to the completion of tasks, considering what needs to be achieved and for when.	EC2 EC3
Makes decisions based on changing priorities in an organisation.	EC4 EC5
Uses evidence gathered on which to make informed decisions and recommendations.	EC6 DC1 DC4
Proactively communicates time management and prioritisation decisions and recommendations to others within the organisation.	

## Outcome 4

### 4. Recommend and deliver improvements to business practices

4.1 Applies a solutions-based approach to improve business processes and help define procedures.

**Range:**

**Problem-solving tools** – Pareto, the 5 whys, fishbone, root cause analysis, DRIVE, CEDAC.

**Types of data** – Transactional, master, reporting, quantitative, qualitative.

What do learners need to learn?	Skills
Uses a range of problem-solving tools to identify areas for improvement in current businesses' processes.	EC2 EC3 EC4
Uses different types of data to analyse causes for concern using a variety of tools.	EC5 EC6
Considers and suggests solutions for improvements to business processes, detailing evidence for the suggested approach.	MC5 MC6 MC9 MC10 DC1 DC3 DC5

4.2 Suggests well-reasoned improvements to own and others work and processes.

What do learners need to learn?	Skills
Uses a range of approaches to identify areas for improvement to their own and others' work.	EC2 EC3 EC4
Considers and applies solutions for improvement to their own and others' work, using a clear and reasoned evidence-base for the proposed solution.	EC5 EC6
Implements planned improvements through development of clearly developed business proposals. Proposals include all relevant information, including the root cause of the issue to be improved, analysis carried out, the impact on business functions and the recommendations for the improvement.	MC5 MC6 MC10 DC3



#### 4.3 Prepares presentations, reports and proposals that recommend improvements.

What do learners need to learn?	Skills
Considers the type of documentation to be produced with consideration of purpose, audience and message to be delivered.	EC2 EC3 EC4
Uses a range of techniques to present recommended improvements, to include: <ul style="list-style-type: none"><li>• creation of reports</li><li>• preparation of presentations</li><li>• outlined proposals.</li></ul>	EC5 MC5 MC6 MC10
Presents effectively to stakeholders, with consideration given to the purpose of the recommendation, the audience delivered to and the method of communication.	DC1 DC3

#### 4.4 Reviews the work of others to identify and share best practice through appropriate mechanisms.

What do learners need to learn?	Skills
Reflects the benefits of sharing good practice with others and brainstorming ideas for improvements when opportunities and/or gaps are identified. Uses techniques to embed good practice with others and within the wider organisation.	EC4 EC5 EC6 MC5
Operates an approach to negotiation that focuses on <ul style="list-style-type: none"><li>• all parties being hard on the problem, not the person</li><li>• the needs of the organisation</li><li>• offering win-win options</li><li>• having clear arguments for options presented.</li></ul>	MC6 MC10
Uses meetings to review working practices and improvements, considering the benchmarks required to ensure improvements are impactful.	DC3

## Outcome 5

### 5. Build and maintain positive internal and external stakeholder relationships

5.1 Develops stakeholder maps for both **primary** and **secondary stakeholders**.

**Range:**

**Primary stakeholders** - investors, employees, customers, suppliers.

**Secondary stakeholders** - competitors, general public, activist groups.

**What do learners need to learn?**

Recognises primary (those with a direct interest) and secondary stakeholders (those with an indirect interest) in a range of activities.

Identifies relationships with all primary and secondary stakeholders engaged in a range of activities, recognising the importance of different stakeholder perspectives, impact and influence.

Develops stakeholder maps that outline:

- all the stakeholders in a given activity
- their level of interest and engagement
- their impact and influence
- the best technique for engaging with each stakeholder group.

**Skills**

EC2  
EC3  
DC1

5.2 Manages the expectations of stakeholders based on an understanding of their needs and perspectives.

**What do learners need to learn?**

Considers the task/activity to be undertaken and the different needs and perspectives of different stakeholders.

Identifies the level of influence that each stakeholder group provides.

Uses information gathered on stakeholders and their influence to support effective stakeholder engagement, considering preferential methods of different stakeholders to engage.

**Skills**

EC2  
EC6  
DC3

5.3 Uses appropriate tools and **channels** to communicate internally and externally.

**Range:**

**Communication channels** – written, verbal, social media, reports, email.

What do learners need to learn?	Skills
Identifies the purpose of communication and its intended audience and analyses the different mechanisms available to support the most effective method of messaging.	EC2 EC3 EC4
Uses appropriate communication tools and channels depending on the sphere of influence of each stakeholder group and the message/information being delivered.	EC6 DC1 DC3
Uses a range of communication channels and mechanisms to ensure that stakeholders are kept advised and informed of relevant information and updates as relevant to meet their expectations.	DC5

5.4 Creates a range of **business communications**.

**Range:**

**Business communications** – emails, calendar invites, social media responses, reports, presentations.

What do learners need to learn?	Skills
Identifies the range of business communications used by the organisation, when and how each is used.	EC2 EC3 EC4
Identifies gaps in the range of business communications to reach and engage with all stakeholders.	EC5 EC6
Develops a range of business communications with consideration given to the structure, content and style of each, to maximise its effectiveness for intended purpose and audience.	DC1 DC3 DC5
Follows policies and procedures when communicating, including the use of house style and social media.	

5.5 Deploys appropriate skills and techniques to respond to **challenges**.

**Range:**

**Challenges** – recognising and managing conflict, need for negotiating and influencing, dealing with problems and complaints, influencing stakeholders, communicating change.

<b>What do learners need to learn?</b>	<b>Skills</b>
Refers to policies and procedures for dealing with a range of challenges.	EC2
	EC3
Uses appropriate problem-solving tools and techniques to respond to challenges.	EC4
	EC5
	EC6
Considers the communication channels to be used, with consideration of any SLAs that may be required.	MC6
	MC9
	MC10
Uses change management tools to influence stakeholders when change is necessary.	DC1
	DC3

## Outcome 6

### 6. Manage the business information flow

6.1 Designs processes for ensuring that information flows in a timely fashion to support the meeting and reporting cycle.

What do learners need to learn?	Skills
Identifies information that needs to be communicated as part of the meeting and reporting cycle and determines which format should be used for most effective and engaging delivery, e.g. flow chart or written instructions.	EC2 EC3 EC4 EC5
Considers who information is communicated to, in which direction, and what it should consist of.	MC2 MC5
Uses available software to present and document information processes, ensuring it can be accessed and engaged with by all intended users.	MC10 DC1 DC2 DC3

6.2 Produces accurate **documents**.

#### Range:

**Documents** - emails, letters, reports, files, proposals, payments.

What do learners need to learn?	Skills
Identifies the task to be undertaken, including the purpose and audience.	EC2 EC3 EC4 EC5
Follows policies and procedures to create documents, including the correct use of organisational house style and presentation.	MC2 MC5
Uses available templates and style guides to ensure that organisational document requirements are adhered to.	MC10 DC1 DC2 DC3
Develops documents with accuracy, using proofreading and spellchecking techniques and facilities.	

### 6.3 Maintains **records and files**.

**Range:**

**Records and files** – databases, paper files, customer records.

What do learners need to learn?	Skills
Identifies organisational requirements and conventions for maintaining records and files for different information.	MC5 DC1
Selects the appropriate maintenance method for storing information.	
Uses filing codes, conventions and systems for accurately maintaining filing systems accurately.	
Follows processes to accurately retain and store records and files securely.	

### 6.4 Selects the most appropriate **digital** or **manual** solutions to suit the business need.

**Range:**

**Digital** – CRM system, shared drives, local drives, cloud services.

**Manual** – filing cabinets, archiving services.

What do learners need to learn?	Skills
Reviews the task/activity to be undertaken and identifies the most appropriate digital or manual solution to suit the purpose of the task/activity and the business needs.	DC1 DC3
Uses a range of digital and manual solutions to store and retrieve information.	

6.5 Updates and records information and produces data analyses where required using appropriate software.

<b>What do learners need to learn?</b>	<b>Skills</b>
Selects appropriate software to record information (e.g., CRM).	EC2
	EC3
Reviews information received and updates and records new information accurately using selected software and in systems as appropriate.	EC5
	MC2
	MC5
Arranges data in a format that enables analysis to take place (e.g. Spreadsheet to create a graph).	MC6
	DC1
	DC2
Undertakes basic analysis of information held to support the accuracy of records, identify any anomalies or outdated information.	DC3

## Core content

All aspects of the core content can be related and contextualised on delivery in relation to this specialism. However, the following are **key areas** of the content that may be **of particular relevance** when delivering the knowledge and practical content for this specialism and may provide efficiencies for teaching core knowledge in context.

Section 1 – Business contexts

Section 2 – Project and change management

## Guidance for delivery

This occupational specialism works well when based on the practical application of business support needs across a range of different organisations. Learners should be able to transfer their business support skills into any industry sector.

Formative assessment opportunities will be presented during the research and analysis requirements for planning, running and measuring performance of organisations. Learners' skills in organising and prioritising workloads, managing the information flow and delivering improvements in business processes will be key to their success in business support for any future careers.

Practical applications in decision making, project management and managing stakeholder engagement offers development opportunities to become an effective member of any business support team. In particular, working with others using negotiation, communication and coaching skills will support both the individual, their colleagues and the organisation towards success.

This specialism will be particularly relevant to the required substantial employer project. It lends itself to many organisational applications, offering numerous opportunities for purposeful experience in the workplace.

There is scope for learners to support an organisation through the use of project management tools and techniques, introducing innovative methods for waste management and the application of solutions-based responses to problem solving and change management.

Experiential learning offering learner-based activities will support the skills and knowledge developments in this specialism.



## Suggested learning resources

### Books

- Business Planning process - Business Planning and Market Strategy by E.K. Valentin, 2014
- PESTLE - Pestle Analysis Essentials by Erin Berry, 2017
- PESTLE - PESTLE Analysis Understand and Plan for Your Business Environment, 2015  
([https://www.google.co.uk/books/edition/PESTLE\\_Analysis/h\\_uQCgAAQBAJ?hl=en&gbpv=0](https://www.google.co.uk/books/edition/PESTLE_Analysis/h_uQCgAAQBAJ?hl=en&gbpv=0))
- Whistleblowing - Whistleblowing at Work, 2001  
([https://www.google.co.uk/books/edition/Whistleblowing\\_at\\_Work/rp15YNDei5cC?hl=en&gbpv=0](https://www.google.co.uk/books/edition/Whistleblowing_at_Work/rp15YNDei5cC?hl=en&gbpv=0))
- Coaching - Coaching Skills for Leaders in the Workplace How to Motivate and Get the Best from Your Staff by Jackie Arnold, 2013
- Coaching - Coaching and Mentoring Practical Techniques for Developing Learning and Performance by Eric Parsloe, Melville Leedham, Diane Newell, 2016
- Coaching - Brilliant Coaching How to be a Brilliant Coach in Your Workplace by Julie Starr, 2008
- Time management - Time Management for Dummies - UK By Clare Evans, 2011

### Websites

Business Planning process - <https://smallbusiness.chron.com/business-enterprise-planning-4485.html>

PESTLE - <https://pestleanalysis.com/what-is-pestle-analysis/>

PESTLE - <https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet>

Waste Management - <https://www.hertfordshire.gov.uk/microsites/building-futures/a-sustainable-design-toolkit/technical-modules/waste/basic-principles.aspx>

Whistleblowing - <https://www.gov.uk/whistleblowing>

Whistleblowing - <https://www.unison.org.uk/get-help/knowledge/disputes-grievances/whistleblowing/>

Coaching - <https://clevermemo.com/blog/en/effective-coaching-techniques/>

Grow Model - [https://www.mindtools.com/pages/article/newLDR\\_89.htm](https://www.mindtools.com/pages/article/newLDR_89.htm)

Time management - <https://www.heflo.com/blog/technology/time-management-tools-techniques/>

Prioritising - <https://www.eisenhower.me/eisenhower-matrix/>

Prioritising - <https://www.groupmap.com/map-templates/urgent-important-matrix/>

Data analysis - <https://www.simplypsychology.org/qualitative-quantitative.html>

Data analysis - <https://www.skillsyouneed.com/learn/quantitative-and-qualitative.html>

Problem-solving - <https://www.lucidchart.com/blog/problem-solving-definition>

Problem-solving - <https://www.sessionlab.com/blog/problem-solving-techniques/>

Stakeholders - <https://miro.com/blog/stakeholder-mapping/>

Stakeholders - [https://www.mindtools.com/pages/article/newPPM\\_07.htm](https://www.mindtools.com/pages/article/newPPM_07.htm)



## Appendix 1 Sources of general information

The following documents contain essential information for Providers delivering City & Guilds T Level Technical Qualifications. They should be referred to in conjunction with this specification and the Provider approval and quality assurance information.

You can download these from [www.cityandguilds.com](http://www.cityandguilds.com).

[Centre Contract General Terms](#)

[Quality Assurance Standards: Centre Handbook](#)

[Quality Assurance Standards: Centre Assessment](#)

Within these documents you will find information in relation to;

- centre assessment,
- internal quality assurance (IQA),
- IQA strategy,
- alternative locations and subcontractors,
- non-compliance,
- malpractice, and
- centre support roles and resources

All T Level providers must ensure they familiarise themselves with the above documents and adhere to the general terms as part of their conditions of approval.

## Useful contacts

### UK learners

General qualification information

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**E:**  
**[learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

General qualification information

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**E:**  
**[intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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**E:**  
**[Centresupport@cityandguilds.com](mailto:Centresupport@cityandguilds.com)**

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### 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

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**E:**  
**[singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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**E:**  
**[intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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**E:**  
**[walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

**T:** +44 (0)121 503 8993

**E:** **[business@cityandguilds.com](mailto:business@cityandguilds.com)**

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We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability, because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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## Get in touch

The City & Guilds Quality team are here to answer any queries you may have regarding your T Level Technical Qualification delivery.

Should you require assistance, please contact us using the details below:

Monday - Friday | 08:30 - 17:00 GMT

T: 0300 303 53 52

E: [technicals.quality@cityandguilds.com](mailto:technicals.quality@cityandguilds.com)

W: [www.cityandguilds.com/tlevels](http://www.cityandguilds.com/tlevels)

Web chat available [here](#).

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