www.highfieldqualifications.com

Qualification Specification

Highfield Level 3 Diploma in Management (RQF)

Qualification Number: 601/4097/5

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Highfield Level 3 Diploma in Management (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 3 Diploma in Management (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes qualifications regulated by Ofqual and CCEA Regulation. It is also suitable for delivery in Wales and is regulated by Qualifications Wales.

Key facts

Qualification number:	601/4097/5
Learning aim reference:	60140975
Credit value:	55
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	284
Total qualification time (TQT):	550

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. It is aimed at learners working in a management role in any sector. The qualification forms the knowledge and competency requirements of the SASE Advanced Apprenticeship Framework in Management and covers the knowledge and skills from within the Team Leader/Supervisor apprenticeship standard. Highfield has created a mapping document outlining which units and assessment criteria should be selected which is available to download from the members' area of the Highfield website. It can also be used on a stand-alone basis.

Topics include managing team performance, managing personal and professional development, understanding business as well as a variety of units covering subjects in project management, managing budgets and implementing operational plans.

Entry requirements

This qualification is approved for delivery to learners aged 16+.

It is advised that learners have a minimum of level 2 in literacy and numeracy before enrolling onto this course.

Guidance on delivery

The total qualification time for this qualification is 550 and of this 284 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed by portfolio of evidence which will be internally assessed and internally quality assured by the Centre. This qualification is graded pass/fail.

Suggested paperwork is available to download from the Highfield Qualifications website. If a Centre would like to use alternative paperwork, this must be sent to the External Quality Support team for approval.

Simulation may only be applied to the following units:

- Manage conflict within a team (K/506/1927)
- Discipline and grievance management (A/506/1981)
- Manage redundancy and redeployment (M/506/2044)

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield Qualifications require centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield Qualifications requires nominated assessors for this qualification to meet the following:

- have occupational experience in the qualification sector and in-depth technical understanding related to the qualifications for which they are assessing learners
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - A1/A2
  - D32/D33
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- have occupational experience in the qualification sector and sufficient technical understanding related to the qualifications that they are internally verifying.
- hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:

  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - D34
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Level 5 Diploma in Leadership and Management
- Qualifications in coaching and mentoring

Additional Support/Training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

https://www.gov.uk/government/organisations/national-counter-terrorism-security-office

As an apprentice, you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: http://ct.highfieldelearning.com/org/TheHighfieldGroup
- answer the questions
- click start

Appendix 1: Qualification structure

To complete the **Highfield Level 3 Diploma in Management,** learners must complete the following:

- **all units** in Mandatory Group totalling **31 credits**
- a **minimum of 17 credits** from Optional Group **A**
- a **maximum of 7 credits** from Optional Group **B**

A **minimum of** 41 credits must be achieved through the completion of units at level 3 or above.

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31 + 17 + 7 = 55

Mandatory group
Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH	Credit
T/506/2952	Manage personal and professional development	3	12	3
A/506/1821	Manage team performance	3	21	4
F/506/2596	Principles of leadership and management	3	50	8
R/506/1937	Principles of people management	3	34	6
D/506/1942	Principles of Business	3	74	10

Optional group A
Learners must achieve a **minimum** of **17 credits** from this group.

Unit reference	Unit title	Level	GLH	Credit
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	15	3
J/506/1921	Manage individuals' performance	3	20	4
L/506/1922	Manage individuals' development in the workplace	3	10	3
Y/506/1924	Chair and lead meetings	3	10	3
J/506/2292	Encourage innovation	3	14	4
K/506/1927	Manage conflict within a team	3	25	5
M/506/1928	Procure products and/or services	3	35	5
T/506/1929	Implement change	3	28	5
K/506/1930	Implement and maintain business continuity plans and processes	3	25	4
M/506/1931	Collaborate with other departments	3	14	3
A/506/1933	Support remote or virtual teams	3	18	4
F/506/1934	Participate in a project	3	19	3
J/506/1949	Develop and maintain professional networks	4	15	3
Y/506/1955	Develop and implement an operational plan	4	24	5
M/506/1962	Encourage learning and development	4	16	3
A/506/1981	Discipline and grievance management	4	26	3
F/506/1982	Develop working relationships with stakeholders	4	20	4

K/506/1989	Manage physical resources	4	26	4
J/506/2907	Manage the impact of work activities on the environment	4	30	4
K/506/1992	Prepare for and support quality audits	4	17	3
T/506/1994	Conduct quality audits	4	21	3
A/506/1995	Manage a budget	4	26	4
R/506/1999	Manage a project	4	38	7
L/506/2004	Manage business risk	4	27	6
A/506/2032	Manage knowledge in an organisation	4	34	5
R/506/2909	Recruitment, selection and induction practice	4	33	6
M/506/2044	Manage redundancy and redeployment	4	39	6

Optional group B

Learners may achieve a **maximum** of **7 credits** from this group.

Unit reference	Unit title	Level	GLH	Credit
M/506/1895	Buddy a colleague to develop their skills	2	19	3
D/506/1911	Contribute to the improvement of business performance	3	33	6
H/506/1912	Negotiate in a business environment	3	18	4
K/506/1913	Develop a presentation	3	11	3
M/506/1914	Deliver a presentation	3	17	3
A/506/1916	Contribute to the development and implementation of an information system	3	21	6
K/506/2169	Resolve customers' problems	3	19	4
R/506/2151	Resolve customers' complaints	3	22	4
D/506/2170	Gather, analyse and interpret customer feedback	3	24	5
L/506/1905	Employee rights and responsibilities	2	16	2
T/505/4673	Health and safety procedures in the workplace	2	16	2
M/506/1959	Manage events	4	49	6
F/506/2176	Review the quality of customer service	4	20	4

Barred Combinations:

If learners select one of the following units, the other must not also be chosen.

Unit reference	Unit title	Level	GLH	Credit
F/506/1934	Participate in a project	3	19	3
R/506/1999	Manage a project	4	38	7

Appendix 2: Qualification content

Unit 1: Manage personal and professional development
Unit number: T/506/2952
Credit: 3
GLH: 12
Level: 3

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.4. Amend the personal and professional development plan in the light of feedback received from others

Unit 2: Manage team performance
Unit number: A/506/1821
Credit: 4
GLH: 21
Level: 3

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

Unit 3: Principles of leadership and management

Unit number: F/506/2596
Credit: 8
GLH: 50
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of effective decision making	1.1. Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken 1.2. Assess the importance of analysing the potential impact of decision making 1.3. Explain the importance of obtaining sufficient valid information to enable effective decision making 1.4. Explain the importance of aligning decisions with business objectives, values and policies 1.5. Explain how to validate information used in the decision making process 1.6. Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1. Explain the difference in the influence of managers and leaders on their teams 2.2. Evaluate the suitability and impact of different leadership styles in different contexts 2.3. Analyse theories and models of motivation and their application in the workplace
3. Understand the role, functions and processes of management	3.1. Analyse a manager's responsibilities for planning, coordinating and controlling work 3.2. Explain how managers ensure that team objectives are met 3.3. Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives 3.4. Analyse theories and models of management 3.5. Explain how the application of management theories guide a manager's actions

	3.6. Explain the operational constraints imposed by budgets
4. Understand performance measurement	4.1. Explain the relationship between business objectives and performance measures 4.2. Explain the features of a performance measurement system 4.3. Explain how to set key performance indicators (KPIs) 4.4. Explain the tools, processes and timetable for monitoring and reporting on business performance 4.5. Explain the use of management accounts and management information systems in performance management 4.6. Explain the distinction between outcomes and outputs

Unit 4: Principles of people management
Unit number: R/506/1937
Credit: 6
GLH: 34
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of workforce management	1.1. Explain the relationship between Human Resources (HR) functions and other business functions 1.2. Explain the purpose and process of workforce planning 1.3. Explain how employment law affects an organisation's HR and business policies and practices 1.4. Evaluate the implications for an organisation of utilising different types of employment contracts 1.5. Evaluate the implications for an individual of different types of employment contracts
2. Understand equality of opportunity, diversity and inclusion	2.1. Explain an organisation's responsibilities and liabilities under equality legislation 2.2. Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations 2.3. Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion 2.4. Explain how to measure diversity within an organisation
3. Understand team building and dynamics	3.1. Explain the difference between a group and a team 3.2. Outline the characteristics of an effective team 3.3. Explain the techniques of building a team 3.4. Explain techniques to motivate team members 3.5. Explain the importance of communicating targets and objectives to a team 3.6. Examine theories of team development 3.7. Explain common causes of conflict within a team

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.8. Explain techniques to manage conflict within a team
4. Understand performance management	4.1. Identify the characteristics of an effective performance management system 4.2. Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities 4.3. Describe best practice in conducting appraisals 4.4. Explain the factors to be taken into account when managing people's wellbeing and performance 4.5. Explain the importance of following disciplinary and grievance processes
5. Understand training and development	5.1. Explain the benefits of employee development 5.2. Explain the advantages and limitations of different types of training and development methods 5.3. Explain the role of targets, objectives and feedback in employee development 5.4. Explain how personal development plans support the training and development of individuals 5.5. Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles 5.6. Explain how to support individuals' learning and development
6. Understand reward and recognition	6.1. Describe the components of 'total reward' 6.2. Analyse the relationship between motivation and reward 6.3. Explain different types of pay structures 6.4. Explain the risks involved in the management of reward schemes

Unit 5: Principles of business
Unit number: D/506/1942
Credit: 10
GLH: 74
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand business markets	1.1. Explain the characteristics of different business markets 1.2. Explain the nature of interactions between businesses within a market 1.3. Explain how an organisation's goals may be shaped by the market in which it operates 1.4. Describe the legal obligations of a business
2. Understand business innovation and growth	2.1. Define business innovation 2.2. Explain the uses of models of business innovation 2.3. Identify sources of support and guidance for business innovation 2.4. Explain the process of product or service development 2.5. Explain the benefits, risks and implications associated with innovation
3. Understand financial management	3.1. Explain the importance of financial viability for an organisation 3.2. Explain the consequences of poor financial management 3.3. Explain different financial terminology
4. Understand business budgeting	4.1. Explain the uses of a budget 4.2. Explain how to manage a budget
5. Understand sales and marketing	5.1. Explain the principles of marketing 5.2. Explain a sales process 5.3. Explain the features and uses of market research 5.4. Explain the value of a brand to an organisation 5.5. Explain the relationship between sales and marketing

Unit 6: Promote equality, diversity and inclusion in the workplace

Unit number: T/506/1820
Credit: 3
GLH: 15
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1. Explain the difference between equality, diversity and inclusion 1.2. Explain the impact of equality, diversity and inclusion across aspects of organisational policy 1.3. Explain the potential consequences of breaches of equality legislation 1.4. Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1. Explain the different forms of discrimination and harassment 2.2. Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace 2.3. Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Be able to support equality, diversity and inclusion in the workplace	3.1. Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace 3.2. Identify potential issues relating to equality, diversity and inclusion in the workplace 3.3. Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Unit 7: Manage individuals' performance
Unit number: J/506/1921
Credit: 4
GLH: 20
Level: 3

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

Unit 8: Manage individuals' development in the workplace

Unit number: L/506/1922
Credit: 3
GLH: 10
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to carry out performance appraisals	1.1. Explain the purpose of performance reviews and appraisals 1.2. Explain techniques to prepare for and carry out appraisals 1.3. Provide a private environment in which to carry out appraisals 1.4. Carry out performance reviews and appraisals in accordance with organisational policies and procedures 1.5. Provide clear, specific and evidence-based feedback sensitively 1.6. Agree future actions that are consistent with appraisal findings and identified development needs
2. Be able to support the learning and development of individual team members	2.1. Describe training techniques that can be applied in the workplace 2.2. Analyse the advantages and disadvantages of learning and development interventions and methods 2.3. Explain organisational learning and development policies and resource availability 2.4. Review individuals' learning and development needs at regular intervals 2.5. Suggest learning and development opportunities and interventions that are likely to meet individual and business needs

Unit 9: Chair and lead meetings
Unit number: Y/506/1924
Credit: 3
GLH: 10
Level: 3

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

Unit 10: Encourage innovation
Unit number: J/506/2292
Credit: 4
GLH: 14
Level: 3

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

Unit 11: Manage conflict within a team
Unit number: K/506/1927
Credit: 5
GLH: 25
Level: 3

Simulation may be applied to this unit.

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.6. Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team

Unit 12: Procure products and/or services

Unit number: M/506/1928
Credit: 5
GLH: 35
Level: 3

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

Unit 13: Implement change
Unit number: T/506/1929
Credit: 5
GLH: 28
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles of change management	1.1. Explain the importance of effective leadership when implementing change 1.2. Explain the role of internal and external stakeholders in the management of change 1.3. Evaluate the suitability of change management models for different contexts 1.4. Explain how to assess the business risks associated with change 1.5. Assess the need for contingency planning when implementing change 1.6. Assess the need for crisis management when implementing change 1.7. Explain the different types of barriers to change and how to deal with these 1.8. Explain how to evaluate change management projects
2. Be able to plan the implementation of change	2.1. Explain the need for change 2.2. Explain the potential consequences of not implementing change 2.3. Explain the roles and responsibilities of a change management project team 2.4. Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources 2.5. Brief team members on their roles and responsibilities and the objectives of the change 2.6. Gain acceptance to the need for change from team members and other stakeholders
3. Be able to manage the implementation of a change plan	3.1. Explain organisational escalation processes for reporting problems 3.2. Analyse the advantages and disadvantages of monitoring techniques 3.3. Implement the plan within the agreed timescale

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.4. Provide support to team members and other stakeholders according to identified needs 3.5. Monitor the progress of the implementation against the plan 3.6. Manage problems in accordance with contingency plans
4. Be able to evaluate the effectiveness of the implementation of change plans	4.1. Assess the suitability of techniques used to analyse the effectiveness of change 4.2. Collate valid feedback and information from stakeholders 4.3. Analyse feedback and information against agreed criteria 4.4. Identify areas for future improvement 4.5. Communicate the lessons learned with those who may benefit

Unit 14: Implement and maintain business continuity plans and processes

Unit number: K/506/1930
Credit: 4
GLH: 25
Level: 3

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

Unit 15: Collaborate with other departments

Unit number: M/506/1931
Credit: 3
GLH: 14
Level: 3

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

Unit 16: Support remote or virtual teams

Unit number: A/506/1933
Credit: 4
GLH: 18
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Be able to assess the support needed by remote or virtual teams	1.1. Identify the resource requirements for providing communication tools and processes for remote or virtual working 1.2. Specify effective tools and processes that are capable of supporting remote or virtual teams 1.3. Identify processes and systems that will enable people to connect to information and knowledge remotely and securely 1.4. Plan how to assure the safety of staff in remote teams
2. Be able to support remote or virtual teams	2.1. Provide guidelines, training, information and coaching to support remote or virtual teams 2.2. Identify areas for improvement from monitoring processes and information 2.3. Facilitate interactive collaboration amongst stakeholders 2.4. Take action to ensure that team members adhere to regulatory, professional and commercial requirements 2.5. Take action to ensure that data security and confidentiality issues arising from remote or virtual working are addressed 2.6. Take action to ensure that records management issues arising from remote or virtual working are addressed

Unit 17: Participate in a project
Unit number: F/506/1934
Credit: 3
GLH: 19
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to manage a project	1.1. Explain the features of a project business case 1.2. Explain the stages of a project lifecycle 1.3. Explain the roles of people involved in a project 1.4. Explain the uses of project-related information 1.5. Explain the advantages and limitations of different project monitoring techniques 1.6. Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources
2. Be able to support the delivery of a project	2.1. Fulfil their role in accordance with a project plan 2.2. Collect project-related information in accordance with project plans 2.3. Use appropriate tools to analyse project information 2.4. Report on information analysis in the agreed format and timescale 2.5. Draw issues, anomalies and potential problems to the attention of project managers 2.6. Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project

Unit 18: Develop and maintain professional networks

Unit number: J/506/1949
Credit: 3
GLH: 15
Level: 4

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.7. Make introductions to people with common or complementary interest to and within networks

Unit 19: Develop and implement an operational plan

Unit number: Y/506/1955
Credit: 5
GLH: 24
Level: 4

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
4. Be able to evaluate the effectiveness of an operational plan	4.1. Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources 4.2. Report on the effectiveness of operational plans in the appropriate format

Unit 20: Encourage learning and development
Unit number: M/506/1962
Credit: 3
GLH: 16
Level: 4

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.3. Agree revisions to personal development plans in the light of feedback

Unit 21: Discipline and grievance management
Unit number: A/506/1981
Credit: 3
GLH: 26
Level: 4

Simulation may be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the principles supporting the management of discipline and grievance cases	1.1. Explain the difference between a discipline case and a grievance case and the implications for their management 1.2. Explain sources of advice and expertise on discipline and grievance 1.3. Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases 1.4. Explain organisational procedures for the management of discipline and grievance cases 1.5. Explain the communication techniques to be used in the management of discipline and grievance cases 1.6. Explain the types of behaviours that are likely to result in disciplinary proceedings 1.7. Explain the types of actions that are likely to lead to a grievance 1.8. Explain how to carry out investigations into discipline and grievance cases 1.9. Analyse the effect of well managed and poorly managed discipline and grievance cases 1.10. Explain how the outcomes of discipline and grievance cases can be managed
2. Be able to manage a disciplinary case	2.1. Inform an individual that they are subject to disciplinary proceedings within agreed timescales 2.2. Explain to an individual the reasons why they are subject to disciplinary proceedings 2.3. Provide evidence that supports the case for disciplinary proceedings

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	2.4. Develop a case to support an individual who is subject to disciplinary proceedings 2.5. Keep detailed and accurate records of agreements, actions and events for disciplinary cases 2.6. Adhere to organisational policies and procedures, legal and ethical requirements when managing a disciplinary case
3. Be able to manage a grievance	3.1. Identify the nature of a grievance 3.2. Investigate the seriousness and potential implications of a grievance 3.3. Adhere to organisational procedures when managing a grievance 3.4. Evaluate the effectiveness of how a grievance has been managed 3.5. Agree measures to prevent future reoccurrences of grievances

Unit 22: Develop working relationships with stakeholders

Unit number: F/506/1982
Credit: 4
GLH: 20
Level: 4

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

Unit 23: Manage physical resources
Unit number: K/506/1989
Credit: 4
GLH: 26
Level: 4

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

Unit 24: Manage the impact of work activities on the environment
Unit number: J/506/2907
Credit: 4
GLH: 30
Level: 4

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to support environmentally-friendly working practices	1.1. Explain how to carry out an environmental impact analysis 1.2. Compare sources of specialist advice on environmentally-friendly working practices 1.3. Analyse the business and environmental benefits of effective energy management policies 1.4. Explain the health and safety requirements for the use and disposal of resources and waste
2. Be able to organise work so as to minimise the impact on the environment	2.1. Analyse potentially adverse effects on the environment caused by work activities 2.2. Evaluate the effectiveness of methods of improving environmental sustainability in an organisation 2.3. Implement plans and procedures to adapt work practices to make them more environmentally-friendly 2.4. Develop a system for colleagues to recommend improvements to make work practices more environmentally-friendly
3. Be able to manage the environmental impact of the use of resources	3.1. Explain when to obtain specialist environmental management advice 3.2. Explain where to seek specialist environmental management advice 3.3. Determine the environmental impact of the use of different physical resources 3.4. Develop procedures for the disposal of waste and unwanted resources in a way that minimises the impact on the environment 3.5. Evaluate the effectiveness of organisational environmental policies and procedures 3.6. Adhere to organisational policies and procedures, legal and ethical requirements

Unit 25: Prepare for and support quality audits

Unit number: K/506/1992
Credit: 3
GLH: 17
Level: 4

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

Unit 26: Conduct quality audits

Unit number: T/506/1994
Credit: 3
GLH: 21
Level: 4

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

Unit 27: Manage a budget
Unit number: A/506/1995
Credit: 4
GLH: 26
Level: 4

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

Unit 28: Manage a project
Unit number: R/506/1999
Credit: 7
GLH: 38
Level: 4

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

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5. Revise plans in the light of changing circumstances in accordance with project objectives and identified risks 3.6. Keep stakeholders up to date with developments and problems 3.7. Complete close-out actions in accordance with project plans 3.8. Adhere to organisational policies and procedures, legal and ethical requirements when managing a project
4. Be able to evaluate the effectiveness of a project	4.1. Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources 4.2. Evaluate the effectiveness of capturing and managing project-related knowledge 4.3. Report on the effectiveness of plans

Unit 29: Manage business risk
Unit number: L/506/2004
Credit: 6
GLH: 27
Level: 4

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

Unit 30: Manage knowledge in an organisation

Unit number: A/506/2032
Credit: 5
GLH: 34
Level: 4

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

Unit 31: Recruitment, selection and induction practice

Unit number: R/506/2909
Credit: 6
GLH: 33
Level: 4

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
3. Be able to select appropriate people for the role	3.1. Plan assessment processes that are valid and reliable 3.2. Provide those involved in the selection process with sufficient information to enable them to make informed decisions 3.3. Justify assessment decisions with evidence 3.4. Inform applicants of the outcome of the process in line with organisational procedures 3.5. Evaluate the effectiveness of the selection process 3.6. Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments
4. Be able to induct people into an organisation	4.1. Develop induction materials that meet operational and new starters' needs 4.2. Explain to new starters organisational policies, procedures and structures 4.3. Explain to new starters their role and responsibilities 4.4. Explain to new starters their entitlements and where to go for help 4.5. Assess new starters' training needs 4.6. Confirm that training is available that meets operational and new starters' needs 4.7. Provide support that meets new starters' needs throughout the induction period

Unit 32: Manage redundancy and redeployment

Unit number: M/506/2044
Credit: 6
GLH: 39
Level: 4

Simulation may be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the management of redundancy	1.1. Explain the legal requirements that relate to the management of redundancy 1.2. Explain the conditions required for a redundancy and their implications 1.3. Explain possible ways of avoiding redundancies 1.4. Explain the factors involved in identifying the pool for redundancy selection 1.5. Explain the factors involved in developing an appeals process 1.6. Explain the process for planning and managing a redundancy 1.7. Evaluate the implications of voluntary and compulsory redundancy on individuals 1.8. Evaluate the implications of voluntary and compulsory redundancy for organisations 1.9. Evaluate the type of information required by staff who are retained 1.10. Evaluate the type of information required by staff who are made redundant 1.11. Assess the role of outplacement in redundancy
2. Understand the principles of redeployment	2.1. Explain the concept of redeployment 2.2. Explain the legal requirements that relate to the management of redeployment 2.3. Explain the process for planning and managing a redeployment 2.4. Evaluate the type of information required by staff who are retained 2.5. Evaluate the type of information required by staff who are redeployed 2.6. Evaluate the benefits and limitations to an organisation of redeployment

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	2.7. Assess the role of project management techniques in the management of redeployment
3. Be able to manage a redundancy	3.1. Evaluate the available options for avoiding a redundancy and their implications 3.2. Develop a redundancy plan and timetable that addresses redundancy objectives 3.3. Take action to ensure that redundancy payments are calculated accurately 3.4. Use an appropriate method for communicating the outcome of a redundancy decision 3.5. Make agreed support services available to those who have been made redundant
4. Be able to manage the redeployment of staff	4.1. Explain to redeployees the reasons, purpose and benefits of redeployment 4.2. Develop a redeployment plan that addresses agreed objectives 4.3. Use an appropriate method for communicating about redeployment 4.4. Make agreed support services available to those being redeployed 4.5. Adhere to organisational policies and procedures, legal and ethical requirements for the redeployment of staff

Unit 33: Buddy a colleague to develop their skills

Unit number: M/506/1895
Credit: 3
GLH: 19
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to buddy a colleague	1.1. Describe what is expected of a buddy 1.2. Explain techniques to give positive feedback and constructive criticism 1.3. Explain techniques to establish rapport with a buddy
2. Be able to plan to buddy a colleague	2.1. Agree which aspects of a colleague's work may benefit from buddying 2.2. Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague 2.3. Agree a schedule of meetings that minimise disruption to business 2.4. Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3. Be able to support a buddy colleague carrying out work activities	3.1. Remain unobtrusive while a buddy colleague carries out their work activities 3.2. Provide examples of how to carry out tasks correctly 3.3. Identify instances of good practice and areas for improvement through observation 3.4. Praise a buddy colleague on well completed tasks 3.5. Give constructive feedback on ways in which a buddy could improve performance 3.6. Offer a buddy hints and tips based on personal experience

Unit 34: Contribute to the improvement of business performance

Unit number: D/506/1911
Credit: 6
GLH: 33
Level: 3

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.8. Evaluate the degree of success and scale of the implications of a solved problem
4. Be able to contribute to the improvement of activities	4.1. Identify the nature, scope and scale of possible contributions to continuous improvement activities 4.2. Measure changes achieved against existing baseline data 4.3. Calculate performance measures relating to cost, quality and delivery 4.4. Justify the case for adopting improvements identified with evidence 4.5. Develop standard operating procedures and resource plans that are capable of implementing agreed changes

Unit 35: Negotiate in a business environment

Unit number: H/506/1912
Credit: 4
GLH: 18
Level: 3

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

Unit 36: Develop a presentation
Unit number: K/506/1913
Credit: 3
GLH: 11
Level: 3

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

Unit 37: Deliver a presentation
Unit number: M/506/1914
Credit: 3
GLH: 17
Level: 3

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.6. Respond to questions in a way that meets the audience's needs 3.7. Evaluate the effectiveness of a presentation

Unit 38: Contribute to the development and implementation of an information system

Unit number: A/506/1916
Credit: 6
GLH: 21
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the design and implementation of an information system	1.1. Explain the types of information to be managed by a system 1.2. Explain how information will be used and by whom 1.3. Explain who needs to be consulted in the design and implementation of an information system and why 1.4. Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system
2. Be able to contribute to the development of an information system	2.1. Confirm the purpose, use and features of an information system 2.2. Identify the information that will be managed by the system 2.3. Confirm requirements for reporting information 2.4. Recommend the functions that will be used to manipulate and report information 2.5. Develop guidance for the use of an information system that is accurate and easy to understand 2.6. Recommend user access and security levels for the information system 2.7. Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints 2.8. Participate in system tests in accordance with the specification
3. Be able to contribute to the implementation of an information system	3.1. Implement the information system in accordance with the plan, minimising disruption to business 3.2. Confirm that staff are trained to use the system prior to its launch

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.3. Resolve or report problems or faults with the information system within the limits of their own authority 3.4. Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system

Unit 39: Resolve customers' problems
Unit number: K/506/2169
Credit: 4
GLH: 19
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the monitoring and resolution of customers' problems	1.1. Assess the suitability of a range of techniques for monitoring customer problems 1.2. Explain how to use the resolution of customers' problems to improve products and/or services 1.3. Explain how the successful resolution of customers' problems contributes to customer loyalty and enhanced business performance 1.4. Explain the features of negotiating techniques used to resolve customers' problems
2. Be able to deal with customers' problems	2.1. Confirm the nature and cause of customers' problems 2.2. Explain when customers' problems should be treated as complaints 2.3. Explain the benefits to customers and the organisation of the options available to solve problems 2.4. Explain the drawbacks to customers and the organisation of the options available to solve problems 2.5. Explain to customers the options for resolving their problems 2.6. Agree solutions that meet customers' and organisational requirements within their own levels of authority 2.7. Inform colleagues of the nature of problems and actions taken 2.8. Evaluate the effectiveness of the resolution of customers' problems 2.9. Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems

Unit 40: Resolve customers' complaints
Unit number: R/506/2151
Credit: 4
GLH: 22
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the monitoring and resolution of customers' complaints	1.1. Assess the suitability of a range of monitoring techniques for customers' complaints 1.2. Explain how to identify those complaints that should prompt a review of the service offer and service delivery 1.3. Explain negotiating techniques used to resolve customers' complaints 1.4. Explain conflict management techniques used in dealing with upset customers 1.5. Explain organisational procedures for dealing with customer complaints 1.6. Explain when to escalate customers' complaints 1.7. Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint 1.8. Explain the advantages and limitations of offering compensation or replacement products and/or services
2. Be able to deal with customers' complaints	2.1. Confirm the nature, cause and implications of customers' complaints 2.2. Take personal responsibility for dealing with complaints 2.3. Communicate in a way that recognises customers' problems and understands their points of view 2.4. Explain the advantages and limitations of different complaint response options to customers 2.5. Explain the advantages and limitations of different complaint response options to the organisation 2.6. Keep customers informed of progress

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	2.7. Agree solutions with customers that address the complaint and which are within the limits of their own authority 2.8. Record the outcome of the handling of complaints for future reference 2.9. Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints

Unit 41: Gather, analyse and interpret customer feedback

Unit number: D/506/2170
Credit: 5
GLH: 24
Level: 3

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to gather, analyse and interpret customer feedback	1.1. Describe methods of collecting data for customer research 1.2. Explain random sampling techniques used to collect data 1.3. Explain how to evaluate bias in non-random samples 1.4. Explain the principles of questionnaire design 1.5. Assess the suitability of a range of techniques to analyse customer feedback 1.6. Explain techniques used to monitor the quality of data collected 1.7. Explain the use of software to record and analyse customer feedback 1.8. Explain the validation issues associated with customer feedback 1.9. Explain the importance of anonymising comments from customers who do not wish to be identified
2. Be able to plan the collection of customer feedback on customer service issues	2.1. Identify the objectives of collecting customer feedback 2.2. Justify the reasons for selecting different data collection methods 2.3. Develop a data collection and analysis plan that specifies the sampling frame, data collection and recording methods and timeframe
3. Be able to gather customer feedback	3.1. Collect customer feedback using the sampling frame identified in a customer service plan 3.2. Record data in a way that makes analysis straightforward 3.3. Verify that all data is handled in line with legal, organisational and ethical policies and procedures

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
4. Be able to analyse and interpret customer feedback to recommend improvements	4.1. Use data analysis methods to identify patterns and trends in customer feedback 4.2. Use the findings of a data analysis to identify areas for improvement to customer service 4.3. Present the findings of an analysis in the agreed format 4.4. Recommend improvements in response to the findings of an analysis

Unit 42: Employee rights and responsibilities
Unit number: L/506/1905
Credit: 2
GLH: 16
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the role of organisations and industries	1.1. Explain the role of their own occupation within an organisation and industry 1.2. Describe career pathways within their organisation and industry 1.3. Identify sources of information and advice on an industry, occupation, training and career pathway 1.4. Describe an organisation's principles of conduct and codes of practice 1.5. Explain issues of public concern that affect an organisation and industry 1.6. Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2. Understand employers' expectations and employees' rights and obligations	2.1. Describe the employer and employee statutory rights and responsibilities that affect their own role 2.2. Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour 2.3. Describe the procedures and documentation that protect relationships with employees 2.4. Identify sources of information and advice on employment rights and responsibilities

Unit 43: Health and Safety Procedures in the Workplace

Unit number: T/505/4673
Credit: 2
GLH: 16
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know health and safety procedures in the workplace.	1.1. Define the main responsibilities for health and safety in the workplace of the following: a) employers b) employees 1.2. Describe two health and safety laws affecting the workplace. 1.3. Define the importance of following health and safety procedures in the workplace. 1.4. Define the types of information or support available in relation to a specified aspect of health and safety in the workplace.
2. Be able to carry out tasks with regard to health and safety in the workplace.	2.1. Carry out a risk assessment of a specified workplace activity. 2.2. Use equipment or tools safely in the workplace. 2.3. Describe how to prevent accidents in the workplace. 2.4. Assess how own health and safety practices could be improved.

Unit 44: Manage events
Unit number: M/506/1959
Credit: 6
GLH: 49
Level: 4

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

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
	3.2. Respond to changing circumstances in accordance with contingency plans 3.3. Deliver agreed outputs within the timescale 3.4. Manage interdependencies, risks and problems in accordance with the event management plan 3.5. Comply with the venue, insurance and technical requirements 3.6. Apply the principles and good practice of customer care when managing an event 3.7. Adhere to organisational policies and procedures, legal and ethical requirements when managing an event
4. Be able to follow up an event	4.1. Ensure that all post-event leads or actions are followed up 4.2. Optimise opportunities to take actions that are likely to further business objectives 4.3. Evaluate the effectiveness of an event against agreed criteria

Unit 45: Review the quality of customer service

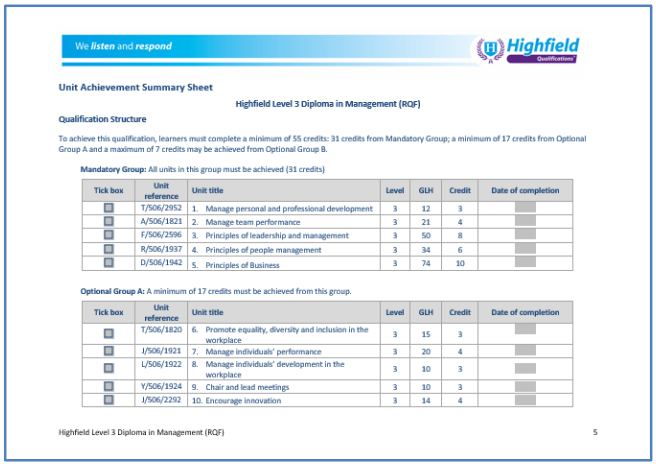
Unit number: F/506/2176
Credit: 4
GLH: 20
Level: 4

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to review the quality of customer service	1.1. Explain the value of measuring the quality of customer service 1.2. Analyse the criteria for and factors involved in setting customer service standards 1.3. Explain how to construct representative samples 1.4. Analyse methods of validating information and information sources 1.5. Explain how to set and use customer service performance metrics 1.6. Explain the use of customer feedback in the measurement of customer service 1.7. Analyse the advantages and disadvantages of a range of data analysis methods
2. Be able to plan the measurement of customer service	2.1. Identify the features of customer service against which customer satisfaction can be measured 2.2. Select data collection methods that are valid and reliable 2.3. Specify monitoring techniques that measure customer satisfaction 2.4. Establish evaluation objectives and key performance indicators (KPIs) in the measurement of customer service 2.5. Specify the information to be collected
3. Be able to evaluate the quality of customer service	3.1. Validate the information collected to identify useable data 3.2. Use information analysis methods that are appropriate to the nature of the information collected 3.3. Identify instances of effective customer service, shortfalls and gaps from the information analysis against agreed criteria 3.4. Develop recommendations that address identified areas for improvement supported by evidence

Appendix 3: Sample assessment material

Highfield provides an assessment pack for this qualification which is available to download from the Members' Area of the website.

This pack contains sample tracking sheets and templates that learners and assessors can use when creating their portfolios of evidence.



We *listen* and *respond*

Unit Achievement Summary Sheet

Highfield Level 3 Diploma in Management (RQF)

Qualification Structure

To achieve this qualification, learners must complete a minimum of 55 credits: 31 credits from Mandatory Group; a minimum of 17 credits from Optional Group A and a maximum of 7 credits may be achieved from Optional Group B.

Mandatory Group: All units in this group must be achieved (31 credits)

Tick box	Unit reference	Unit title	Level	GLH	Credit	Date of completion
☐	T/506/2952	1. Manage personal and professional development	3	12	3	
☐	A/506/1821	2. Manage team performance	3	21	4	
☐	F/506/2596	3. Principles of leadership and management	3	50	8	
☐	R/506/1937	4. Principles of people management	3	34	6	
☐	D/506/1942	5. Principles of Business	3	74	10	

Optional Group A: A minimum of 17 credits must be achieved from this group.

Tick box	Unit reference	Unit title	Level	GLH	Credit	Date of completion
☐	T/506/1820	6. Promote equality, diversity and inclusion in the workplace	3	15	3	
☐	J/506/1921	7. Manage individuals' performance	3	20	4	
☐	L/506/1922	8. Manage individuals' development in the workplace	3	10	3	
☐	Y/506/1924	9. Chair and lead meetings	3	10	3	
☐	J/506/2292	10. Encourage innovation	3	14	4	

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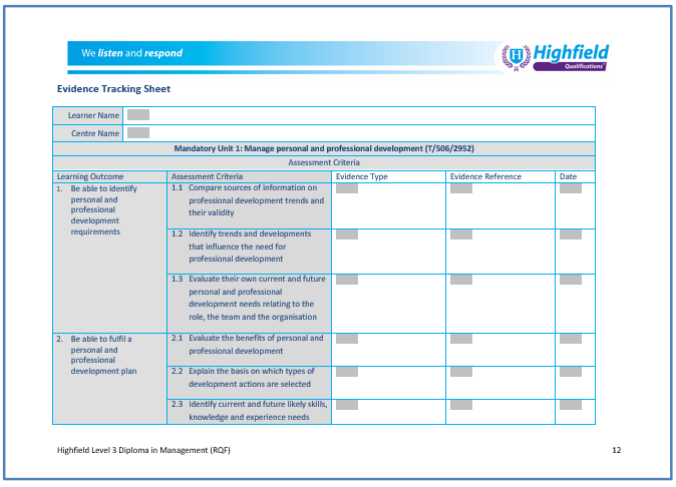

We *listen* and *respond*

Evidence Tracking Sheet

Learner Name	
Centre Name	

Mandatory Unit 1: Manage personal and professional development (T/506/2952)

Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1. Be able to identify personal and professional development requirements	1.1 Compare sources of information on professional development trends and their validity			
	1.2 Identify trends and developments that influence the need for professional development			
	1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation			
2. Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development			
	2.2 Explain the basis on which types of development actions are selected			
	2.3 Identify current and future likely skills, knowledge and experience needs			

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