

# **SPECIFICATION**

**IAO LEVEL 5 DIPLOMA IN LEADERSHIP AND MANAGEMENT**

**QUALIFICATION NUMBER: 603/2870/8**

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800  
Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

---

*“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

---

## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/2870/8
<b>Qualification review date</b>	31 <sup>st</sup> October, 2025
<b>Guided Learning Hours (GLH)</b>	Minimum 137 hours
<b>Total Qualification Time (TQT)</b>	370 hours
<b>RQF level</b>	5
<b>Qualification credit value</b>	37 credits
<b>Minimum credits at/above level</b>	37 credits
<b>Assessment requirements</b>	Portfolio of Evidence

<b>Aims and objectives of the qualification</b>	<p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p> <p>This RQF competence-based qualification focuses on key operational management and leadership skills enabling the learner to be competent in an operational role. This qualification covers a wide range of management and leadership elements, including the managing of budgets, projects and delivery of customer service and also focuses on teamwork principles, recruitment, selection and induction practices.</p>
<b>Entry guidance</b>	<p>This qualification is designed for a learner already working in a Leadership or Management role. There are no formal entry requirements, but learners may find it useful to complete 603/2516/1 IAO Level 3 Diploma in Leadership and Management prior to undertaking this qualification.</p>
<b>Progression opportunities</b>	<p>The IAO Level 5 Diploma in Leadership and Management provides the learner with the knowledge and skills required to work in a variety of Operational, Departmental or Senior Level Management roles across relevant sectors.</p>

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

## **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

## **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

## **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

## **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

## **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Qualification Structure

The learner must complete **74** hours (**18** credits) of mandatory units. A minimum of **30** credits must come at Level 5.

The Minimum Guided Learning Hours (GLH) for this qualification is **137** hours.

The Total Qualification Time (TQT) for this qualification is **370** hours.

## Unit Structures

All units are listed below.



## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
J/616/8106	Leadership and management	5	5	21
L/616/8107	Developing business strategy	5	5	19
Y/616/8109	Leading organisational change	5	4	18
L/616/8110	Effective decision making	5	4	16

## Optional Units

Unit ref	Unit title	Level	Credit value	GLH
Y/616/8112	Business environment	5	3	9
H/616/8114	Communicating information	5	3	19
K/616/8115	Delivering training and development	5	4	16
A/616/8118	Developing a customer service strategy	5	5	25
F/616/8119	Developing a quality strategy	5	5	20
T/616/8120	Effective networking	5	3	9
A/616/8121	Equal opportunities in an organisation	5	4	16
F/616/8122	<b>Ethical behaviour in practice</b>	5	3	10
J/616/8123	Implementing a Corporate Social Responsibility strategy	5	5	20
L/616/8124	Implementing business processes	5	3	15
R/616/8125	Implementing a knowledge management strategy	5	5	20
Y/616/8126	Implementing marketing strategies	5	6	22
D/616/8127	Information systems management	5	3	13
H/616/8128	Innovation for sustainability and growth	5	3	11
D/616/8130	IT deployment	5	4	18
T/616/8134	Leading customer service operations	5	3	14
M/616/8133	Leading strategic change	5	5	35
A/616/8135	Managing business finance	5	5	19
F/616/8136	Managing discipline and grievance	5	3	17
J/616/8137	Managing events	5	4	27

L/616/8138	Managing equality and diversity	5	3	10
R/616/8139	Managing health and safety	5	4	16
J/616/8140	Managing operational budgets	5	4	14
L/616/8141	Managing own resources	5	3	9
R/616/8142	Managing performance	5	4	16
Y/616/8143	Management professional development	5	3	11
D/616/8144	Managing quality and quality systems	5	4	16
H/616/8145	Negotiating skills	5	4	15
K/616/8146	Obtaining finance for business	5	3	12
T/616/8148	Operational planning	5	4	28
A/616/8149	Operations management	5	5	20
M/616/8150	Principles of selling	4	3	20
T/616/8151	Project management	5	4	16
A/616/8152	Promoting equality and diversity in the workplace	5	4	16
Y/616/8157	Risk management	4	4	28
H/616/8159	Sales planning	5	4	20
Y/616/8160	Stakeholder relationship management	5	4	16
D/616/8161	Strategic decision making	5	4	25
H/616/8162	Supporting a continuous improvement culture	5	3	19
K/616/8163	Supporting recruitment and selection	5	3	16
M/616/8164	Tendering for contracts	5	4	25
T/616/8165	Workforce planning	5	4	18

## Mandatory Units

<b>Title:</b>	<b>J/616/8106 Leadership and management</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>21</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Lead a team to deliver objectives	1.1 Apply techniques to motivate individuals and teams to improve performance 1.2 Demonstrate leadership qualities to achieve organisational objectives 1.3 Evaluate own leadership style
2. Manage resources	2.1 Assess the level of knowledge, skills and competencies within a team 2.2 Determine resource requirements for tasks or objectives 2.3 Apply techniques to efficiently allocate resources to achieve objectives 2.4 Manage resources in line with organisational requirements
3. Understand the importance of stakeholder engagement	3.1 Critically compare ways to effectively engage with internal and external stakeholders 3.2 Evaluate organisational stakeholder management strategies 3.3 Evaluate methods of communication appropriate for use with stakeholders 3.4 Describe ways in which stakeholders support leadership and management behaviours

<p>4. Understand how organisational structure and culture influences leadership and management</p>	<p>4.1 Describe ways in which an organisation’s culture and structure influence behaviour</p> <p>4.2 Describe ways in which authority and systems impact on individual and team behaviour</p> <p>4.3 Evaluate the impact of organisational politics and power on individuals and teams</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>As individuals progress into senior roles it is necessary to develop those skills, competences and behaviours to support leadership which is more inspirational. When this is accompanied by strong management skills the ability of a leader/manager to deliver objectives is enhanced.</p> <p>The aim of this unit is, therefore, to extend pre-existing knowledge and behaviours within a context which is demanding and thus requiring a leader/manager to be have greater insight into how objectives can be achieved through and with others.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Ethical Stance</li> <li>• Focus on Results</li> <li>• Relationship Management</li> </ul>

<b>Title:</b>	<b>L/616/8107 Developing business strategy</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>19</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of business strategy	1.1 Explain why strategy is important to a business 1.2 Critically compare distinct types of business strategies 1.3 Evaluate how organisational structure and culture influence business strategy 1.4 Compare different strategies and how these impact on an organisation
2. Use a strategic planning approach to inform business strategy	2.1 Differentiate between operational, tactical and strategic planning 2.2 Conduct an internal and external environmental scan 2.3 Determine organisation's strategic capacity 2.4 Create a strategy framework to communicate vision, values and goals 2.5 Recommend strategic actions based on the application of an appropriate planning model
3. Implement strategic business decisions	3.1 Describe the relationships between strategic intentions, strategic choice and strategy formulation 3.2 Apply a strategy implementation process in context 3.3 Ascertain the possible impacts of strategy implementation on a business 3.4 Apply techniques to monitor and adjust a strategic plan in context

<p>4. Reflect on the development of a business strategy</p>	<p>4.1 Critically evaluate the strategic plan            4.2 Critically evaluate the implementation phase of the plan            4.3 Recommend ways in which the development of business strategy could be improved            4.4 Explain the value of own contribution to a business strategy</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>Business strategy is the cornerstone of every business. Business strategy, and its associated concepts, models and processes, enable an organisation to establish visions, goals and plans. Through this unit learners will develop an understanding of how to develop a business strategy giving consideration to the wider business environment, organisational capacity as well as the impact of an organisation’s structure and culture to a chosen strategy.</p> <p>The aim of this unit is, therefore, to develop key underpinning knowledge of business strategy which will, when effectively employed, add value to an organisation’s business strategy planning and implementation.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Adaptability and innovation</li> <li>• Focus on Results</li> <li>• Strategic awareness</li> <li>• Thinking and decision-making</li> </ul>

<b>Title:</b>	<b>Y/616/8109 Leading organisational change</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the factors which drive organisational change	1.1 Describe techniques used to analyse the internal and external environment 1.2 Describe external factors which drive organisational change 1.3 Describe internal factors which drive organisational change 1.4 Explain which drivers are most likely to impact own organisation
2. Apply techniques to plan, manage and evaluate change	2.1 Apply a change management process to a change initiative 2.2 Apply techniques to establish change supporters and change resisters 2.3 Assess the extent to which change has been successful based on pre-defined benchmarks 2.4 Reflect on the lessons learned from leading a change initiative
3. Provide effective leadership during a period of change	3.1 Apply a change management process to a change initiative 3.2 Apply techniques to establish change supporters and change resisters 3.3 Demonstrate leadership styles dependent on the stage of the change initiative 3.4 Maintain an effective team during a period of change
4. Understand the impact of change on an organisation and its stakeholders	4.1 Explain ways in which stakeholders' resist change



	<p>4.2 Explain how the change transition cycle helps leaders to support stakeholders during change</p> <p>4.3 Explain ways to measure impact of change on an organisation and its strategic direction</p> <p>4.4 Describe ways own organisation can change to maintain or improve market position</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit will introduce learners to fundamental tools, techniques and approaches which will enable them to be more effective when leading change within an organisation.</p> <p>Concepts such as change resistors, transition cycles and stakeholder impact will be explored alongside how to use techniques such as SWOT and PESTLE to conduct an environmental scan.</p> <p>The aim of this unit is to provide learners with the knowledge and understanding to effectively lead a change process or initiative within an organisation.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Focus on Results</li> <li>• Relationship Management</li> <li>• Strategic Awareness</li> </ul>

<b>Title:</b>	<b>L/616/8110 Effective decision making</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand decision-making as a concept and as a process	1.1 Critically compare features of a decision-making process 1.2 Explain why legal and ethical considerations are important to decision-making 1.3 Describe the relationship between decision-making and business strategy 1.4 Evaluate the use of a decision-making approach in context
2. Use financial and non-financial information to inform decision making	2.1 Differentiate between financial and non-financial information 2.2 Compare relevant primary and secondary sources of information 2.3 Apply techniques to control and secure data and information 2.4 Use qualitative and quantitative information to evaluate the decisions made
3. Adopt a logical and systematic approach to decision making	3.1 Demonstrate a logical approach to solving a problem or dealing with a situation 3.2 Differentiate between inductive and deductive reasoning 3.3 Recommend actions based on reliable and valid approaches to decision-making

<p>4. Employ appropriate techniques and models to the decision-making process</p>	<p>4.1 Engage stakeholders in the decision-making process</p> <p>4.2 Compare decision-making techniques and models</p> <p>4.3 Employ an appropriate decision-making technique or model in context</p> <p>4.4 Reflect on the extent to which implemented decisions have been successful</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>Decision making in a business context should be based on an objective rather than a subjective approach. In doing so decisions are likely to be more reliable and valid. This is, however, dependent on the quality and currency of information which is used within an appropriate decision-making process.</p> <p>The aim of this unit is to encourage learners to adopt a more critical and logical approach to decision-making where information is obtained and used, legally and ethically, to inform decisions which could have an influence on an organisation's strategy.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Ethical Stance</li> <li>• Focus on Results</li> <li>• Information and Knowledge Management</li> <li>• Thinking and Decision Making</li> </ul>

## Optional Units

<b>Title:</b>	<b>Y/616/8112 Business environment</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the internal business environment	1.1 Describe what is meant by the term 'internal business environment' 1.2 Compare factors that have an impact on the internal business environment 1.3 Describe the relationship between an organisation's internal business environment and its strategic intent 1.4 Explain why an analysis of an internal business environment is important to an organisation
2. Understand the external business environment	2.1 Describe what is meant by the term 'external business environment' 2.2 Compare factors which have an impact on the external business environment 2.3 Describe the relationship between an organisation's external business environment and its strategic intent 2.4 Suggest why an analysis of an external business environment is important to an organisation
3. Be able to conduct an internal and external analysis of a business environment	3.1 Conduct an internal business environment analysis 3.2 Conduct an external business environment analysis 3.3 Describe the relationships between the outcomes of an internal and external business environment analysis

	3.4 Recommend appropriate ways in which an organisation could respond to its business environment
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	<p>All organisations exist within a wider business environment. This environment is both internal to an organisation (such as its structure, culture, finance and human resources) and external to an organisation (such as economic changes, technological developments and political doctrine).</p> <p>Learners must be able to understand the constituent parts of an organisation's business environment before conducting an analysis of its environment.</p> <p>The aim of this unit is to locate in the mind of learners the importance of an organisation's business environment to its strategic plans and operational capabilities.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Information and Knowledge Management</li> <li>• Strategic awareness</li> </ul>

<b>Title:</b>	<b>H/616/8114 Communicating information</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>19</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the role of communication	1.1 Explain the importance of communicating information 1.2 Describe the use of communication for: <ul style="list-style-type: none"> <li>• a team leader</li> <li>• resolving conflict</li> <li>• building relationships</li> </ul>
2. Understand models and methods of communication	2.1 Explain theoretical models of communication 2.2 Describe the importance of considering audience need, urgency, accuracy and validity of information 2.3 Describe how to overcome identified barriers
3. Evaluate communication systems and practices	3.1 Monitor the effectiveness of communication systems and practices 3.2 Evaluate the effectiveness of existing communication systems and practices 3.3 Propose improvements and take corrective actions if needed to communication systems and practices
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is for the learner to be aware of the theories of communication and use this knowledge to be able to communicate effectively with stakeholders and improve communication practice within the organisation.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: E11

<b>Title:</b>	<b>K/616/8115 Delivering training and development</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the training and development needs of individuals within own organisation	1.1 Research the organisational requirements for training and development 1.2 Evaluate existing training and development 1.3 Identify areas of training and development requiring improvement
2. Plan the delivery of training and development	2.1 Establish the training and development needs of individuals in the organisation 2.2 Develop a timetable of scheduled training and development activities 2.3 Plan the content of training and development activities
3. Deliver effective training and development	3.1 Explain the aims and methods of training and development with participants 3.2 Deliver training sessions
4. Review the impact of training and development	4.1 Collect feedback from participants 4.2 Analyse the impact of training and development for the organisation 4.3 Propose improvements to training and development activities
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit is for those involved with training and development in an organisation. It enables learners to review an organisation's current training and development provision,



	establish the learning needs of staff and meet those needs with appropriate training and development activities.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: D7

<b>Title:</b>	<b>A/616/8118 Developing a customer service strategy</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the management of customer service operations	1.1 Assess the suitability of methods to monitor customer service operations 1.2 Describe E-strategies used to deliver seamless customer service 1.3 Explain techniques used to develop solutions to problems 1.4 Evaluate sources of information on customer performance data 1.5 Describe techniques to identify patterns and trends in: <ul style="list-style-type: none"> <li>• customer behaviour</li> <li>• service performance</li> </ul>
2. Plan customer service operations	2.1 Develop the service offer to meet identified customer expectations in line with: <ul style="list-style-type: none"> <li>• organisational goals</li> <li>• ethos</li> </ul> 2.2 Identify risks to the delivery of the service offer 2.3 Develop a risk management plan 2.4 Develop a plan for the: <ul style="list-style-type: none"> <li>• implementation of the service offer</li> <li>• identifying key performance objectives</li> <li>• monitoring arrangements</li> </ul> 2.5 Disseminate information about the implementation and monitoring of the plan to staff

	2.6 Provide training and support to enable the staff team to deliver customer service to the required standard
3. Manage customer service operations	<p>3.1 Propose a budget for the delivery of the service offer</p> <p>3.2 Keep staff informed of developments in best practice for the delivery of customer's service</p> <p>3.3 Promote positive working relationships within the staff team</p> <p>3.4 Carry out monitoring activities in accordance with the implementation plan</p> <p>3.5 Implement risk management when there is a deviation from expected performance or service failures</p> <p>3.6 Use feedback from both staff and customers to make improvements</p>
4. Measure customer service performance	<p>4.1 Identify trends in customer behavior and customer service performance from performance data</p> <p>4.2 Benchmark performance against agreed measurement criteria</p> <p>4.3 Address identified variances and problems</p> <p>4.4 Identify areas for improvement within the delivery of customer service and the service offer</p>
<p><b>Additional information about this unit</b></p> <p>3.5 and 4.3 may not be observed by the assessor, in which case other evidence such as witness statements can be used</p>	
<b>Unit aim (s)</b>	<p>This unit provides learners with the knowledge, understanding and skills to develop a customer service strategy. Learners will understand their role in developing, implementing and evaluating the service offer and delivery of customer services in accordance with organisational brand, policies, values and priorities.</p>

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Evidence for learning outcomes 2, 3 and 4 needs to come from real work activities.  This will mainly be gathered from products of work and observations.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A
<b>Title:</b>	<b>F/616/8119 Developing a quality strategy</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand an organisation's vision and strategic direction	1.1 Identify the key aims and goals of the organisation 1.2 Outline what part quality plays in achieving organisational objectives 1.3 Discuss quality demands with key stakeholders of the organisation 1.4 Identify legal and regulatory requirements that the organisation must comply with
2. Understand the latest developments in managing quality	2.1 Explain current developments, tools and techniques in quality management 2.2 Build quality management concepts into your plans 2.3 Describe quality management practices across the sector and wider business
3. Develop a quality strategy	3.1 Collate data and information from stakeholders and colleagues 3.2 Develop a quality strategy to support the direction of the organisation 3.3 Identify quality objectives that are consistent with the direction of the organisation

	<p>3.4 Analyse risks and develop contingency plans to mitigate identified risks</p> <p>3.5 Identify methods for monitoring and evaluating the quality strategic plan</p>
4. Gain support for the quality strategic plan	<p>4.1 Communicate the quality strategic plan to key stakeholders and colleagues</p> <p>4.2 Apply methods to gain and retain support from key stakeholders for the quality strategic plan</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>The aim of this unit is to enable learners to develop a quality strategy that aligns with the overall business plan and strategic direction of the organisation. The unit enables a manager to consult with key stakeholders and collate relevant data to develop a quality strategy that will be approved by senior colleagues.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>Links to Management and Leadership NOS, 2008: F13</p>

<b>Title:</b>	<b>T/616/8120 Effective networking</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the concept of professional networking	1.1 Critically compare the different principles of professional networking 1.2 Explain why establishing goals for engaging with professional networks is important to a leader or manager 1.3 Describe the relationship between professional networking and professional development
2. Establish professional networks	2.1 Select appropriate networking opportunities 2.2 Explain the importance of the when establishing professional networks 2.3 Describe the benefits of professional networking to own workplace performance
3. Use interpersonal skills to develop professional networks	3.1 Apply techniques to manage conflict within a professional network 3.2 Demonstrate professionalism when enhancing professional networks 3.3 Demonstrate effective communication when developing professional networks 3.4 Demonstrate ethical behaviour when developing professional networks
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	All leaders and managers should have professional and developmental goals which,

	<p>if achieved, will enhance their skillset and reputation.</p> <p>Professional networking provides a platform on which leaders and managers can engage with others to establish and develop mutually beneficial relationships which could increase an individual's brand as well as their workplace performance.</p> <p>The aim of this unit is, therefore, to locate in the mind of leaders and managers the benefits of professional networking and how to identify, establish and build appropriate internal and external relationships.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Desire to learn</li> <li>• Ethical stance</li> <li>• Relationship management</li> <li>• Self-management</li> </ul>

<b>Title:</b>	<b>A/616/8121 Equal opportunities in an organisation</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the impact of equal opportunities legislation on the organisation	1.1 Analyse current legislation relating to equal opportunities 1.2 Explain organisational policies and procedures relating to equal opportunities
2. Review organisational policies and procedures applied to equal opportunities	2.1 Obtain information about equal opportunities in the organisation 2.2 Assess the extent to which the organisation is meeting the requirements of equal opportunities legislation 2.3 Review the diversity of the workforce against the local population
3. Evaluate the impact of organisational policies and procedures applied to equal opportunities	3.1 Monitor and review data collected in relation to equal opportunities 3.2 Propose improvements to systems and processes to facilitate equal opportunities in the organisation
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to focus on the legal requirements of equal opportunities and their application to the organisation. The learner will be made aware of current legislation and best practices in this area to ensure adequate organisational policies and procedures are in place.



<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: B11 and B12

<b>Title:</b>	<b>F/616/8122 Ethical behaviour in practice</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand why ethical behaviour is important within business	1.1 Identify the relevant legislation, regulations and codes of practice governing ethics and ethical behaviour in business 1.2 Explain how the regulatory framework and ethical demands impact on own role 1.3 Outline the consequences of non-compliance to laws and regulations
2. Implement policies and procedures to maintain ethical standards and behaviour	2.1 Communicate with staff the importance and practicalities of adopting policies and procedures 2.2 Monitor the impact of the ethical policies and practices on performance 2.3 Make recommendations to correct any failures to meet ethical requirements
3. Communicate with stakeholders regarding ethical issues	3.1 Identify reasons for not meeting ethical requirements 3.2 Adjust ethical policies and procedures to improve organisational performance 3.3 Research a case where a business has failed to meet ethical requirements, resulting in implementation of changes
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	Learners will become aware of the importance of conducting business in an

	<p>ethical manner and encouraging ethical behaviour at work.</p> <p>The aim of this unit is to enable learners to understand why ethics and ethical behaviour are so important at work for the organisation to gain a good reputation and comply with the legal and regulatory requirements. Learners will be able to adopt appropriate policies and procedures for staff to follow, monitor impact on workplace performance and take corrective action when necessary.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>Links to Management and Leadership NOS, 2008: B8</p>

<b>Title:</b>	<b>J/616/8123 Implementing a Corporate Social Responsibility strategy</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of Corporate Social Responsibility for organisations	1.1 Define Corporate Social Responsibility 1.2 Outline the parameters of Corporate Social Responsibility in business 1.3 Research best practices in Corporate Social Responsibility 1.4 Identify key stakeholders and colleagues to involve in implementing a Corporate Social Responsibility strategy
2. Promote a Corporate Social Responsibility strategy to colleagues and stakeholders	2.1 Outline the organisational benefits of implementing a Corporate Social Responsibility strategy 2.2 Explain how to gain buy-in from colleagues and stakeholders 2.3 Respond to queries or questions regarding Corporate Social Responsibility plans
3. Monitor performance against a Corporate Social Responsibility strategic plan	3.1 Engage with colleagues and stakeholders to implement a Corporate Social Responsibility strategic plan 3.2 Agree roles, responsibilities and objectives 3.3 Allocate resources to meet agreed objectives
4. Evaluate the performance of a Corporate Social Responsibility strategic plan	4.1 Analyse the performance of a Corporate Social Responsibility strategic plan 4.2 Communicate performance outcomes to all relevant stakeholders and colleagues 4.3 Review plan to assess effectiveness of corporate social responsibility

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to implement a corporate social responsibility strategy that meets organisational needs. In modern business managers have a moral and ethical duty to demonstrate good CSR practices by protecting the environment, trading fairly and showing professionalism and dignity in all business dealings.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: B8

<b>Title:</b>	<b>L/616/8124 Implementing business processes</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the current market where own organisation operates	1.1 Analyse the relationship between current market and own organisation 1.2 Explain the legal demands on organisations and impact on policy making, procedures and process formulation 1.3 Identify sources of information to inform business processes: <ul style="list-style-type: none"> <li>• Internally</li> <li>• externally</li> </ul>
2. Establish the focus of own organisation	2.1 Design processes that deliver outcomes based on organisational aims and goals 2.2 Work with others to develop business processes relevant to own organisation 2.3 Ensure resources are available to implement business processes
3. Communicate plans for business processes	3.1 Communicate information about business processes to relevant stakeholders 3.2 Assign roles and responsibilities to team members to implement business processes
4. Review business processes	4.1 Develop systems to monitor the impact of business processes 4.2 Analyse information and data of business processes 4.3 Propose improvements to business processes as a result of review

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is for the learner to develop the knowledge, understanding and skills required to implement business processes. A learner will be able to assess the marketplace and pressures the company operates within and implement relevant business processes to deliver organisational aims and goals.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: F3

<b>Title:</b>	<b>R/616/8125 Implementing a knowledge management strategy</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Investigate sources of information relating to knowledge management	1.1 Research theories of knowledge management 1.2 Evaluate sources of information 1.3 Explain how theories relate to own organisation 1.4 Analyse the legal implications for knowledge management in own organisation
2. Analyse information relating to knowledge management	2.1 Explain the organisational benefits of implementing a knowledge management strategy 2.2 Identify the models for knowledge management in own organisation 2.3 Identify relevant stakeholders in own organisation 2.4 Evaluate methods of presenting information about knowledge management
3. Implement and monitor performance against a knowledge management strategic plan	3.1 Engage with colleagues and stakeholders to implement a knowledge management strategic plan 3.2 Agree roles, responsibilities and objectives 3.3 Allocate resources to meet agreed objectives



<p>4. Evaluate the performance of a knowledge management strategy</p>	<p>4.1 Collect information relating to knowledge management in own organisation</p> <p>4.2 Analyse performance relating to knowledge management in own organisation</p> <p>4.3 Propose improvements to systems and practices for knowledge management in own organisation</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>The aim of this unit is to examine the concept of knowledge management and investigate ways in which it can be utilised in the learner’s own organisation. The unit will enable learners to implement a knowledge management strategy, work with relevant stakeholders, allocate the necessary resources and monitor and review progress.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>Links to Management and Leadership NOS, 2008: E12</p>

<b>Title:</b>	<b>Y/616/8126 Implementing marketing strategies</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>22</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the concept of strategic management of marketing activities	1.1 Explain the difference between product and service marketing 1.2 Explain concepts underpinning strategic marketing in business practice 1.3 Assess the scope of strategic marketing activities and how they affect a business 1.4 Explain roles involved in marketing 1.5 Explain the planning principles involved in developing a marketing strategy 1.6 Identify a range of tools that can be used to evaluate a marketing strategy 1.7 Compare the advantages and limitations of marketing strategies
2. Evaluate your market	2.1 Carry out a SWOT analysis on your present marketing strategy and its success 2.2 Carry out a competitor's analysis, and record your findings 2.3 Evaluate previous use of marketing communications within your organisation 2.4 Evaluate existing and potential markets against agreed criteria
3. Be able to develop a marketing and communications strategy and plan	3.1 Identify own marketing communications goals and objectives in line with: <ul style="list-style-type: none"> <li>• organisations strategic objectives</li> <li>• organisational culture</li> <li>• organisational values</li> </ul>

	<p>3.2 Develop a measurable plan for your marketing communications</p> <p>3.3 Integrate marketing communications within operational processes</p>
4. Manage strategic marketing activities	<p>4.1 Set pricing strategies that are consistent with:</p> <ul style="list-style-type: none"> <li>• organisational strategy</li> <li>• objectives</li> <li>• values</li> <li>• optimising the potential for sales</li> </ul> <p>4.2 Manage the implementation of:</p> <ul style="list-style-type: none"> <li>• marketing strategies</li> <li>• plans and activities in accordance with organisational brand</li> <li>• policies</li> <li>• values</li> <li>• priorities</li> </ul> <p>4.3 Monitor the performance of products, services and subcontractors against the agreed success criteria</p> <p>4.4 Adapt marketing strategies, plans and activities in light of feedback or changing circumstances</p>

**Additional information about this unit**

LO1 Tools, models and concepts could include:

- Competitor analysis
- SWOT: Strengths, Weaknesses, Opportunities and Threats
- Market analysis
- Marketing mix
- BCG matrix
- Ansoff Matrix
- Five Forces (Porter)
- Market segmentation
- SMT analysis
- SWOT and PESTLE
- Marketing audit
- Product portfolio analysis

LO2 and LO3 Marketing communications can include:

- Brochures
- Mailshots
- Websites

<ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Sales promotions</li> <li>• Exhibitions</li> <li>• Personal selling</li> <li>• Press publicity campaigns</li> <li>• Social media</li> </ul>	
<b>Unit aim (s)</b>	<p>This unit provides learners with the knowledge, understanding and skills to manage strategic marketing activities.</p> <p>Learners will understand their role in developing, implementing and evaluating marketing strategies in accordance with organisational brand, policies, values and priorities.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Evidence for learning outcomes 2, 3 and 4 needs to come from real work activities.</p> <p>This could be gathered from products of work.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>N/A</p>

<b>Title:</b>	<b>D/616/8127 Information systems management</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>13</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legal and organisational requirements for information systems management	1.1 Explain the legal requirements for the security and confidentiality of information 1.2 Identify own responsibilities and those of others for effective information systems management
2. Be able to store, share and retrieve information according to legal and organisational requirements	2.1 Ensure information and data used in own area of work is safe and secure and complies with legal requirements 2.2 Produce records and reports according to organisational and legal requirements 2.3 Provide training so that others are aware of their responsibilities in securing, maintaining and sharing information 2.4 Monitor and review staff and organisational performance in information management
3. Evaluate the effectiveness of information systems management	3.1 Collect information on the effectiveness of organisational information systems management 3.2 Propose improvements to information systems following evaluation
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit aims to develop knowledge, understanding and skills for managing effective information systems. It informs

	learners of the legal requirements governing information systems management and ensures learners maintain safe and secure IT systems and data to comply.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: E4

<b>Title:</b>	<b>H/616/8128 Innovation for sustainability and growth</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the concepts of innovation, sustainability and growth	1.1 Describe what is meant by the terms 'innovation', 'sustainability' and 'growth' in a business context 1.2 Explain why innovation is important to an organisation 1.3 Explain why sustainability is important to an organisation 1.4 Explain why growth is important to an organisation
2. Understand how innovation supports own organisation's development	2.1 Describe areas in which own organisation uses innovation 2.2 Analyse the extent to which these innovations support the organisation's strategic intent 2.3 Identify ways in which own organisation could develop innovation
3. Understand how organisations can conduct sustainable operations	3.1 Describe ways in which own organisation conducts sustainable operations 3.2 Analyse the extent to which sustainable operations are supporting the organisation's strategic intent 3.3 Identify ways in which own organisation could improve its levels of sustainability
4. Understand how organisations can achieve growth	4.1 Describe ways in which organisations can achieve growth 4.2 Explain the extent to which own organisation is achieving growth 4.3 Identify ways in which own organisation could develop a growth strategy

<p>5. Understand the relationship between innovation, sustainability and growth</p>	<p>5.1 Analyse the extent to which own organisation uses innovation for sustainability and growth</p> <p>5.2 Research ways in which other organisations use innovation for sustainability and growth</p> <p>5.3 Identify barriers to innovative sustainability and growth in own organisation</p> <p>5.4 Explain ways in which own organisation could be more innovative to achieve sustainable growth</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>Most organisations exist to grow. This growth could be focused on, for example, market share, turnover or profit. Far too often, however, organisations will try to achieve short term growth through existing operations, resources and processes. In the fast moving 21<sup>st</sup> century this approach is not sustainable.</p> <p>The aim of this unit is to introduce the concept of sustainable growth through innovation where learners will explore their own organisation’s approach to sustainable growth and its use of innovation to achieve this.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Adaptability and Innovation</li> <li>• Focus on Results</li> <li>• Strategic Awareness</li> </ul>



<b>Title:</b>	<b>D/616/8130 IT deployment</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legal and organisational requirements for IT use and deployment	1.1 Explain the legal requirements for the use and deployment of IT 1.2 Explain organisational requirements for the use and deployment of IT 1.3 Identify the risks of IT use for organisational security
2. Be able to support staff in the deployment and use of IT	2.1 Analyse the IT training needs of individuals within the organisation 2.2 Provide training for individuals within the organisation on the deployment and use of IT 2.3 Review the impact of the IT training on staff and organisational performance
3. Evaluate the performance of IT systems within own organisation	3.1 Monitor the use of IT within own organisation 3.2 Devise methods for measuring the effective performance of IT deployment and use within the organisation 3.3 Evaluate the data from IT systems 3.4 Propose improvements to IT deployment within the organisation
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit aims to develop the knowledge, understanding and skills required to deploy effective IT systems within the organisation. A learner will appreciate the wider legal implications of using IT within an

	organisation and its major part of delivering organisational plans. It enables learners to assess staff IT training requirements and provide relevant IT development. It also allows learners to monitor the impact of IT use and make improvements if necessary.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: E4

<b>Title:</b>	<b>M/616/8133 Leading strategic change</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>35</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to prepare for strategic change	1.1 Critically evaluate change management models 1.2 Describe approaches that support the change process 1.3 Identify the types of stakeholder that may be affected by change 1.4 Evaluate methods used to communicate change to stakeholders
2. Understand how to manage strategic change	2.1 Outline management techniques that could be used to manage change 2.2 Explain methods that may be adopted when stakeholders object to change
3. Understand how to evaluate strategic change	3.1 Identify methods that can be used to evaluate change 3.2 Identify suitable timescales for the evaluation of change 3.3 Identify the stakeholders who are required to provide feedback
4. Prepare for strategic change	4.1 Select a suitable change management model 4.2 Produce a plan for the change 4.3 Evaluate the influences that may be involved in the change 4.4 Assess the risks associated with the change 4.5 Select a method of communicating change to relevant stakeholders

5. Manage strategic change	5.1 Allocate the resources required for the change 5.2 Communicate the change to stakeholders 5.3 Execute the change in line with the plan 5.4 Assess potential objections from stakeholders
6. Be able to evaluate strategic change	6.1 Obtain feedback as required 6.2 Evaluate feedback received 6.3 Present the feedback to management
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	The aim of this unit is for the learner to gain the skills and knowledge required to effectively lead change in an organisation
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	CFAM & LCA2, CFAM & LCA3, CFAM & LCA4, CFAM & LCA5

<b>Title:</b>	<b>T/616/8134 Leading customer service operations</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>14</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of leading customer service	1.1 Explain the importance of seeing operations from the customer's viewpoint 1.2 Explain the role of service partners in contributing to customer service 1.3 Explain the hierarchy when it comes to decision making within own organisation 1.4 Explain the limits of own authority when it comes to decision making regarding customer service
2. Be able to identify the opportunities for improvements to customer service	2.1 Demonstrate how to monitor the effectiveness of customer service delivery within own organisation 2.2 Explain customer service issues relating to new products and services 2.3 Explain the organisational implications of changes to customer service and the service offer 2.4 Put forward suggestions for improvements in customer service to your decision maker

<p>3. Implement best practice within the customer service delivery team</p>	<p>3.1 Promote the benefits of effective customer service to own team</p> <p>3.2 Use organisational procedures to support individual staff members to understand the benefit of effective customer service</p> <p>3.3 Implement processes to support own team to understand the benefit of effective customer service</p> <p>3.4 Use staff development techniques to support others to identify areas for improvement to customer services</p> <p>3.5 Monitor the effectiveness of advice and information given to customers</p> <p>3.6 Take actions to ensure that customer service delivery meets agreed standards</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides learners with the knowledge, understanding and skills to lead customer service operations. Learners will understand their role in developing, implementing and evaluating the service offer and delivery of customer services in accordance with organisational brand, policies, values and priorities.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Evidence for learning outcomes 2.1,4 and all of learning outcome 3 needs to come from real work activities.</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>A/616/8135 Managing business finance</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>19</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of financial management	1.1 Describe the legislation and regulation related to managing business finances 1.2 Illustrate the relationship between financial management and strategic objectives 1.3 Evaluate methods of financial control 1.4 Explain why financial risk is a key consideration when managing business finance
2. Produce financial reports	2.1 Apply a financial reporting process in context 2.2 Produce a statement of financial position 2.3 Produce an income statement 2.4 Produce a cashflow statement
3. Use accounting techniques to support effective financial management	3.1 Establish a budget 3.2 Interpret financial statements through ratio analysis 3.3 Conduct cost accounting 3.4 Conduct cashflow analysis 3.5 Conduct a variance analysis 3.6 Recommend appropriate courses of action based on a financial analysis
4. Communicate a financial plan to stakeholders	4.1 Choose an appropriate financial plan template for own organisation 4.2 Produce a financial plan based on the financial analysis 4.3 Communicate plans to stakeholders 4.4 Apply financial reporting principles

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	<p>This unit introduces learners to the fundamentals of managing business finances. Through this unit learners will appreciate the importance of effective financial management to the success of a business whilst also developing a practical understanding of how to conduct effective financial management.</p> <p>The aim of this unit is to enable learners to produce financial statements, conduct an analysis of a financial position leading to the production of a financial plan based on accepted recommendations.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>This unit relates to the following National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• Accounting and Finance; <ul style="list-style-type: none"> <li>○ ASTH405 Manage finance in your area of responsibility</li> <li>○ FA5 Draft financial statements</li> <li>○ MA1 Provide cost and revenue information</li> <li>○ MA4 Monitor financial performance</li> </ul> </li> <li>• Leadership and Management; <ul style="list-style-type: none"> <li>○ Information and knowledge management</li> <li>○ Strategic awareness</li> <li>○ Thinking and decision making</li> </ul> </li> </ul>



<b>Title:</b>	<b>F/616/8136 Managing discipline and grievance</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>17</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to manage disciplinary and grievance procedures	1.1 Describe the legislation, organisational policies and procedures relating to disciplinary and grievance issues 1.2 Explain own role in relation to disciplinary and grievance procedures 1.3 Describe the different approaches used to manage performance and grievance issues
2. Manage staff practice, which falls below organisational standards	2.1 Establish management options when practice falls below organisational standards 2.2 Address practice which falls below organisational standards with staff member 2.3 Review objectives which have been set with staff member, to assess if improvements have been achieved 2.4 Initiate disciplinary procedures where objectives have not been met 2.5 Provide staff member with information about the disciplinary process
3. Present evidence for a disciplinary proceeding	3.1 Complete reports in line with organisational requirements 3.2 Present evidence in a disciplinary proceeding
4. Manage the outcomes of a disciplinary or grievance procedure	4.1 Implement the decisions from a disciplinary procedure 4.2 Manage the implications of the outcomes for individuals and others

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to develop the knowledge, understanding and skills to be able to manage disciplinary processes.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management to Leadership NOS, 2008: D14 & D15

<b>Title:</b>	<b>J/616/8137 Managing events</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>27</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the management of an event	1.1 Explain how organisational objectives can be met by holding an event 1.2 Evaluate the use of project management techniques in event management 1.3 Analyse how models of contingency and crisis management can be applied to event management 1.4 Describe legal requirements that you will need to take into account when organising an event
2. Manage the planning of an event	2.1 Identify the key purpose of an event 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: <ul style="list-style-type: none"> <li>• resources</li> <li>• location</li> <li>• technical facilities</li> <li>• layout</li> <li>• health and safety</li> </ul> 2.5 Carry out appropriate risk assessments for the event 2.6 Make formal agreements for the resources to be provided 2.7 Determine methods of: <ul style="list-style-type: none"> <li>• entry</li> <li>• security</li> <li>• access</li> <li>• pricing</li> </ul>

3. Manage the event	<p>3.1 Manage the allocation of resources in accordance with the event management plan</p> <p>3.2 Respond to changing circumstances in accordance with contingency plans</p> <p>3.3 Manage interdependencies, risks and problems in accordance with the event management plan</p> <p>3.4 Comply with the venue, insurance and technical requirements</p> <p>3.5 Apply the principles and good practice of customer care when managing an event</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements when managing an event</p>
4. Assess the success of the event	<p>4.1 Follow up on post-event leads</p> <p>4.2 Evaluate the effectiveness of the event against original aims and objectives</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	This unit provides learners with an understanding of event management, enabling learners to plan, manage and follow up on an event.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit provides learners with the knowledge, understanding and skills to plan and carry out an event effectively. Learners will understand their role in developing, implementing and evaluating an event in accordance with organisational brand, policies, values and priorities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Evidence for learning outcomes 2, 3 and 4 needs to come from real work activities.

<b>Title:</b>	<b>L/616/8138 Managing equality and diversity</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies	1.1 Identify the key legislation governing equality, diversity and inclusion in the workplace 1.2 Explain how equality and diversity are considered in own business plans 1.3 Describe the impact of non-compliance to equality and diversity legislation to own role and the wider organisation 1.4 Critically compare current legislation and the organisation's own policy on equality and diversity
2. Communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility	2.1 Outline the organisation's written equality, diversity and inclusion policy to be followed by staff 2.2 Communicate the organisation's policy to stakeholders 2.3 Assess potential stakeholder objections and questions
3. Monitor equality and diversity issues within your own area of work	3.1 Collect relevant data on equality and diversity metrics 3.2 Critically evaluate the data collected 3.3 Identify any problem areas needing further investigation 3.4 Take corrective action to meet legislative and organisational requirements
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is to make learners aware of the importance of meeting legislative and organisational requirements for equality, diversity and inclusion within the workplace. It is the responsibility of a manager to be up to date with organisational policy, current legislation and good practices and share these with staff.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: B11

<b>Title:</b>	<b>R/616/8139 Managing health and safety</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand own and organisation's responsibilities and liabilities under health and safety legislation	1.1 Identify own workplace health and safety legislation 1.2 Explain personal and organisational responsibilities under health and safety legislation 1.3 Critically compare current health and safety legislation with organisational procedures 1.4 Seek guidance on health and safety matters from key personnel
2. Promote health and safety matters across an organisation	2.1 Communicate own organisation's health and safety policy 2.2 Allocate resources to deal with health and safety matters within own area of responsibility 2.3 Discuss health and safety issues with colleagues to identify strengths and weaknesses
3. Ensure that health and safety requirements are met within own area of responsibility	3.1 Assign responsibilities for health and safety 3.2 Establish a system for identifying hazards and assessing risks 3.3 Identify corrective action to eliminate or control identified hazards and risks
4. Monitor, review and report on health and safety matters	4.1 Analyse health and safety data 4.2 Evaluate non-compliance with health and safety policies and practices 4.3 Consult with specialists on proposed actions

	<p>4.4 Collate data on own organisation's health and safety performance</p> <p>4.5 Review health and safety policy and make revisions as required</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>Learners, by undertaking this unit, will appreciate the importance of health and safety in the workplace.</p> <p>The aim of this unit is to enable learners to understand the legal implications of compliance and the responsibilities, procedures and communication needed to maintain a healthy and safe place to work.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>Links to Management and Leadership NOS, 2008: E6</p>



<b>Title:</b>	<b>J/616/8140 Managing operational budgets</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>14</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of budgeting	1.1 Explain the purpose of budgeting 1.2 Illustrate the importance of conservative estimations and contingencies when setting a budget 1.3 Describe why it is important to engage with others when developing a budget 1.4 Explain why budgets should be clear, transparent and comprehensible to all stakeholders
2. Set an operational budget	2.1 Describe the relationship between the business plan and a budget 2.2 Describe appropriate historical information to inform a future budget 2.3 Compare budgeting techniques 2.4 Apply an appropriate budgeting technique
3. Communicate a budget to different stakeholders	3.1 Determine likely stakeholders of a budget 3.2 Employ appropriate communication methods to inform relevant stakeholders 3.3 Produce documentation to communicate a budget
4. Monitor and adjust a budget	4.1 Establish review milestones within a budget's life cycle 4.2 Compare real budgetary performance to predicted performance 4.3 State why stakeholder engagement is important when monitoring budgets

	4.4 Recommend budgetary adjustments based on the outcomes of a budgetary review
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	<p>Whether establishing budgets as a key function or operationalising a budget as a manager, it is necessary for learners to appreciate the importance of budgets to the overall financial performance of an organisation.</p> <p>This unit aims to establish this fundamental understanding on which learners will develop both a conceptual awareness and practical application of key budgetary principles.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>This unit relates to the following National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• Accounting and Finance; <ul style="list-style-type: none"> <li>○ ASTH405 Manage finance in your area of responsibility</li> <li>○ ASTO13 Control income and expenditure</li> <li>○ CFAM&amp;LEA3 Manage the use of financial resources</li> <li>○ MA4 Monitor financial performance</li> </ul> </li> <li>• Leadership and Management; <ul style="list-style-type: none"> <li>○ Information and knowledge management</li> <li>○ Thinking and decision making</li> </ul> </li> </ul>

<b>Title:</b>	<b>L/616/8141 Managing own resources</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Manage financial resources	1.1 Calculate the full cost of operational activities 1.2 Determine operational budgets 1.3 Demonstrate effective budgetary management
2. Manage physical resources	2.1 Determine physical resource requirements in own area of responsibility 2.2 Develop a supported case/proposal to secure physical resources 2.3 Implement the deployment of physical resources in own area of responsibility
3. Manage human resources	3.1 Determine level of physical resource requirements in own area of responsibility 3.2 Assess individual levels of skill and knowledge to determine professional development requirements 3.3 Design a programme of professional development for individuals operating in own area of responsibility
4. Administer knowledge management	4.1 Determine the scope and importance of knowledge management 4.2 Apply techniques to effectively manage tacit and explicit knowledge in context 4.3 Assess the impact and implications of knowledge management on an organisation

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	<p>The management of resources goes beyond just people and equipment. Managers should be considering the costs associated with different types of resources and be able to operate within a defined budget when managing the deployment of human and physical resources.</p> <p>Additionally, knowledge management is a key resource which is often overlooked by managers which could lead to less effective and efficient performances.</p> <p>The aim of this unit is to support a learner’s understanding of the main types of resources at his/her disposal so that, as managers, they employ these resources more effectively and more efficiently and where cost savings are a potential outcome of positive resource management.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>This unit relates to the following units from the IA Level 3 Diploma in Management:</p> <ul style="list-style-type: none"> <li>• Leading Effective Teams</li> <li>• Managing Resources</li> <li>• Managing Workplace Performance</li> <li>• Working with Others</li> </ul>

<b>Title:</b>	<b>R/616/8142 Managing performance</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to manage performance	1.1 Define the key features of effective team performance 1.2 Analyse the stages of team development 1.3 Compare different styles of leadership and management 1.4 Compare methods of developing and establishing trust and accountability within a team 1.5 Evaluate methods of dealing with conflict within a team
2. Agree performance targets with an individual	2.1 Explain the standards of performance required for a current or future role with an individual 2.2 Conduct a Personal Development Review (PDR) with an individual 2.3 Agree measurable objectives to achieve required levels of performance
3. Communicate progress on performance targets with team members	3.1 Explain the reporting mechanisms needed to assess performance 3.2 Agree the frequency and location of performance development meetings 3.3 Review and revise performance management targets to meet the identified objectives of the work setting
4. Provide facilitation and support for team members to achieve performance targets	4.1 Identify performance development needs with an individual 4.2 Set performance development objectives with an individual

	4.3 Allocate resources to enable the completion of objectives
5. Evaluate performance against a performance development plan	5.1 Monitor an individual's progress against their development plan 5.2 Provide constructive feedback against individual performance 5.3 Explain how to encourage individuals to take responsibility for continuing their performance development
<b>Additional information about this unit</b> N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable learners to assess levels of performance within the team by discussing with individuals through a personal development review their performance targets and development needs. It also enables learners to host meetings to monitor and evaluate performance to targets and provide support when needed.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Knowledge Testing Competency Based Testing End-point Assessment
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: D13

<b>Title:</b>	<b>Y/616/8143 Management professional development</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of professional development for a manager and leader	1.1 Evaluate the role of Continuing Professional Development (CPD) in supporting a manager/leader 1.2 Describe ways in which a manager/leader can engage in CPD 1.3 state ways in which workplace behaviour is influenced by engagement in CPD activities
2. Understand the relationship between professional development and organisational strategy	2.1 Describe how own organisation manages professional development 2.2 Describe the link between professional development and organisational strategy in own organisation 2.3 Evaluate ways in which an organisation can enhance the relationship between professional development and its strategic intent 2.4 Critically compare different opportunities for engagement in professional development
3. Determine own requirements for professional development	3.1 Apply techniques to determine own skills/knowledge gaps 3.2 Suggest professional development activities to improve own workplace performance

<p>4. Produce a professional development plan</p>	<p>4.1 Produce a meaningful Professional Development Plan (PDP)</p> <p>4.2 Suggest how the PDP will support own workplace performance</p> <p>4.3 Agree SMART targets for achievement of professional development goals</p> <p>4.4 Reflect on intended and actual professional activities</p> <p>4.5 Analyse the extent to which engagement in a period of professional development has improved own performance</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>Continuing Professional Development is necessary for a manager or leader if they are to maintain both technical and management/leadership competences.</p> <p>Learners will also appreciate the extent to which any professional development should relate, directly or indirectly, to an organisations strategic intent, goals and objectives.</p> <p>The aim of this unit is to focus a learner’s mind on the importance of effective CPD in a workplace context where identifying gaps in knowledge and/or skills are key contributors to the implementation of a strategically aligned professional development plan.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>NOS for Leadership and Management:</p> <ul style="list-style-type: none"> <li>• Adaptability and innovation</li> <li>• Desire to Learn</li> <li>• Self-management</li> <li>• Strategic Awareness</li> </ul>



<b>Title:</b>	<b>D/616/8144 Managing quality and quality systems</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand quality management systems and standards in own organisation	1.1 Understand legal and regulatory requirements of managing quality in own role 1.2 Explain how to Identify the quality expectations of the stakeholders 1.3 Describe health and safety considerations
2. Establish responsibilities for managing quality and meeting quality standards within own organisation	2.1 Define roles and responsibilities in meeting quality standards 2.2 Set objectives to meet quality requirements 2.3 Communicate organisational quality standards to stakeholders 2.4 Evaluate a quality management system
3. Implement a quality management system	3.1 Implement risk assessment procedures 3.2 Identify resource requirements to support quality requirements 3.3 Agree reporting mechanisms to collate data and aid quality management
4. Evaluate quality performance for continuous improvement within own organisation	4.1 Monitor product and/or service quality against quality management standards 4.2 Evaluate data against set objectives 4.3 Take preventative and corrective action when needed 4.4 Communicate with key stakeholders on quality performance
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	<p>Learners will become aware of the importance of meeting quality standards within an organisation and having a robust quality management system to aid that process.</p> <p>The aim of this unit is to enable learners to evaluate a quality management system and decide whether an organisation is meeting the required quality standards and objectives set. By communicating with key stakeholders, the learner will be able to ensure the organisation's quality requirements are met and take actions necessary to maintain high standards of quality.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to Management and Leadership NOS, 2008: F13

<b>Title:</b>	<b>H/616/8145 Negotiating skills</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GL:</b>	<b>15</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of negotiation	1.1 Describe the requirements of a negotiation strategy 1.2 Explain the use of different negotiation techniques 1.3 Explain how research into the strategy of the other party can be used in negotiations 1.4 Explain how cultural differences affect negotiations
2. Prepare for a negotiation	2.1 Identify the objectives for the negotiation for both parties involved 2.2 Explain the scope of own authority for negotiation 2.3 Prepare fall-back stances and compromises that align with the negotiating strategy and priorities 2.4 Arrange a meeting time and venue for both parties ensuring that they are aware of any support that they are entitled to 2.5 Disseminate appropriate information regarding the negotiation in a timely manner

<p>3. Conduct a negotiation meeting</p>	<p>3.1 Use communication tools to promote positive communication for both listening and speaking</p> <p>3.2 Outline aims and objectives</p> <p>3.3 Communicate how the benefits of the product and/or service meet the customer’s wants and needs</p> <p>3.4 Maintain records of negotiations, outcomes and agreements made</p> <p>3.5 Carry out business negotiations while adhering to:</p> <ul style="list-style-type: none"> <li>• organisational policies and procedures</li> <li>• legal and ethical requirements</li> </ul> <p>3.6 Reach an agreement with the other party</p>
<p><b>Additional information about this unit</b></p> <p>2.4 Additional support. This may not be observed. Evidence may be generated by other means, such as witness statement or work product</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides learners with the knowledge, understanding and skills to plan and carry out negotiations effectively. Learners will understand their role in developing, implementing and evaluating a negotiation in accordance with organisational brand, policies, values and priorities</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Evidence for learning outcomes 2 and 3 needs to come from real work activities.</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>N/A</p>

<b>Title:</b>	<b>K/616/8146 Obtaining finance for business</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>Calculated GL:</b>	<b>12</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand options for obtaining business finance	1.1 Differentiate between internal and external finance options 1.2 Critically compare the advantages and disadvantages related to obtaining internal and external finance 1.3 Explain the difference between business start-up finance and business development finance
2. Know ways in which to obtain business finance	2.1 Explain how to bid for internal finance in own organisation 2.2 Describe ways in which to apply for external finance in context 2.3 Illustrate ways in which financial experts can support applications for finance in context
3. Use financial techniques to evaluate business investment proposals	3.1 Calculate the net present value of a proposed investment 3.2 Calculate the internal rate of return for a proposed investment 3.3 Calculate the payback period for an investment 3.4 Calculate the return on capital employed of a proposed investment
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	<p>Through this unit learners will appreciate the importance of selecting a source of finance which is most likely to result in a successful investment decision. Learners will combine theoretical and conceptual awareness with the practical aspects of investment appraisal.</p> <p>The aim of this unit is to locate in the minds of learners the importance of correct investment decisions and how to determine the most appropriate course of action when seeking financial support for a new or existing business.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>N/A</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>This unit relates to the following National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• Accounting and Finance; <ul style="list-style-type: none"> <li>○ CFAMLE2 Obtain finance form external sources</li> <li>○ CFAMLE3 Obtain additional finance for the organisation</li> <li>○ FSPISM12 Carry out financial and investment analysis of an individual business</li> </ul> </li> <li>• Leadership and Management; <ul style="list-style-type: none"> <li>○ Information and knowledge management</li> <li>○ Thinking and decision making</li> </ul> </li> </ul>

<b>Title:</b>	<b>T/616/8148 Operational planning</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of operational planning	1.1 Describe the components of an operational plan 1.2 Explain the principles of short, medium and long term planning 1.3 Evaluate planning tools and techniques used for operational planning 1.4 Describe a cost benefit analysis
2. Develop an operational plan	2.1 Identify targets for an operational plan 2.2 Describe ways in which the operational plan can be evaluated 2.3 Develop the plan in line with organisational policies, procedures and ethics 2.4 Manage risks related to the plan 2.5 Communicate the operational plan to the organisation
3. Implement an operational plan	3.1 Implement the plan in line with organisational requirements 3.2 Deliver the plan in line with the agreed budget 3.3 Revise the plan where required 3.4 Evaluate the effectiveness of the organisational plan
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The learner will be expected to understand how to develop operational plans, they will

	also be required to design a plan and implement this in their workplace.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	CFAM7LBA9



<b>Title:</b>	<b>A/616/8149 Operations management</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how operational plans enable the achievement of strategic objectives	1.1 Identify factors that will impact on future plans by consulting with colleagues and stakeholders 1.2 Apply measurable criteria when constructing operational objectives 1.3 Explain how operational plans align with the organisation's strategic objectives
2. Assess past performance and current and predicted demands to inform operational plans	2.1 Forecast demands on organisational resources based on trends 2.2 Develop an operational plan to meet organisational demands 2.3 Gain approval for plans and the resources required to achieve agreed objectives 2.4 Assign tasks and responsibilities to people within the associated resources 2.5 Agree appropriate reporting mechanisms
3. Control operational plans to achieve overall objectives	3.1 Agree regular reviews of operational plans and performance with key personnel 3.2 Apply relevant techniques to aid performance management 3.3 Adjust plans depending on impacting factors and results
4. Evaluate the implementation and performance of operational plans	4.1 Review and evaluate strengths and weaknesses of the operational plans Make recommendations to improve organisational performance

<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	<p>Learners will become aware of the importance of operational plans aligning with the business plan and strategic objectives of the organisation. This involves detailed planning and consultation with colleagues and stakeholders to decide on the necessary resources required.</p> <p>The aim of this unit is therefore to enable managers to draw on historic data, current and foreseeable demands and develop an operational plan that will deliver results for the business.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	Links to the Management and Leadership NOS 2008: B1

<b>Title:</b>	<b>M/616/8150 Principles of selling</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the principles of sales	1.1 Explain legislation to take into account when selling 1.2 Analyse models of sales concepts 1.3 Identify local policies and procedures giving information and guidance on selling
2. Understand how to sell a product	2.1 Analyse the importance of a brand name 2.2 Explain the key principles for selling a product 2.3 Explain how to compare the market to ensure that you are: <ul style="list-style-type: none"> <li>• competitive</li> <li>• attractive to a customer</li> </ul> 2.4 Evaluate different media available for selling 2.5 Explain the importance of add on sales
3. Understand service offers	3.1 Explain the meaning of a service offer 3.2 Identify the important elements and benefits of a service offer 3.3 Identify others involved in the delivery of the service offer 3.4 Explain how the organisation can ensure that all involved work together to deliver the service offer
4. Understand communication techniques used to support sales	4.1 Describe different communication methods used in sales 4.2 Explain the use of open and closed questioning in sales

	<p>4.3 Explain different forms of positive and negative body language</p> <p>4.4 Explain effective listening and how to use this skill</p> <p>4.5 Explain the importance of summarising in sales</p>
<p><b>Additional information about this unit</b></p> <p><b>Learning Outcome 1:</b> Models of sales concepts could include:</p> <ul style="list-style-type: none"> <li>• 360 degree branding</li> <li>• 3c's model</li> <li>• 4 R's of marketing</li> <li>• AIDA</li> </ul>	
<b>Unit aim (s)</b>	This unit provides learners with the knowledge and understanding behind the principles of selling.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>T/616/8151 Project management</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of managing a project and its contribution to organisational performance	1.1 Explain how a project fits with the overall vision, strategic plan and objectives of the organisation 1.2 Understand the role of a project to organisational performance, the project sponsor and key stakeholders 1.3 Identify the resources required for the project 1.4 Describe how a project will meet legal requirements
2. Plan a project to achieve desired outcomes	2.1 Agree the aim, key objectives and detailed requirements of the project with stakeholders 2.2 Compile a project plan 2.3 Gain approval for the project plan with the project sponsor and key stakeholders, making changes where necessary 2.4 Allocate resources for the project in line with budgetary control 2.5 Brief project team members on the project plan; assigning roles and responsibilities 2.6 Plan contingencies for any potential problems that could affect project performance

<p>3. Meet project plan requirements by managing stakeholder expectations, resources and risks</p>	<p>3.1 Communicate with the project sponsor, key stakeholders and team members during the life of the project</p> <p>3.2 Allocate resources to team members dependent on need and their roles and responsibilities within the project</p> <p>3.3 Identify risks and mitigate their impact on project success</p> <p>3.4 Review on-going project performance and change plans when necessary</p>
<p>4. Reflect on project performance to ascertain level of success</p>	<p>4.1 Conduct a project review to identify areas of good practice and areas for improvement</p> <p>4.2 Recognise the contributions of team members to project success</p>
<p><b>Additional information about this unit:</b></p> <p>In AC 2.2 A project plan should fully explain the expected outcomes, resources required, risks and timeframes</p>	
<p><b>Unit aim (s)</b></p>	<p>Learners will appreciate the importance of successfully managing a project in terms of its context and in meeting organisational objectives.</p> <p>The aim of the unit is to enable learners to develop a detailed project plan. By developing good working relationships with the project sponsor, key stakeholders and team members to deliver a project to the agreed objectives with the allocated resources.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>Links to the Management and Leadership NOS, 2008: F1</p>

<b>Title:</b>	<b>A/616/8152 Promoting equality and diversity in the workplace</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>Calculated GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand barriers to equality and diversity in the workplace	1.1 Research barriers to equality and diversity in: <ul style="list-style-type: none"> <li>• the workplace</li> <li>• own workplace</li> </ul> 1.2 Analyse ways in which these barriers can be overcome
2. Be able to promote equality and diversity in the workplace	2.1 Communicate the organisation's equality and diversity policies and procedures to staff 2.2 Promote best practices in equality and diversity and the organisational benefits they bring 2.3 Explain behaviours that are discriminatory and actions to be taken to combat them 2.4 Explain the need for fairness and consistency when dealing with individuals
3. Understand how to develop systems and practices that promote equality and diversity	3.1 Explain the need to be aware of individuals' requirements when promoting equality and diversity 3.2 Implement an equality and diversity plan to meet legislative and organisational requirements 3.3 Plan a process for dealing with behaviour that is discriminatory
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	<p>The aim of this unit is to look at the practical application of equal opportunities and diversity within the organisation. Learners will be able to research best practices in equality and diversity and ensure the organisation overcomes any barriers found in the workplace. It also enables learners to develop appropriate systems and practices to promote equality and diversity in the workplace.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>N/A</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>Links to Management and Leadership NOS, 2008: B11 and B12</p>



<b>Title:</b>	<b>Y/616/8157 Risk management</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>28</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand risk management	1.1 Critically compare the standards relating to risk management 1.2 Analyse the factors affecting different types of risk 1.3 Evaluate models relating to business risk management 1.4 Examine the methods used to determine risk probability 1.5 Outline the stages in the risk management process 1.6 Describe the resources required to raise risk awareness
2. Develop a risk management strategy	2.1 Critically evaluate the current business risk management strategy 2.2 Propose changes to the current strategy as a result of evaluation 2.3 Secure organisational support for the proposed changes. 2.4 Ensure that sufficient resources are allocated to risk management 2.5 Develop a culture of risk awareness within own organisation 2.6 Ensure that all processes are in line with organisational ethics 2.7 Evaluate the effectiveness of the changes made to the risk management process
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	The aim of this unit is for the learner to develop the knowledge and skills related to effective risk management.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	CFAM & LBB1

<b>Title:</b>	<b>H/616/8159 Sales planning</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to define own sales objective	1.1 Explain the main sales objective 1.2 Define own target audience 1.3 Evaluate the market as it presently stands 1.4 State how own organisation's service offer can support with the development of own objectives
2. Develop a sales strategy	2.1 Identify barriers that could hinder your success 2.2 Identify strengths and assets that will support own success 2.3 Create a sales strategy in line with: <ul style="list-style-type: none"> <li>• own strengths and assets</li> <li>• potential barriers</li> <li>• own organisations service offer and objectives</li> </ul> 2.4 Secure resources you will need in order to carry out your sales strategy 2.5 Explain any legislative requirements that you will need to take into consideration
3. Prepare to implement the sales strategy	3.1 Construct a list of possible questions you could be asked about your service or product and a suitable set of responses 3.2 Create a list of customers/potential customers that you will contact regarding your service/product 3.3 Create a list of possible add on sales opportunities

	<p>3.4 Check timescales from sale point to completion of service offered to be able to inform the potential customer</p> <p>3.5 Ensure that accurate pricing information is available, including any discounts that they may be authorised to offer</p>
4. Implement and review own sales strategy	<p>4.1 To carry out the sales activity as defined within sales strategy</p> <p>4.2 Gather monitoring information to analyse the success of own sales strategy</p> <p>4.3 Review sales strategy and make any improvements as needed</p> <p>4.4 Share information on the successes and shortfalls you identify</p>
<p><b>Additional information about this unit</b></p> <p>3.4 This may include stock</p>	
<b>Unit aim (s)</b>	<p>This unit provides learners with the knowledge, understanding and skills to plan sales effectively. Learners will understand their role in developing, implementing and evaluating a sales strategy in accordance with organisational brand, policies, values and priorities</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Evidence for learning outcomes 3 and 4 needs to come from real work activities.</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>N/A</p>

<b>Title:</b>	<b>Y/616/8160 Stakeholder relationship management</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand stakeholders that impact on own role	1.1 Explain the difference between internal and external stakeholders 1.2 Discuss how stakeholders' expectations impact on own role 1.3 Evaluate the influence that each stakeholder imparts on the activities undertaken in own role 1.4 Explain how adopting different relationship styles with stakeholders can impact on results
2. Plan interaction with each stakeholder according to their role and importance	2.1 Agree the aims and objectives of projects or work plans 2.2 Prioritise each stakeholder according to their expectations and influence on projects or work activities 2.3 Prepare suitable materials for projects or work activities 2.4 Communicate with each stakeholder, using appropriate methods 2.5 Comply with legal, ethical, governance and corporate social responsibility practices
3. Implement the stakeholder management plan	3.1 Allocate resources to meet objectives and stakeholders' needs 3.2 Agree reviews and key milestones with stakeholders 3.3 Explain how to resolve problems and conflicts to ensure activities and objectives are delivered to plan

<p>4. Review the outcomes of plans and interaction with stakeholders</p>	<p>4.1 Evaluate the impact of the interaction with each stakeholder and influence on agreed objectives</p> <p>4.2 Gather feedback on performance and the progress of working relationships</p> <p>4.3 Adapt plans according to performance and lessons learnt</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>Learners will understand the importance of working successfully with a range of stakeholders within the organisation and the wider business environment to achieve organisational plans.</p> <p>The aim of this unit is to enable a manager to identify relevant stakeholders, prioritise actions and communication according to their needs and review progress.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>Links to Management and Leadership NOS, 2008: D2</p>

<b>Title:</b>	<b>D/616/8161 Strategic decision making</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to make effective decisions	1.1 Explain the importance of engaging with all stakeholders 1.2 Explain the importance of setting goals 1.3 Explain how to source relevant information 1.4 Explain how to use information to support decision 1.5 Explain the importance of making decisions in line with organisational values
2. Make effective decisions	2.1 Identify people who may be affected by own decisions 2.2 Engage with stakeholders in decisions 2.3 Establish the objectives of the decision 2.4 Obtain information to inform the decision 2.5 Draw conclusions which are supported by reasoned arguments 2.6 Make decisions which are in line with: <ul style="list-style-type: none"> <li>• own objectives</li> <li>• the scope of own authority</li> <li>• organisational needs</li> </ul> 2.7 Evaluate methods of communicating decisions 2.8 Communicate the decision and its rationale to the relevant people
<b>Additional information about this unit</b>	
<p>This unit is about making effective decision in a business environment the learner will be expected to demonstrate the knowledge and skills required to make and evaluate decisions made in the business.</p>	

<b>Unit aim (s)</b>	The learner will be expected to have the knowledge of how to make decisions using decision making models and in the workplace will be expected to make effective decisions and show a successful outcome.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	CFAM & LSC5



<b>Title:</b>	<b>H/616/8162 Supporting a continuous improvement culture</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>19</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to support continuous improvement	1.1 Describe the sector in which own organisation works 1.2 Evaluate techniques used for collecting information related to continuous improvement 1.3 Describe methods used to assess trends and developments in the sector 1.4 Explain the principles that support organisational improvement 1.5 Explain how to benchmark performance of own organisation 1.6 Explain why it is important to have a customer focused culture 1.7 Explain why it is important to develop a culture that supports continuous improvement
2. Support continuous improvement	2.1 Engage with people in order to promote continuous improvement 2.2 Establish a method to measure the performance of the organisation 2.3 Encourage stakeholders to provide feedback on your organisation 2.4 Benchmark own organisation against other similar organisations 2.5 Identify areas for improvement 2.6 Communicate areas for improvement to the organisation 2.7 Ensure that improvements made are in line with the organisational culture

	2.8 Critically evaluate improvements and suggest further improvements
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is for the learner to understand how to support continuous improvement the learner will have the opportunity to study continuous improvement and then in the workplace will be expected to support this in their day to day role.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	CFAM & LFE5

<b>Title:</b>	<b>K/616/8163 Supporting recruitment and selection</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>3</b>
<b>Calculated GL:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the legal and organisational processes relating to the recruitment and selection process	1.1 Summarise the legislation relating to staff recruitment and selection 1.2 Explain own organisational processes relating to staff recruitment and selection 1.3 Critically compare organisations procedures for recruitment with current legislation and regulation 1.4 Explain issues of fairness when recruiting and selecting staff
2. Contribute to the recruitment process	2.1 Negotiate additional staffing resources 2.2 Develop job descriptions and person specifications to meet organisational objectives 2.3 Establish the criteria to be used in the selection process
3. Conduct the selection process	3.1 Complete the different stages of the selection process 3.2 Make recommendations based on the selection process 3.3 Justify the appointment against organisational criteria
4. Evaluate the recruitment and selection process	4.1 Review the impact of the appointment on the organisation 4.2 Recommend changes for improvement to the recruitment and selection process
<b>Additional information about this unit</b>	
Learning Outcome 3: could include interviews, presentations, tasks, psychometric testing	

<b>Unit aim (s)</b>	The aim of this unit is to examine the requirements of an effective recruitment and selection system within the organisation
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>M/616/8164 Tendering for contracts</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Source tendering opportunities	1.1 Research tender opportunities appropriate to own organisation 1.2 Complete an expression of interest, in line with organisational protocol 1.3 Appoint a team to work with during the tendering process with skills appropriate to the requirements of the tender 1.4 Complete the pre-qualifying questionnaire with input from the appropriate people
2. Prepare for a tender opportunity	2.1 Create an allocation of responsibilities plan 2.2 Research the company you will be tendering to establishing their ethos and values 2.3 Research potential competitors to gauge pricing brackets of services/products already available 2.4 Analyse the ability to fulfil the contract in house 2.5 Explain any legal requirements needed to fulfil the contract
3. Produce the tender	3.1 Prepare an induction and summarise your work as a contractor, including past experience and credentials for this job 3.2 Prepare a plan to meet the needs of the company to which you are tendering 3.3 Submit the tender in a timely manner and to the relevant people
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit provides learners with the skills and understanding to tender for contracts. Learners will understand their role in developing, implementing and evaluating a tender application in accordance with organisational brand, policies, values and priorities.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Evidence for learning outcomes 1,2 and 3 needs to come from real work activities.
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>T/616/8165 Workforce planning</b>
<b>Level:</b>	<b>5</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>18</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how organisational plans and objectives impact the workforce	1.1 Describe the organisation's strategic objectives and plans 1.2 Explain the links between organisational, team and individual objectives 1.3 Explain the responsibilities for achieving objectives for: <ul style="list-style-type: none"> <li>• Individuals</li> <li>• teams</li> </ul>
2. Be able to support individuals through workforce planning	2.1 Communicate the organisational vision, values and purpose to individuals 2.2 Identify the skills, knowledge and understanding required by the workforce to undertake current and planned organisational activities 2.3 Seek stakeholder involvement and relevant expertise when required
3. Formulate a workforce plan to meet organisational requirements	3.1 Specify workforce requirements to meet organisational needs 3.2 Set objectives to acquire the necessary skills and expertise of a diverse skilled workforce 3.3 Describe the options available internally and externally to fulfil workforce requirements 3.4 Ensure that there is workforce capacity and capability to meet strategic objectives and plans

<p>4. Evaluate the effectiveness of workforce planning in the organisation</p>	<p>4.1 Collect information about the workforce planning in own organisation 4.2 Assess the impact of workforce planning on the organisation</p>
<p><b>Additional information about this unit</b> N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit aims to develop knowledge, understanding and skills required for effective workforce planning. It enables a learner to understand the direction of the organisation, assess the skills and expertise needed and what is currently available within the workforce. A workforce plan can then be developed to meet organisation needs and achieve objectives.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>Links to Management and Leadership NOS, 2008: D4</p>