

# SPECIFICATION

**IAO Level 3 Diploma in Operational Management and  
Leadership**

**Qualification Number: 603/0391/8**



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 120 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>	603/0391/8
<b>Qualification review date</b>	31.08.2021
<b>Guided Learning Hours (GLH)</b>	Minimum 158 hours
<b>Total Qualification Time (TQT)</b>	Minimum 562 hours
<b>RQF level</b>	3
<b>Qualification credit value</b>	57 credits
<b>Minimum credits at/above level</b>	50 credits
<b>Assessment requirements</b>	Portfolio of Evidence  This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
<b>Aims and objectives of the qualification</b>	This qualification provides the skills and knowledge necessary for entry level managers in the health and fitness industry.  This RQF competence-based qualification focuses on key operational management and leadership skills enabling the learner to be competent in an operational role within the active leisure sector. 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.
<b>Entry guidance</b>	There are no formal entry requirements for this qualification.  This qualification is suitable for those who work within the Sport, Leisure and Recreation sector, although learners may find it useful if they have already completed the Level 2 Certificate in the Principles of Team Leading and Operational Management (RQF).
<b>Progression opportunities</b>	Learners will be qualified to work in any health club chain or fitness centre, roles could include, but are not limited to are: <ul style="list-style-type: none"><li>• Duty manager</li><li>• Sports development officer</li><li>• Team leader</li></ul>

Progression could be to further training or education including work based qualifications in areas such as leisure and facilities.  
On completion of this qualification, Learners may progress to:

- Level 5 Diploma in Strategic Management and Leadership

## **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 IAO 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.

## **CIMSPA Principles of Assessment for Qualifications that Determine Occupational Competence**

**Version 1.1: August 2016**

### **1. Introduction**

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) is the professional body for the UK's Sport and Physical Activity sector and represents the industries of Leisure Operations, Community Sport, Performance Sport and Administration, Physical Activity and Exercise and Fitness.

As the industry's professional body, CIMSPA has been given the responsibility for developing and implementing a clear set of professional standards for all sport and exercise professionals with a similar clear and rigorous system for the assessment, awarding and validating of qualifications. Developed with employers these professional standards set out clear knowledge, understanding, skills, behaviours, values and attributes for recognised industry roles. These professional standards will provide a national reference point for the development of education and training products such as: technical qualifications and academic education such as further education programmes of learning and undergraduate and post graduate degrees.

This document will apply to all awarding organisations in England, Scotland, Wales and Northern Ireland who design, develop and award qualifications for the UK's Sport and Physical Activity sector to determine occupational competence based on the relevant professional standards. The principles outlined in this document will ensure a valid, reliable, consistent, inclusive, comparable and manageable approach to assessment that require further interpretation and promote sector confidence. Therefore, they are intended to support quality control and should be referred to in addition to the generic criteria that awarding organisations must meet as required by the qualification regulators such as Ofqual's General Conditions of Recognition.

For the purpose of this document

- the UK's Sport and Physical Activity sector will be referred to as 'the Sector'
- professional standards will be referred to as 'the Standards'

This document is live and will be updated with relevant qualifications on a regular basis.

#### **Qualifications covered by this document include:**

Leisure Operations

- Level 3 Diploma in Operational Management and Leadership
- Level 5 Diploma in Strategic Management and Leadership

## **2. Requirements of Assessment**

Prior to assessment commencing all learners must be registered with the awarding organisation.

### **2.1 Evidence from the workplace**

Assessment decisions for competence based elements must be made by a qualified, occupationally competent assessor. Evidence generated should be naturally occurring and collected by the learner in the workplace during their normal work activity. Any essential knowledge evidence may be generated outside of the work environment if appropriate.

It is widely recognised places of work differ in terms of cultures, communities and practices and as such assessment conditions cannot and will not be identical for all learners. It is therefore the assessor's responsibility to ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

### **2.2 Evidence from simulation.**

Simulation may only be used as an assessment method where it is impractical to collect evidence in the workplace, within an acceptable time frame or within exceptional circumstances. These circumstances are restricted to situations where evidence cannot be generated through normal work activity and does not present naturally such as dealing with an emergency situation.

Should simulation be used it must be undertaken in a Realistic Working Environment (RWE). A RWE must "provide an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed". The conditions of assessment must be the same as those found in the normal working environment, with similar demands, pressures and requirements.

Should simulation be used as an assessment method, the Centre concerned must seek, prior to its use, advice from the external verifier of the relevant awarding organisation regarding the validity of the method.

### **2.3 Requirements of assessors**

The primary responsibility of an assessor is to assess learner's performance in a range of tasks and to ensure the evidence submitted by the learner meets the requirements of the assessment criteria.

To be able to assess learners, all assessors should:

- Hold a recognised assessing qualification, as specified by the appropriate regulatory authority, confirming their competence to assess learners undertaking competence based qualifications.

This may include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment

practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement (Appendix 1). Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

- Understand the role of the assessor and associated responsibilities
- Have an in-depth understanding of the requirements of the qualification being assessed, associated professional standards and the assessment process.
- Be occupationally competent and knowledgeable
- In line with current practice of the relevant industry, assessors must be competent in the areas of the qualification they are assessing. Typically this will be achieved through demonstrating consistent and recent application of the knowledge, understanding and skills in the role(s) that are to be assessed at or above the level of the qualification.
- Have current knowledge and experience of best practice in assessment and quality assurance
- Uphold the integrity of the qualification and the associated Standards
- Participate in and provide evidence of recent<sup>1</sup> continuing professional development (CPD) relevant to occupational competence, assessment and quality assurance. This can be demonstrated through current professional membership of a relevant professional membership body.
- Have professional values and attributes that should inspire and motivate learners through their innovation, creativity and passion for the subject matter, whilst respecting diversity and promoting inclusion. They should also work in close collaboration with their peers to support professional learning.

*Please note: Awarding organisations may identify further criteria for assessors to achieve/demonstrate in addition to the above.*

<sup>1</sup> Recent is defined as within the past three calendar years

## **2.4 Trainee assessors**

A trainee assessor is someone who is not qualified to perform assessment independently such as holders of the Level 3 Award in Understanding the Principles and Practices of Assessment. Awarding organisations may permit those working towards a recognised assessing qualification to perform in the role of the assessor. Should this be permitted trainee assessors must have all their assessment decisions verified and countersigned by a suitably qualified assessor, have a clear action plan detailing the steps to achieve their assessing qualification and be supported throughout their training by a qualified assessor.

Should awarding organisations implement bespoke training programmes in place of recognised qualifications, these programmes must meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement.

## **2.5 Expert witnesses**

Expert witnesses may be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses must be identified and agreed jointly by the assessor and the internal verifier, and the external verifier if required, prior to assessment commencing.

If used expert witnesses should:

- Have a working knowledge of the areas of the qualification on which their expertise is based
- Be occupationally competent in their area of expertise, and;
- Have either a qualification in assessment of workplace performance or hold a professional work role which involves evaluating the everyday practice of colleagues.

Awarding organisations are required, through their centres, to keep a record of instances where expert witnesses are used.

### **3. Internal quality assurance**

Internal quality assurance is fundamental to ensuring the assessment of evidence generated by the learner is consistent and of appropriate quality. Therefore, all training organisations approved to deliver the qualifications named in this document must ensure they implement appropriate internal quality assurance processes and procedures to ensure the approach to assessment is standardised across individual assessors, assessment locations and learners.

#### **3.1 Requirements of internal verifiers**

The primary responsibility of an internal verifier is to assure the quality and consistency of assessments by the assessors for who they are responsible.

**All those involved with internal quality assurance should:**

- Hold a recognised assessing qualification, as specified by the appropriate regulatory authority, confirming their competence to assess learners undertaking competence based qualifications.

This may include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

- Hold a recognised internal verification qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify assessment decisions of assessors assessing competence based qualifications.

This may include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading Internal Quality Assurance of Assessment Processes and Practice

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment (Appendix 2). Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

- Have current knowledge and experience of best practice in assessment and quality assurance and be able to demonstrate recent<sup>1</sup> and consistent application of the skills, knowledge and understanding at or above the level of the qualification.
- Understand the role of the internal verifier and associated responsibilities
- Uphold the integrity of the qualification and the associated Standards
- Participate in and provide evidence of recent<sup>1</sup> continuing professional development (CPD) relevant to occupational competence, assessment and quality assurance. This can be demonstrated through current professional membership of a relevant professional membership body.
- Have professional values and attributes that should inspire and motivate learners through their innovation, creativity and passion for the subject matter, whilst respecting diversity and promoting inclusion. They should also work in close collaboration with their peers to support professional learning.

### **3.2 Trainee internal verifiers**

A trainee internal verifier is someone who is not qualified to perform internal quality assessment independently such as holders of the Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice. Awarding organisations may permit Approved Centres to use those working towards a recognised internal quality assurance qualification to perform in the role of the internal verifier. Should this be permitted trainee internal verifiers must have all their quality assurance decisions verified and countersigned by a suitably qualified internal verifier, have a clear action plan detailing the steps to achieve their internal quality assurance qualification and be supported throughout their training by a qualified internal verifier.

Should awarding organisations implement bespoke training programmes in place of recognised qualifications, these programmes must meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement and Standard 11 Internally monitor and maintain the quality of assessment.<sup>1</sup> Recent is defined as within the past three calendar years

## **4. External quality control**

The quality of the assessment process is the responsibility of the awarding organisation. All awarding organisations must consistently apply external quality assurance processes to all

Centres delivering competence based qualifications which should be underpinned by relevant risk management and assessment policies and processes.

It is the responsibility of the awarding organisation to monitor a centre's performance in accordance with regulatory requirements. CIMSPA encourages a flexible and innovative approach, alongside robust systems of verification to support quality control and recommends that all awarding organisations keep accurate documents, records and data.

#### 4.1 External verifier requirements

The primary responsibility of the external quality assurer is to assure the quality of internal verification and assessments across the Centres for which they are responsible.

All those involved with external quality assurance should:

- Hold a recognised assessing qualification, as specified by the appropriate regulatory authority, confirming their competence to assess learners undertaking competence based qualifications.

This may include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

- Hold a recognised external verification qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify assessment decisions of assessors assessing competence based qualifications.

This may include:

- Level 4 Award in Externally Assuring the Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment (*Appendix 3*). Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Best practice would suggest external quality assurers also hold an internal quality assurance qualification which may include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading Internal Quality Assurance of Assessment Processes and Practice

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment.

- Have current knowledge and experience of best practice in assessment and quality assurance
- Understand the awarding organisations quality assurance systems, processes and associated documentation
- Understand the role of the external verifier and associated responsibilities
- Be aware of the national issues affecting vocational education, training and qualifications in the Sector and wider educational landscape
- Participate in and provide evidence of recent<sup>1</sup> continuing professional development in assessment and quality assurance. This can be demonstrated through current professional membership of a relevant professional membership body.

#### **4.2 Trainee external verifiers**

A trainee external verifier is someone who is not qualified to perform external quality assessment independently such as holders of the Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice. Awarding organisations may permit those working towards a recognised external quality assurance qualification to perform in the role of the external verifier. Should this be permitted trainee external verifiers must have all their quality assurance decisions verified and countersigned by a suitably qualified external verifier, have a clear action plan detailing the steps to achieve their external quality assurance qualification and be supported throughout their training by a qualified external verifier.

Should awarding organisations implement bespoke training programmes in place of recognised qualifications, these programmes must meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement, Standard 11 Internally monitor and maintain the quality of assessment and Standard 12 Externally monitor and maintain the quality of assessment.

#### **4.3 Risk assessment**

- Awarding Organisations should risk assess all their Centres delivering qualifications endorsed by CIMSPA. Identified risks must be recorded and managed appropriately.
- Awarding Organisations should retain evidence relating to all risks identified to prove action(s) and or direction(s) provided to minimise those risks has been implemented.

#### **4.4 Data requests**

- Every six months, Awarding Organisations are required to provide registration and achievement data for all qualifications endorsed by CIMSPA. The data provided will be

---

stored by CIMSPA for monitoring and reporting purposes. Should a report be produced CIMSPA will anonymised data and only present an aggregated number.

### **Qualification Structure**

Learners must achieve all of the mandatory content. Learners must gain all 12 units with a total value of 57 credits to achieve the IAO Level 3 Diploma in Operational Management and Leadership (RQF).

The minimum Guided Learning Hours (GLH) for this qualification is 158 hours.

The minimum Total Qualification Time is 570 hours.

### **Unit Structures**

All mandatory units are listed below.

**Mandatory units**

Unit ref	Unit title	Level	Credit value	GLH
J/615/2049	Manage a budget	4	4	12
A/615/2050	Principles of sales	2	5	18
F/615/2051	Understanding sales targets	2	2	8
J/615/2052	Manage health and safety in own area of responsibility	4	5	8
L/615/2053	Resolve customers' complaints	3	4	11
Y/615/2055	Manage and improve customer service delivery	3	5	16
H/615/2057	Manage a project	4	7	13
K/615/2058	Recruitment, selection and induction practice	4	6	8
H/615/2060	Performance management	3	6	20
K/615/2061	Principles of leadership and management	3	6	22
M/615/2062	Managing communications in the workplace	3	3	9
A/615/2064	Teamwork principles	3	4	13

### Equivalence exemptions

The following units have equivalent units identified against them.

If a learner has achieved the identified equivalent unit then they can use that towards the achievement of this qualification.

Unit	Equivalent
A/615/2050 Principles of sales	A/502/8205 Understanding sales techniques and processes
F/615/2051 Understanding sales targets	L/502/8208 Understanding sales targets
L/615/2053 Resolve customers' complaints	R/506/2151 Resolve customers' complaints
H/615/2057 Manage a project	R/506/1999 Manage a project
K/615/2058 Recruitment, selection and induction practice	R/506/2909 Recruitment, selection and induction practice

<b>Title:</b>	<b>J/615/2049 Manage a budget</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>12</b>
<b>Total Qualification Time (TQT):</b>	<b>40</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand how to identify financial requirements	1.1 Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives 1.2 Analyse the components of a business case to meet organisational requirements 1.3 Describe the business planning and budget-setting cycle
2. Understand how to set budgets	2.1 Explain the purposes of budget-setting 2.2 Analyse the information needed to enable realistic budgets to be set 2.3 Explain how to address contingencies 2.4 Explain organisational policies and procedures on budget-setting
3. Be able to manage a budget	3.1 Use the budget to control performance and expenditure 3.2 Identify the cause of variations from budget 3.3 Explain the actions to be taken to address variations from budget 3.4 Propose realistic revisions to budget, supporting recommendations with evidence 3.5 Provide budget-related reports and information within agreed timescales 3.6 Explain the actions to be taken in the event of suspected instances of fraud or malpractice
4. Be able to evaluate the use of a budget	4.1 Identify successes and areas for improvement in budget management

	4.2 Make recommendations to improve future budget setting and management
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit will provide learners with the skills and knowledge to set and manage budgets. The unit focusses on budget planning, setting budgets according to procedure, identifying and addressing variations. The unit also provides the learner with skills to consider continuous improvement by evaluating the budgets and recommending improvements.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the CIMSPA Assessment Strategy
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/615/2050 Principles of sales</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>18</b>
<b>Total Qualification Time (TQT):</b>	<b>49</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the sales market	1.1 Describe the characteristics of the sales market (e.g. hospitality, retail, business, public sector, not for profit sector) 1.2 Explain the features, benefits and unique selling propositions of own organisation's products and/or services 1.3 Describe own organisation's position in the market 1.4 Describe own organisation's products and/or services in comparison with competitors' offerings 1.5 Explain the characteristics' of underperforming products and/or services 1.6 Describe how to propose improvements to underperforming products and/or services
2. Understand the use of IT in sales	2.1 Explain the role, uses and importance of IT systems and information in sales 2.2 Describe how to plan and organise information searches 2.3 Describe how to identify issues and trends in sales-related data 2.4 Explain sales-related information confidentiality and security requirements
3. Understand the sales cycle	3.1 Describe the characteristics of the sales cycle 3.2 Explain how the different stages of the sales cycle affects the approach to the sale

	3.3 Describe the uses of the sales cycle in structuring and progressing sales contacts
4. Understand the buyer decision-making process	<p>4.1 Describe own organisation's procedures for dealing with buyers</p> <p>4.2 Explain the importance of defining market segments to understand the buyer</p> <p>4.3 Explain how buyer behaviour affects the achievement of targets</p> <p>4.4 Explain the distinction between customer wants and needs</p> <p>4.5 Explain the difference between consumer buyer decision-making and business-to-business decision-making</p> <p>4.6 Describe the pressures on customers that influence their buying behaviour</p>
5. Understand how to generate and qualify sales leads	<p>5.1 Explain how to segment customers</p> <p>5.2 Explain how to target market customers and potential customers</p> <p>5.3 Describe how to source and gather information about the market and potential customers</p> <p>5.4 Explain the process for qualifying a prospective customer</p>
6. Understand the principles of selling face to face	<p>6.1 Explain the characteristics, advantages and disadvantages of face to face selling</p> <p>6.2 Explain the importance of preparing for the contact</p> <p>6.3 Describe the stages of selling face to face</p> <p>6.4 Describe how to manage customer behaviour</p> <p>6.5 Describe how to interpret the customer's reaction as the sale progresses</p> <p>6.6 Describe how to involve the customer in closing the sale</p>
7. Understand how to close a sale	<p>7.1 Explain how to overcome objections</p> <p>7.2 Explain how to identify verbal and non-verbal buying signals</p> <p>7.3 Explain how to overcome barriers to closing the sale</p> <p>7.4 Explain how to identify further potential add-on, up-selling or cross-selling opportunities</p>

	7.5 Describe different methods to close a sale
<p><b>Additional information about this unit</b></p> <p>This unit is exempted if learners have already achieved the following unit:</p> <ul style="list-style-type: none"> <li>A/502/ 8205 Understanding sales techniques and processes</li> </ul>	
<b>Unit aim (s)</b>	<p>This unit provides the learner with the knowledge and understanding of the sales market and the concept of the sales cycle. The learner will understand how IT is used to identify issues and trends with sales data. The unit also covers sales theories, the principles of face to face selling and how to close a sale.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit needs to be assessed in line with the CIMSPA Assessment Strategy</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>F/615/2051 Understanding sales targets</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>8</b>
<b>Total Qualification Time (TQT):</b>	<b>19</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand how sales targets are calculated	1.1 Describe the process for forecasting sales and setting sales targets 1.2 Describe the factors that affect the setting of sales targets 1.3 Explain the volume and value of the sales required to meet target figures 1.4 Explain the pricing structure for products and/or services to meet sales targets and maximise revenue 1.5 Explain own organisations pricing strategy 1.6 Describe a formula for calculating sales values over a period of time
2. Understand the use of sales targets	2.1 Explain the importance of sales targets for performance purposes 2.2 Explain how past sales targets can inform the setting of future targets
3. Understand how to collect sales-related data	3.1 Describe the potential sources of sales-related data 3.2 Explain the data collection methods for obtaining quantitative and qualitative information 3.3 Describe how data can be used to support sales activities
4. Understand how to evaluate sales performance	4.1 Describe how to monitor sales performance against targets

	<p>4.2 Explain how to evaluate performance against targets</p> <p>4.3 Describe the factors that can cause variances of performance from target</p> <p>4.4 Describe the actions to be taken if sales targets are not met</p>
<p><b>Additional information about this unit</b></p> <p>This unit is exempted if learners have already achieved the following unit:</p> <ul style="list-style-type: none"> <li>L/502/8208 Understanding sales targets</li> </ul>	
<b>Unit aim (s)</b>	<p>This unit provides learners with the knowledge and understanding of sales targets. The unit will aid learners understanding of how sales targets are calculated, how to collect sales related data, the use of sales targets and how to evaluate sales performance.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit needs to be assessed in line with the CIMSPA Assessment Strategy</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>J/615/2052 Manage health and safety in own area of responsibility</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>8</b>
<b>Total Qualification Time (TQT):</b>	<b>50</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand responsibilities and liabilities in relation to legislation in the workplace	1.1 Evaluate personal responsibilities and liabilities in line with current health and safety legislation 1.2 Describe own organisation's responsibilities and liabilities in line with current health and safety legislation 1.3 Identify specialists and industry experts to consult with when health and safety issues arise outside own remit 1.4 Explain own organisations policy for managing serious safety incidents 1.5 Describe the principles of law relating to the formation of contracts 1.6 Explain the impact of the law of tort on operations 1.7 Describe the legal provisions that affect the management of operations
2. Understand how to manage health and safety risks in own area of responsibility	2.1 Describe the types of health and safety hazards and risks that may arise 2.2 Explain how to use systems for identifying hazards and assessing risks 2.3 Explain how to manage and implement health and safety procedures 2.4 Explain how to report and disseminate information about health and safety 2.5 Describe the types of actions which should be undertaken to control or eliminate identified hazards and risks
3. Be able to review health and safety policy in own area of responsibility	3.1 Review the organisation's health and safety policy against requirements for own area of responsibility

	3.2 Communicate any recommendations for changes to health and safety policy to relevant individuals
4. Be able to communicate health and safety policy in own area of responsibility	4.1 Communicate the organisation's health and safety policy to all people concerned and other relevant parties 4.2 Ensure all people and other relevant parties understand written health and safety policy
5. Be able to monitor health and safety in own area of responsibility	5.1 Identify systems for identifying and assessing health and safety hazards and risks 5.2 Assess own working environment against organisation's health and safety policy 5.3 Evaluate health and safety requirements
6. Understand the environmental impact of work activities	6.1 Explain the environmental policies that impact on own area of responsibility 6.2 Explain how to minimise the environmental impact of work activities 6.3 Explain how to identify and report opportunities to improve environmental performance
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides learners with the knowledge, understanding and skills required to implement health and safety in their workplace. Learners will understand their legal obligations to health and safety, understand and manage risks in the workplace, review and evaluate health and safety policy and understand the environmental impacts of work activities.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the CIMSPA Assessment Strategy
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>L/615/2053 Resolve customers' complaints</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>11</b>
<b>Total Qualification Time (TQT):</b>	<b>38</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the monitoring and resolution of customers' complaints	1.1 Assess the suitability of a range of monitoring techniques for customers' complaints 1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery 1.3 Explain negotiating techniques used to resolve customers' complaints 1.4 Explain conflict management techniques used in dealing with upset customers 1.5 Explain organisational procedures for dealing with customer complaints 1.6 Explain when to escalate customers' complaints 1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint 1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services
2. Be able to deal with customers' complaints	2.1 Confirm the nature, cause and implications of customers' complaints 2.2 Take personal responsibility for dealing with complaints 2.3 Communicate in a way that recognises customers' problems and understands their points of view 2.4 Explain the advantages and limitations of different complaint response options to customers 2.5 Explain the advantages and limitations of different complaint response options to the organisation

	<p>2.6 Keep customers informed of progress</p> <p>2.7 Agree solutions with customers that address the complaint and which are within the limits of their own responsibility</p> <p>2.8 Record the outcome of the handling of complaints for future reference</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p>
<p><b>Additional information about this unit</b></p> <p>This unit is exempted if learners have already achieved the following unit:</p> <ul style="list-style-type: none"> <li>• R/506/2151 Resolve customers' complaints</li> </ul>	
<b>Unit aim (s)</b>	<p>This unit provides learners with the understanding and skills required to resolve customer complaints. Learners will understand techniques for managing complaints along with gaining the skills required to agree solutions to complaints in line with legal requirements.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit needs to be assessed in line with the CIMSPA Assessment Strategy</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>N/A</p>

<b>Title:</b>	<b>Y/615/2055 Manage and improve customer service delivery</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>5</b>
<b>GLH:</b>	<b>16</b>
<b>Total Qualification Time (TQT):</b>	<b>50</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand how to monitor the quality of customer service interactions	1.1 Describe techniques for monitoring the quality of customer service 1.2 Explain organisational procedures and guidelines for customer service delivery 1.3 Explain the advantages and limitations of different methods for monitoring the quality of customer service 1.4 Explain how to construct a representative sample of customer service interactions for monitoring purposes 1.5 Explain how data protection legislation applies to monitoring the quality of customer service 1.6 Explain how monitoring actions can identify possible improvements in customer service 1.7 Explain techniques used to gather customer feedback
2. Understand how to organise the delivery of reliable customer service	2.1 Explain the resource implications of staff sickness and leave and their responsibility for maintaining customer service 2.2 Explain the importance in providing reliable and efficient information for customers and the organisation 2.3 Explain how to communicate feedback from customers to others 2.4 Explain the organisation's procedures and systems for recording, storing, retrieving and supplying customer service information

<p>3. Be able to prepare to monitor the quality of customer service interactions</p>	<p>3.1 Identify the criteria against which the quality of customer service will be monitored</p> <p>3.2 Identify a sampling framework that would provide information to achieve monitoring objectives</p> <p>3.3 Select monitoring techniques that are capable of collecting the required information</p> <p>3.4 Ensure that staff and customers are made aware of the fact that they will be monitored</p>
<p>4. Be able to monitor the quality of customer service interactions</p>	<p>4.1 Monitor the quality of customer service with minimal disruption to business</p> <p>4.2 Assess the quality of customer service against agreed criteria</p> <p>4.3 Identify patterns and trends in colleagues' performance</p> <p>4.4 Give constructive feedback to colleagues on the quality of their customer service</p>
<p>5. Be able to maintain customer service delivery</p>	<p>5.1 Maintain service delivery during very busy periods and unusually quiet periods</p> <p>5.2 Consistently meet customers' expectations</p> <p>5.3 Balance the time taken when dealing with individual customer queries with the demands of others</p> <p>5.4 Respond to customers' comments in line with own organisation's policy and procedures</p> <p>5.5 Alert others to repeated comments and trends</p> <p>5.6 Take action to improve the quality of customer service based on feedback</p> <p>5.7 Monitor whether actions taken have improved customer service delivery</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 required to manage and improve customer service delivery. It covers the principles of customer interactions and learners will gain skills in</p>

	monitoring and maintaining quality customer service delivery.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the CIMSPA Assessment Strategy
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/615/2057 Manage a project</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>7</b>
<b>GLH:</b>	<b>13</b>
<b>Total Qualification Time (TQT):</b>	<b>70</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the management of a project	<ul style="list-style-type: none"> <li>1.1 Explain how to carry out a cost-benefit analysis for a project</li> <li>1.2 Evaluate the use of risk analysis techniques</li> <li>1.3 Evaluate project planning and management tools and techniques</li> <li>1.4 Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources</li> <li>1.5 Analyse the requirements of project governance arrangements</li> </ul>
2. Be able to plan a project	<ul style="list-style-type: none"> <li>2.1 Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work</li> <li>2.2 Agree the objectives and scope of proposed projects with stakeholders</li> <li>2.3 Assess the interdependencies and potential risks within a project</li> <li>2.4 Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluation mechanisms appropriate to the plan</li> <li>2.5 Develop proportionate and targeted plans to manage identified risks and contingencies</li> <li>2.6 Apply project lifecycle approaches to the progress of a project</li> </ul>

<p>3. Be able to manage a project</p>	<p>3.1 Allocate resources in accordance with the project plan            3.2 Brief project team members on their roles and responsibilities            3.3 Implement plans within agreed budgets and timescales            3.4 Communicate the requirements of the plans to those who will be affected            3.5 Revise plans in the light of changing circumstances in accordance with project objectives and identified risks            3.6 Keep stakeholders up to date with developments and problems            3.7 Complete close-out actions in accordance with project plans            3.8 Adhere to organisational policies and procedures, legal and ethical requirements when managing a project</p>
<p>4. Be able to evaluate the effectiveness of a project</p>	<p>4.1 Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources            4.2 Evaluate the effectiveness of capturing and managing project-related knowledge            4.3 Report on the effectiveness of plans</p>
<p><b>Additional information about this unit</b></p> <p>This unit is exempted if learners have already achieved the following unit:</p> <ul style="list-style-type: none"> <li>R/506/1999 Manage a project</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required to manage a project. It requires demonstration of competence in planning and managing a project, assessing risks and evaluating effectiveness of a project.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit needs to be assessed in line with the CIMSPA Assessment Strategy</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/615/2058 Recruitment, selection and induction practice</b>
<b>Level:</b>	<b>4</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>8</b>
<b>Total Qualification Time (TQT):</b>	<b>60</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the principles and theories underpinning recruitment, selection and induction practice	1.1 Explain workforce planning techniques 1.2 Describe the information needed to identify recruitment requirements 1.3 Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices 1.4 Analyse the factors involved in establishing recruitment and selection criteria 1.5 Evaluate the suitability of recruitment and selections methods for different roles 1.6 Analyses patterns of employment that affect the recruitment of staff 1.7 Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements 1.8 Explain the induction process 1.9 Explain the relationship between human resource processes and the induction processes
2. Be able to recruit people into an organisation	2.1 Determine current staffing needs 2.2 Identify current skills needs from known staffing needs 2.3 Identify future workforce needs 2.4 Develop a resourcing plan that addresses known needs within budgetary limitations 2.5 Evaluate the cost-effectiveness of different methods of recruitment for an identified role

	<p>2.6 Explain how recruitment policies and practices meet legal and ethical requirements</p> <p>2.7 Select the method of recruitment for identified roles</p>
<p>3. Be able to select people for the role</p>	<p>3.1 Plan assessment processes that are valid and reliable</p> <p>3.2 Provide those involved in the selection process with information to enable them to make informed decisions</p> <p>3.3 Justify assessment decisions with evidence</p> <p>3.4 Inform applicants of the outcome of the process in line with organisational procedures</p> <p>3.5 Evaluate the effectiveness of the selection process</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments</p>
<p>4. Be able to induct people into an organisation</p>	<p>4.1 Develop induction materials that meet operational and new starters' needs</p> <p>4.2 Explain to new starters organisational policies, procedures and structures</p> <p>4.3 Explain to new starters their role and responsibilities</p> <p>4.4 Explain to new starters their entitlements and where to go for help</p> <p>4.5 Assess new starters' training needs</p> <p>4.6 Confirm training is available that meets operational and new starters' needs</p> <p>4.7 Provide support that meets new starters' needs</p>
<p><b>Additional information about this unit</b></p> <p>This unit is exempted if learners have already achieved the following unit:</p> <ul style="list-style-type: none"> <li>R/506/2909 Recruitment, selection and induction practice</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required for recruitment, selection and induction. It provides the learner skills in developing resourcing plans, the selection process and induction of staff.</p>

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the CIMSPA Assessment Strategy
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>H/615/2060 Performance management</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>20</b>
<b>Total Qualification Time (TQT):</b>	<b>57</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand performance management	1.1 Identify the characteristics of an effective performance management system 1.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities 1.3 Describe best practice in conducting appraisals 1.4 Explain the factors to be taken into account when managing people's wellbeing and performance 1.5 Explain how performance is managed to meet objectives 1.6 Explain how to give feedback for performance improvement that is motivating 1.7 Explain how to develop practical ways of managing workflows
2. Understand training and development	2.1 Explain the benefits of employee development 2.2 Explain the advantages and limitations of different types of training and development methods 2.3 Explain the role of targets, objectives and feedback in employee development 2.4 Explain how personal development plans support the training and development of individuals 2.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles

	2.6 Explain how to support individuals' learning and development
3. Understand the principles supporting the management of discipline and grievance cases	<p>3.1 Explain the difference between a discipline case and a grievance case and the implications for their management</p> <p>3.2 Explain sources of advice and expertise on discipline and grievance</p> <p>3.3 Explain the legal obligations of employers and the rights of employees in relation to discipline and grievance cases</p> <p>3.4 Explain organisational procedures for the management of discipline and grievance cases</p> <p>3.5 Explain the communication techniques to be used in the management of discipline and grievance cases</p> <p>3.6 Explain the types of behaviours that are likely to result in disciplinary proceedings</p> <p>3.7 Explain the types of actions that are likely to lead to a grievance</p> <p>3.8 Explain how to carry out investigations into discipline and grievance cases</p> <p>3.9 Analyse the effect of well managed and poorly managed discipline and grievance cases</p> <p>3.10 Explain how the outcomes of discipline and grievance cases can be managed</p>
4. Understand the principles of coaching and mentoring	<p>4.1 Describe the following roles:</p> <ul style="list-style-type: none"> <li>• Coach</li> <li>• Mentor</li> </ul> <p>4.2 Explain the principles of coaching and mentoring in an organisation</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides the knowledge and understanding which underpins effective performance management. It covers grievances and disciplines and the principles for coaching and mentoring.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the CIMSPA Assessment Strategy

**Details of the relationship of the unit and relevant national occupational standards**

N/A

<b>Title:</b>	<b>K/615/2061 Principles of leadership and management</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>6</b>
<b>GLH:</b>	<b>22</b>
<b>Total Qualification Time (TQT):</b>	<b>59</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the principles of effective decision making	1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken 1.2 Assess the importance of analysing the potential impact of decision making 1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making 1.4 Explain the importance of aligning decisions with business objectives, values and policies 1.5 Explain how to validate information used in the decision making process 1.6 Explain how to address issues that obstruct the achievement of targets and quality standards
2. Understand different leadership styles and models	2.1 Explain the difference in the influence of managers and leaders on their teams 2.2 Evaluate the suitability and impact of leadership styles in different contexts 2.3 Analyse theories and models of motivation and their application in the workplace
3. Understand different theories of management	3.1 Identify the different theories and models of management 3.2 Discuss how the different theories and models can be applied to different situations 3.3 Explain the role of motivation in management theories

<p>4. Understand the role, functions and processes of management</p>	<p>4.1 Analyse a manager's responsibilities for planning, coordinating and supervising work</p> <p>4.2 Explain how managers ensure that team objectives are met</p> <p>4.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives</p> <p>4.4 Analyse theories and models of management</p> <p>4.5 Explain how the application of management theories guide a manager's actions</p> <p>4.6 Explain the operational constraints imposed by budgets</p>
<p>5. Understand performance measurement</p>	<p>5.1 Explain the relationship between business objectives and performance measures</p> <p>5.2 Explain the features of a performance measurement system</p> <p>5.3 Explain how to set key performance indicators (KPIs)</p> <p>5.4 Explain the tools, processes and timetable for monitoring and reporting on business performance</p> <p>5.5 Explain the use of management accounts and management information systems in performance management</p> <p>5.6 Explain the difference between outcomes and outputs</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 the learner with the knowledge and understanding which underpins leadership and management. Learners will gain understanding of different models and theories for management. They will understand leadership and motivation and the role, processes and functions of management along with performance measurement tools and processes.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit needs to be assessed in line with the CIMSPA Assessment Strategy</p>

**Details of the relationship of the unit and relevant national occupational standards**

N/A

<b>Title:</b>	<b>M/615/2062 Managing communication in the workplace</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>9</b>
<b>Total Qualification Time (TQT):</b>	<b>30</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how to communicate in own business area	1.1 Explain own use and organisational practice or policy for the following forms of communication: <ul style="list-style-type: none"> <li>• Business greetings</li> <li>• Telephone communications</li> <li>• Letter writing</li> <li>• Business emails</li> <li>• Record keeping</li> <li>• Formal business reports</li> <li>• Business meetings</li> <li>• Social media</li> <li>• Presentations</li> </ul>
2. Be able to manage interpersonal communication skills	2.1 Audit own communication skills 2.2 Demonstrate use of own communication skills in an organisational setting 2.3 Evaluate the effectiveness of personal communication skills in own organisation and with employees/colleagues 2.4 Produce a development plan to improve own communication skills, using feedback from others
3. Be able to manage workplace communications	3.1 Plan improvements to workplace communications 3.2 Implement a plan to improve workplace communications 3.3 Develop measures to evaluate the success of a plan to improve workplace communications
<b>Additional information about this unit</b>	

N/A	
<b>Unit aim (s)</b>	This unit provides the knowledge, understanding and skills to manage communication in the workplace. Learners will cover how to manage communications in own business area and interpersonal communication skills in the workplace.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the CIMSPA Assessment Strategy
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>A/615/2064 Teamwork principles</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>13</b>
<b>Total Qualification Time (TQT):</b>	<b>40</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Understand the different roles and responsibilities within a team	1.1 Summarise different roles and responsibilities within a team 1.2 Explain own role and responsibilities within a team in a given situation 1.3 Describe constraints which may affect the ability to amend team priorities and goals 1.4 Explain how to communicate team roles and their impact on interdependencies to achieve team goals
2. Be able to develop a plan to improve co-operation within a team	2.1 Explain why co-operation is necessary to achieve a team goal 2.2 Produce an action plan to develop own and other's team working
3. Be able to make decisions in different situations	3.1 Use decision-making techniques 3.2 Evaluate how decisions have met their objectives 3.3 Evaluate how effectively decisions were communicated
4. Be able to review team performance	4.1 Summarise skills brought to a team activity by: <ul style="list-style-type: none"> <li>• self</li> <li>• others</li> </ul> 4.2 Explain how to interpret feedback from team members and how to incorporate feedback on activity 4.3 Evaluate activity identifying areas for improvement

<p>5. Be able to allocate and assure the quality of teams' work</p>	<p>5.1 Identify the strengths, competences and expertise of team members                      5.2 Allocate work on the basis of the strengths, competences and expertise of team members                      5.3 Identify areas for improvement in team members' performance outputs and standards                      5.4 Amend priorities and plans to take account of changing circumstances                      5.5 Recommend changes to systems and processes to improve the quality of work</p>
<p>6. Understand the concepts of culture and behaviour relating to organisations</p>	<p>6.1 Describe the concept of corporate culture and its impact on organisational behaviour                      6.2 Explain how different leadership styles can impact on an organisations culture and behaviour                      6.3 Identify the key factors that impact on organisational behaviour                      6.4 Describe how the organisations ethos, culture and values are adopted and delivered by team members</p>
<p><b>Additional information about this unit</b> N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills teamwork principles. It provides an understanding of roles, responsibilities within the team and improving cooperation in teams as well as the skills to make decisions, review performance and understand the culture and behaviour of the organisation.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit needs to be assessed in line with the CIMSPA Assessment Strategy</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>