



Handbook

TLD2 – VTCT (Skillsfirst) Level 2 Diploma in Team
Leading (RQF)

601/3522/0

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Diploma in Team Leading (RQF)
Qualification number	601/3522/0
Product code	TLD2
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment.
Credits	40
Total Qualification Time (TQT)	400
Guided Learning (GL) hours	201
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 2 Diploma in Team Leading (RQF) has been designed for those who have responsibility for the work of others as a team leader. It is suitable for those who are entering a management role, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills, for example, providing leadership for a team, encouraging innovation, allocating and checking work. This qualification recognises the skills and competences of learners in the workplace and provides them with an opportunity to demonstrate the skills and knowledge needed for a career in management and leadership. The units encompass a broad range of competencies from the management and leadership sector.

This qualification also serves as a core component of the Level 2 Intermediate Apprenticeship in Team Leading.

2.2 Progression opportunities

On completion of the Level 2 Diploma in Team Leading (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 3 Diploma in Management (RQF)
- Level 3 Diploma in Team Management (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Diploma in Team Leading (RQF) learners must achieve all mandatory units. All **40** credits must be achieved.

- All **22** credits must be achieved from the mandatory Group M.
- A minimum of **12** credits must be achieved from Group A
- A maximum of **6** credits can only be achieved from Group B

The minimum TQT required to achieve this qualification is **400**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 22 credits				
ML1	Manage personal performance and development	2	4	L/506/1788
ML4	Communicate work-related information	2	4	T/506/1798
ML5	Lead and manage a team	2	5	H/506/1800
ML6	Principles of team leading	2	5	R/506/2294
ML8	Understand business	2	4	R/506/2957

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group A): A minimum of 12 credits must be achieved from Group A				
ML2	Develop working relationships with colleagues	2	3	R/506/1789
ML3**	Contribute to meetings in a business environment	2	3	Y/506/2958
ML7**	Principles of equality and diversity in the workplace	2	2	J/506/1806
ML10**	Promote equality, diversity and inclusion in the workplace	3	3	T/506/1820
ML11	Manage team performance	3	4	A/506/1821
ML12	Manage individuals' performance	3	4	J/506/1921
ML14**	Chair and lead meetings	3	3	Y/506/1924
ML16	Encourage innovation	3	4	J/506/2292
ML17	Manage conflict within a team	3	5	K/506/1927
ML18	Procure products and/or services	3	5	M/506/1928
ML21	Collaborate with other departments	3	3	M/506/1931
ML23	Participate in a project	3	3	F/506/1934

**** See Barred units table below**

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group B): A maximum of 6 credits can only be achieved from Group B				
BUS16	Store and retrieve information	2	4	R/506/1811
BUS18	Handle mail	2	3	D/506/1813
BUS39	Employee rights and responsibilities	2	2	L/506/1905
BUS42	Negotiate in a business environment	3	4	H/506/1912
BUS43	Develop a presentation	3	3	K/506/1913
BUS44	Deliver a presentation	3	3	M/506/1914
CUS7	Deliver customer service	2	5	A/506/2130
CUS8	Understand customers	2	2	F/506/2131
CUS17	Resolve customer service problems	2	5	A/506/2158
CUS31	Resolve customers' complaints	3	4	R/506/2151
HSPW2	Health and safety procedures in the workplace	2	2	T/505/4673

Product code	Barred with units
ML3	ML14
ML7	ML10
ML10	ML7
ML14	ML3

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 SkillsCfA

The Level 2 Diploma in Team Leading (RQF) is based on the units developed by SkillsCfA who are the sector skills council for management. Their contact details are:

SkillsCfA
Unit 110 Linton House
164 - 180 Union Street
London
SE1 0LH

Tel: 0207 091 9620

info@skillsca.org

This handbook provides details from SkillsCfA assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 Diploma in Team Leading (RQF) and includes the:

- requirements of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SkillsCfA website www.skillsca.org

4.3 Requirements of those who assess performance, and moderate and verify assessments

4.3.1 Assessors

The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence for the competence of knowledge based skills submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical understanding related to the qualifications for which they are assessing candidates. It will be the responsibility of the approved centre to select and appoint assessors.

Assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence based units and qualifications. Assessors working towards an appropriate qualification must get their decisions countersigned by a suitably qualified assessor/verifier. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

- be “occupationally competent” or have the necessary and sufficient experience of the role for which they intend to undertake assessments, including the level and scope of individual candidate performance at work or in RWEs; and judgements about the quality of assessment and the assessment process.

4.3.2 Internal quality assurer (IQA/IV)

A primary responsibility of an IQA/IV is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQA/IV s therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA/IVs

Potential IQA/IVs should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence based assessments and candidates. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA . IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.
- be “occupationally competent or have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will provide potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification and will also allow them to make judgements about the quality of assessment and the assessment process

4.3 Employer direct model

SkillsCFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use this employer direct model:

An organisation must:

- have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; OR
- seek guidance and approval from an awarding organisation to demonstrate that they have:
 - appropriate processes in place to facilitate assessment, moderation or verification functions
 - carried out 100% mapping of the trainer, supervisor or managers assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification

Skillsfirst will:

- offer this model to employers only and
- supply information on the requirements for internal and external moderation/verification activities to assessment centres

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD.

Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Evidence from workplace performance

- Evidence of occupational competence of all units at any level should be generated and collected through performance under workplace conditions. This includes competence units which have knowledge learning outcomes and assessment criteria.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

5.2 Characteristics of assessment guidance

The learner may produce evidence from a range of examples which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor

5.2.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.2.2 Realistic working environment (RWE)

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment. To undertake the assessment in a RWE the following guidelines must be met:

- the RWE is managed as a real work situation;
- assessment must be carried out under realistic business pressures;
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;
- candidates must be expected to achieve a volume of work comparable to normal business practices;
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available;
- account must be taken of any legislation or regulations in relation to the type of work that is being carried out;

- candidates must be given workplace responsibilities to enable them to meet the requirements of the units;
- customer perceptions of the RWE is similar to that found in the work situation being represented;
- candidates must show that their productivity reflects those found in the work situation being represented.

5.3 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.3.1 Simulation

- Simulation can be applied to all Level 1 units.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A.
- Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

5.3.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable

- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

ML1 – Manage personal performance and development

Unit reference number: L/506/1788

Level: 2

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to provide learners with the ability to manage their personal performance, as well as their own time and workload. It also provides learners with the ability to identify their own development needs and fulfil a personal development plan.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to manage personal performance

LO2 Be able to manage their own time and workload

LO3 Be able to identify their own development needs

LO4 Be able to fulfil a personal development plan

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager
	1.2 Agree criteria for measuring progress and achievement with line manager
	1.3 Complete tasks to agreed timescales and quality standards
	1.4 Report problems beyond their own level of competence and authority to the appropriate person
	1.5 Take action needed to resolve any problems with personal performance

Learning Outcome	Assessment Criteria
LO2 Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques
	2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	2.3 Explain the benefits of achieving an acceptable “work-life balance”

Learning Outcome	Assessment Criteria
LO3 Be able to identify their own development needs	3.1 Identify organisational policies relating to personal development
	3.2 Explain the need to maintain a positive attitude to feedback on performance
	3.3 Explain the potential business benefits of personal development
	3.4 Identify their own preferred learning style(s)
	3.5 Identify their own development needs from analyses of the role, personal and team objectives
	3.6 Use feedback from others to identify their own development needs
	3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs

Learning Outcome	Assessment Criteria
LO4 Be able to fulfil a personal development plan	4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
	4.2 Make use of formal development opportunities that are consistent with business needs
	4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives
	4.4 Review progress against agreed objectives and amend plans accordingly
	4.5 Share lessons learned with others using agreed communication methods

ML1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML4 – Communicate work-related information

Unit reference number: T/506/1798

Level: 2

Credit value: 4

Guided Learning (GL) hours: 23

Unit aim

The aim of this unit is to provide learners with an understanding of the principles and techniques of work-related communication and also provide learners with the ability to communicate work-related information verbally and in writing.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles and techniques of work-related communication

LO2 Be able to communicate work-related information verbally

LO3 Be able to communicate work-related information in writing

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Audience could include, but not be exclusive to:

- Internal, for example colleagues, managers, other departments
- External, for example individuals, companies

Currency of information refers to the most up-to-date version of the information to be communicated.

Others may include;

- Colleagues
- External stakeholders
- Managers/Senior managers/Directors
- Team leader/ Supervisors
- Customers internally and externally and any others who may be affected by the communication

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles and techniques of work-related communication	1.1 Describe communication techniques used to gain and maintain the attention and interest of an audience
	1.2 Explain the principles of effective written business communications
	1.3 Explain the principles of effective verbal communications in a business environment
	1.4 Describe the importance of checking the accuracy and currency of information to be communicated
	1.5 Describe the importance of explaining to others the level of confidence that can be placed on the information being communicated
	1.6 Describe the advantages and disadvantages of different methods of communication for different purposes

Learning Outcome	Assessment Criteria
LO2 Be able to communicate work-related information verbally	2.1 Identify the information to be communicated
	2.2 Confirm that the audience is authorised to receive the information
	2.3 Provide accurate information, using appropriate verbal communication techniques
	2.4 Communicate in a way that the listener can understand, using language that is appropriate to the topic
	2.5 Confirm that the listener has understood what has been communicated

Learning Outcome	Assessment Criteria
LO3 Be able to communicate work-related information in writing	3.1 Identify the information to be communicated
	3.2 Provide accurate information using the appropriate written communication methods and house styles
	3.3 Adhere to any organisational confidentiality requirements when communicating in writing
	3.4 Use correct grammar, spelling, sentence structure and punctuation, using accepted business communication principles and formats
	3.5 Justify opinions and conclusions with evidence

ML4 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML5 – Lead and manage a team

Unit reference number: H/506/1800

Level: 2

Credit value: 5

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an ability to engage and support team members, to manage team performance and to deal with problems within a team.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to engage and support team members

LO2 Be able to manage team performance

LO3 Be able to deal with problems within a team

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.

Assessment guidance

Leadership techniques may include, but are not limited to:

- Supporting
- Coaching
- Empowering
- Directing
- Communicating
- Leading
- Motivating
- Promoting creativity

Different ways to **motivate people** may include, but are not limited to:

- Team building
- Goal setting / clear targets
- Performance measurement
- Encouragement and feedback
- Reward
- Inspiration
- Empowering
- Supporting
- Coaching
- Promoting creativity
- Provide meaningful and challenging work
- Training and development

SMART – (Specific, Measurable, Achievable, Realistic, Time bound)

Techniques to monitor individual's performance could include, but are not limited to:

- Performance appraisals
- Performance reviews
- Personal development plans
- Key performance indicators
- Incentive / target schemes
- Technical performance tracking tools
- Feedback

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to engage and support team members	1.1 Explain organisational policies, procedures, values and expectations to team members
	1.2 Communicate work objectives, priorities and plans in line with operational requirements
	1.3 Explain the benefits of encouraging suggestions for improvements to work practices
	1.4 Provide practical support to team members facing difficulties
	1.5 Explain the use of leadership techniques in different circumstances
	1.6 Give recognition for achievements, in line with organisational policies
	1.7 Explain different ways of motivating people to achieve business performance targets

Learning Outcome	Assessment Criteria
LO2 Be able to manage team performance	2.1 Allocate responsibilities making best use of the expertise within the team
	2.2 Agree with team member(s) specific, measurable objectives (SMART) in line with business needs
	2.3 Provide individuals with resources to achieve the agreed objectives
	2.4 Monitor individuals' progress, providing support and feedback to help them achieve their objectives
	2.5 Explain techniques to monitor individuals' performance
	2.6 Report on team performance in line with organisational requirements

Learning Outcome	Assessment Criteria
LO3 Be able to deal with problems within a team	3.1 Assess actual and potential problems and their consequences
	3.2 Report problems beyond the limits of their own competence and authority to the right person
	3.3 Take action within the limits of their own authority to resolve or reduce conflict
	3.4 Adapt practices and processes as circumstances change

ML5 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML6 – Principles of team leading

Unit reference number: R/506/2294

Level: 2

Credit value: 5

Guided Learning (GL) hours: 37

Unit aim

The aim of this unit is to provide learners with an understanding of leadership styles in organisations, team motivation and the impact of change management within a team. It also provides learners with an understanding of team dynamics and the techniques used to manage the work of teams.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand leadership styles in organisations

LO2 Understand team dynamics

LO3 Understand techniques used to manage the work of teams

LO4 Understand the impact of change management within a team

LO5 Understand team motivation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Leadership styles may include:

- Authoritarian
- Paternalistic
- Democratic
- Laissez-faire

Different ways to motivate people may include, but are not exclusive to:

- Team building
- Goal setting / clear targets
- Performance measurement
- Encouragement and feedback
- Rewarding
- Inspiring
- Empowering
- Supporting
- Coaching
- Promoting creativity
- Provide meaningful and challenging work
- Training and development

Types of teams may include:

- Strategic
- Management
- Operational
- Support
- Temporary
- Virtual

Team role theory referring to theorists including Belbin

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand leadership styles in organisations	1.1 Describe characteristics of effective leaders
	1.2 Describe different leadership styles
	1.3 Describe ways in which leaders can motivate their teams
	1.4 Explain the benefits of effective leadership for organisations

Learning Outcome	Assessment Criteria
LO2 Understand team dynamics	2.1 Explain the purpose of different types of teams
	2.2 Describe the stages of team development and behaviour
	2.3 Explain the concept of team role theory
	2.4 Explain how the principle of team role theory is used in team building and leadership
	2.5 Explain typical sources of conflict within a team and how they could be managed

Learning Outcome	Assessment Criteria
LO3 Understand techniques used to manage the work of teams	3.1 Explain the factors to be taken into account when setting targets
	3.2 Describe a range of techniques to monitor the flow of work of a team
	3.3 Describe techniques to identify and solve problems within a team

Learning Outcome	Assessment Criteria
LO4 Understand the impact of change management within a team	4.1 Describe typical reasons for organisational change
	4.2 Explain the importance of accepting change positively
	4.3 Explain the potential impact on a team of negative responses to change
	4.4 Explain how to implement change within a team

Learning Outcome	Assessment Criteria
LO5 Understand team motivation	5.1 Explain the meaning of the term 'motivation'
	5.2 Explain factors that affect the level of motivation of team members
	5.3 Describe techniques that be used to motivate team members
	5.4 Explain how having motivated staff affects an organisation

ML6 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML8 – Understand business

Unit reference number: R/506/2957

Level: 2

Credit value: 4

Guided Learning (GL) hours: 32

Unit aim

The aim of this unit is to provide learners with an understanding of organisational structures and the business environment. It also provides learners with an understanding of the principles of business reporting, business planning and finance and the management responsibilities and accountabilities within an organisation.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand organisational structures

LO2 Understand the business environment

LO3 Understand the principles of business planning and finance within an organisation

LO4 Understand business reporting within an organisation

LO5 Understand the principles of management responsibilities and accountabilities within an organisation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Business structures may include:

- Sole trader
- Partnerships
- Private Limited Company
- Public Limited Company
- Co-operatives
- Third sector organisations

Sustainability refers to the business operation

Financial terminology as a minimum should include,

- Turnover
- Gross profit
- Net profit
- Debt
- Credit

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand organisational structures	1.1 Explain the differences between the private sector, the public sector and the voluntary sector
	1.2 Explain the features and responsibilities of different business structures
	1.3 Explain the relationship between an organisation's vision, mission, strategy and objectives

Learning Outcome	Assessment Criteria
LO2 Understand the business environment	2.1 Describe the internal and external influences on a business
	2.2 Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis
	2.3 Explain why change can be beneficial to business organisations
	2.4 Explain organisations health and safety responsibilities
	2.5 Describe sustainable ways of working
	2.6 Explain how legislation affects the management and confidentiality of information

Learning Outcome	Assessment Criteria
LO3 Understand the principles of business planning and finance within an organisation	3.1 Explain the purpose, content and format of a business plan
	3.2 Explain the business planning cycle
	3.3 Explain the purpose of a budget
	3.4 Explain the concept and importance of business risk management
	3.5 Explain types of constraint that may affect a business plan
	3.6 Define a range of financial terminology
	3.7 Explain the purposes of a range of financial reports

Learning Outcome	Assessment Criteria
LO4 Understand business reporting within an organisation	4.1 Explain methods of measuring business performance
	4.2 Explain the uses of management information and reports
	4.3 Explain how personal and team performance data is used to inform management reports
	4.4 Describe a manager's responsibility for reporting to internal stakeholders

Learning Outcome	Assessment Criteria
LO5 Understand the principles of management responsibilities and accountabilities within an organisation	5.1 Explain the principle of accountability in an organisation
	5.2 Explain the difference between 'authority' and 'responsibility'
	5.3 Explain the meaning of delegated levels of authority and responsibility

ML8 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML2 – Develop working relationships with colleagues

Unit reference number: R/506/1789

Level: 2

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of effective team working and the ability to maintain effective working relationships with colleagues and to collaborate with colleagues to resolve problems

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of effective team working

LO2 Be able to maintain effective working relationships with colleagues

LO3 Be able to collaborate with colleagues to resolve problems

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Feedback should not be restricted just to that normally given by a team leader or supervisor – it should focus on the interaction between team members – supporting each other.

Conflict management techniques might include, but is not limited to:

- Forcing
- Win-win – collaborating
- Compromising
- Withdrawing
- Smoothing
- Include the use of real life examples.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of effective team working	1.1 Outline the benefits of effective team working
	1.2 Describe how to give feedback constructively
	1.3 Explain conflict management techniques that may be used to resolve team conflicts
	1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
	1.5 Explain the importance of warning colleagues of problems and changes that may affect them

Learning Outcome	Assessment Criteria
LO2 Be able to maintain effective working relationships with colleagues	2.1 Recognise the contribution of colleagues to the achievement of team objectives
	2.2 Treat colleagues with respect, fairness and courtesy
	2.3 Fulfil agreements made with colleagues
	2.4 Provide support and constructive feedback to colleagues

Learning Outcome	Assessment Criteria
LO3 Be able to collaborate with colleagues to resolve problems	3.1 Take others' viewpoints into account when making decisions
	3.2 Take ownership of problems within own level of authority
	3.3 Take action to minimise disruption to business activities within their own level of authority
	3.4 Resolve problems within their own level of authority and agreed contribution

ML2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML3 – Contribute to meetings in a business environment

Unit reference number: Y/506/2958

Level: 2

Credit value: 3

Guided Learning (GL) hours: 7

Unit aim

The aim of this unit is to provide learners with an ability to prepare for, and to participate in, meetings and also to carry out post-meeting activities.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to prepare for meetings

LO2 Be able to participate in meetings

LO3 Be able to carry out post-meeting activities

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Different types of meetings can include but are not limited to:

- Team meetings
- Quality meetings
- Project review meetings
- Planning meetings
- Appraisal meetings
- Grievance meetings

Documents may include but are not limited to;

- Previous meeting notes
- Presentations
- Handouts
- Agenda
- Terms of references
- Any additional documentation used to support the meeting (such as financial reports, project plans, cost analysis or contracts)

The case may include, but are not exclusive to:

- Proposals for change
- Implementation of plans
- Results of research activity
- New purchases
- New staff positions
- Budgets or spending

Others include;

- Colleagues
- External stakeholders
- Non attendees who have asked for points to be addressed
- Senior managers/directors
- Customers internally and externally
- Any others who the meeting may affect

Areas for improvement relate to the learner's personal performance and development.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare for meetings	1.1 Explain the structure and purpose of different types of meetings in a business environment
	1.2 Explain the importance of having a meeting agenda which addresses objectives
	1.3 Obtain current versions of documents required for the meeting
	1.4 Gather information from relevant people in preparation for meetings
	1.5 Confirm the objectives to be achieved during the meeting

Learning Outcome	Assessment Criteria
LO2 Be able to participate in meetings	2.1 Present views and information, providing evidence to support the case
	2.2 Represent the views of those consulted
	2.3 Take others' viewpoints into account in decision-making
	2.4 Identify issues that may have an impact on their area of responsibility
	2.5 Make constructive contributions in line with business objectives
	2.6 Summarise future actions and accountabilities

Learning Outcome	Assessment Criteria
LO3 Be able to carry out post-meeting activities	3.1 Carry out agreed actions post-meeting within the agreed timescale
	3.2 Identify areas for improvements by reflecting on personal contributions to meetings

ML3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ML7 – Principles of equality and diversity in the workplace

Unit reference number: J/506/1806

Level: 2

Credit value: 2

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to provide learners with an understanding of the implications of equality legislation and the organisational standards and expectations for equality and diversity and context in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the implications of equality legislation

LO2 Understand organisational standards and expectations for equality and diversity and context in the workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Benefits include those relating to the employer, employees and customers

Consequences could include those which are legal, reputational and relating to profits

Equality Legislation will include but is not exclusive to the Equality Act 2010

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of equality legislation	1.1 Define the concept 'equality and diversity'
	1.2 Describe the legal requirements for equality of opportunity
	1.3 Describe the role and powers of organisations responsible for equality
	1.4 Explain the benefits of equal opportunities and diversity
	1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation

Learning Outcome	Assessment Criteria
LO2 Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace
	2.2 Describe their own responsibilities for equality and diversity in the workplace
	2.3 Describe behaviours that support equality, diversity and inclusion in the workplace

ML7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ML10 – Promote equality, diversity and inclusion in the workplace

Unit reference number: T/506/1820

Level: 3

Credit value: 3

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide learners with an understanding of the organisational and personal aspects of equality, diversity and inclusion in the workplace. It will also provide learners with the ability to support equality, diversity and inclusion in the workplace.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the organisational aspects of equality, diversity and inclusion in the workplace

LO2 Understand the personal aspects of equality, diversity and inclusion in the workplace

LO3 Be able to support equality, diversity and inclusion in the workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Learners should ensure they specifically address all three areas of:

- Equality
- Diversity and
- Inclusion

when meeting the relevant criteria in this unit.

Equality Legislation will include but is not limited to Equality Act 2010

Forms of discrimination may include but are not limited to:

- Direct Discrimination
- Indirect Discrimination

Colleagues primarily relates to colleagues for whom the learner has line manager responsibility

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1 Explain the difference between equality, diversity and inclusion
	1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy
	1.3 Explain the potential consequences of breaches of equality legislation
	1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion

Learning Outcome	Assessment Criteria
LO2 Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1 Explain the different forms of discrimination and harassment
	2.2 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
	2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace

Learning Outcome	Assessment Criteria
LO3 Be able to support equality, diversity and inclusion in the workplace	3.1 Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace
	3.2 Identify potential issues relating to equality, diversity and inclusion in the workplace
	3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

ML10 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML11 – Manage team performance

Unit reference number: A/506/1821

Level: 3

Credit value: 4

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an understanding of the management of team performance. It also provides learners with the ability to allocate and assure the quality of work and to manage communications within a team.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the management of team performance

LO2 Be able to allocate and assure the quality of work

LO3 Be able to manage communications within a team

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

A **benchmark** is a standard or measurement that could include:

- Key performance indicators (KPIs)
- Best operational practices

Quality management techniques may include:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of team performance	1.1 Explain the use of benchmarks in managing performance
	1.2 Explain a range of quality management techniques to manage team performance
	1.3 Describe constraints on the ability to amend priorities and plans

Learning Outcome	Assessment Criteria
LO2 Be able to allocate and assure the quality of work	2.1 Identify the strengths, competences and expertise of team members
	2.2 Allocate work on the basis of the strengths, competences and expertise of team members
	2.3 Identify areas for improvement in team members' performance outputs and standards
	2.4 Amend priorities and plans to take account of changing circumstances
	2.5 Recommend changes to systems and processes to improve the quality of work

Learning Outcome	Assessment Criteria
LO3 Be able to manage communications within a team	3.1 Explain to team members the lines of communication and authority levels
	3.2 Communicate individual and team objectives, responsibilities and priorities
	3.3 Use communication methods that are appropriate to the topics, audience and timescales
	3.4 Provide support to team members when they need it
	3.5 Agree with team members a process for providing feedback on work progress and any issues arising
	3.6 Review the effectiveness of team communications and make improvements

ML11 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML12 – Manage individuals' performance

Unit reference number: J/506/1921

Level: 3

Credit value: 4

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of the management of underperformance in the workplace and the ability to manage individuals' performance

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the management of underperformance in the workplace

LO2 Be able to manage individuals' performance in the workplace

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Organisational objectives are the overall goals, purpose and mission of a business as established by its management

Motivation techniques may include, but are not limited to:

- Incentives and rewards
- Flexible working arrangements
- Praise and gratitude
- Coaching or mentoring

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of underperformance in the workplace	1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
	1.2 Explain how to identify causes of underperformance
	1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively
	1.4 Explain how to address issues that hamper individuals' performance
	1.5 Explain how to agree a course of action to address underperformance

Learning Outcome	Assessment Criteria
LO2 Be able to manage individuals' performance in the workplace	2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives
	2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs
	2.3 Apply motivation techniques to maintain morale
	2.4 Provide information, resources and ongoing mentoring to help individuals meet their targets, objectives and quality standards
	2.5 Monitor individuals' progress towards objectives in accordance with agreed plans
	2.6 Recognise individuals' achievement of targets and quality standards
	2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

ML12 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML14 – Chair and lead meetings

Unit reference number: Y/506/1924

Level: 3

Credit value: 3

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to provide learners with the ability to prepare, chair and lead meetings. It also provides learners with the ability to deal with post-meeting matters.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to prepare to lead meetings

LO2 Be able to chair and lead meetings

LO3 Be able to deal with post-meeting matters

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Formal procedures may include, but not be limited to:

- Setting the time, date and place of meeting
- Sending out invites
- Setting an agenda

Business conventions are a set of rules that govern the way each meeting is managed

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare to lead meetings	1.1 Identify the type, purpose, objectives, and background to a meeting
	1.2 Identify those individuals expected, and those required to attend a meeting
	1.3 Prepare for any formal procedures that apply to a meeting
	1.4 Describe ways of minimising likely problems in a meeting
	1.5 Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale

Learning Outcome	Assessment Criteria
LO2 Be able to chair and lead meetings	2.1 Follow business conventions in the conduct of a meeting
	2.2 Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
	2.3 Manage the agenda within the timescale of the meeting
	2.4 Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements

Learning Outcome	Assessment Criteria
LO3 Be able to deal with post-meeting matters	3.1 Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
	3.2 Take action to ensure that post-meeting actions are completed
	3.3 Evaluate the effectiveness of a meeting and identify points for future improvement

ML14 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML16 – Encourage innovation

Unit reference number: J/506/2292

Level: 3

Credit value: 4

Guided Learning (GL) hours: 14

Unit aim

The aim of this unit is to provide learners with the ability to identify opportunities, to generate and test ideas for innovation and improvement and to implement innovative ideas and improvements.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to identify opportunities for innovation

LO2 Be able to generate and test ideas for innovation and improvement

LO3 Be able to implement innovative ideas and improvements

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Techniques may include, but are not exclusive to;

- Brainstorming
- NGT – Nominal Group Technique
- Use of customer feedback
- Attribute listing
- Need identification
- Synectics
- Idea screening

Stakeholders may include, but are not exclusive to:

- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

Innovate refers to making positive changes to current methods, ideas or products

Value refers to the benefits of the ideas and could include: increased work place efficiency, greater market share, increased turnover, customer satisfaction, improved social/environmental reputation etc.

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to identify opportunities for innovation	1.1 Analyse the advantages and disadvantages of techniques used to generate ideas
	1.2 Explain how innovation benefits an organisation
	1.3 Explain the constraints on their own ability to make changes
	1.4 Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement
	1.5 Engage team members in finding opportunities to innovate and suggest improvements
	1.6 Monitor performance, products and/or services and developments in areas that may benefit from innovation
	1.7 Analyse valid information to identify opportunities for innovation and improvement

Learning Outcome	Assessment Criteria
LO2 Be able to generate and test ideas for innovation and improvement	2.1 Generate ideas for innovation or improvement that meet the agreed criteria
	2.2 Test selected ideas that meet viability criteria
	2.3 Evaluate the fitness for purpose and value of the selected ideas
	2.4 Assess potential innovations and improvements against the agreed evaluation criteria
	2.5 Generate ideas for innovation or improvement that meet the agreed criteria
	2.6 Test selected ideas that meet viability criteria
	2.7 Evaluate the fitness for purpose and value of the selected ideas
	2.8 Assess potential innovations and improvements against the agreed evaluation criteria

Learning Outcome	Assessment Criteria
LO3 Be able to implement innovative ideas and improvements	3.1 Explain the risks of implementing innovative ideas and improvements
	3.2 Justify conclusions of efficiency and value with evidence
	3.3 Prepare costings and schedules of work that will enable efficient implementation
	3.4 Design processes that support efficient implementation

ML16 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML17 – Manage conflict within a team

Unit reference number: K/506/1927

Level: 3

Credit value: 5

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of conflict management. It is also to provide learners with an ability to reduce the potential for conflict within a team and to deal with any conflict that may arise.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles of conflict management

LO2 Be able to reduce the potential for conflict within a team

LO3 Be able to deal with conflict within a team

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Methods of conflict management may include, but are not limited to:

- Avoiding
- Competing
- Collaborating
- Compromising
- Accommodating

Personal skills could include:

- Withholding judgement
- Empathic questioning
- Active listening
- Assertiveness
- Objectivity

Potential consequences may include, but are not limited to:

- Organisational
- Financial
- Team dynamics
- Productivity
- Personal

External arbitration may include, but is not limited to:

- Supportive
- Mediation
- Investigative

Standards of behaviour will be relevant to learner's place of work and organisation's procedures / policies.

Constraints may include, but are not limited to:

- Organisational
- Team
- Personal

Impact may include, but is not limited to:

- Decrease in productivity
- Decrease in co-operative working
- Less communication
- Lack of knowledge sharing
- Inability to meet deadlines
- Inability to meet objectives

Simulation is allowed for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of conflict management	1.1 Evaluate the suitability of different methods of conflict management in different situations
	1.2 Describe the personal skills needed to deal with conflict between other people
	1.3 Analyse the potential consequences of unresolved conflict within a team
	1.4 Explain the role of external arbitration and conciliation in conflict resolution

Learning Outcome	Assessment Criteria
LO2 Be able to reduce the potential for conflict within a team	2.1 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour
	2.2 Explain to team members the constraints under which other colleagues work
	2.3 Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures
	2.4 Take action to minimise the potential for conflict within the limits of their own authority
	2.5 Explain how team members' personalities and cultural backgrounds may give rise to conflict

Learning Outcome	Assessment Criteria
LO3 Be able to deal with conflict within a team	3.1 Assess the seriousness of conflict and its potential impact
	3.2 Treat everyone involved with impartiality and sensitivity
	3.3 Decide a course of action that offers optimum benefits
	3.4 Explain the importance of engaging team members' support for the agreed actions
	3.5 Communicate the actions to be taken to those who may be affected by it
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team

ML17 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML18 – Procure products and/or services

Unit reference number: M/506/1928

Level: 3

Credit value: 5

Guided Learning (GL) hours: 35

Unit aim

The aim of this unit is to provide learners with the ability to identify procurement requirements, to select suppliers and to use that information to buy products and/or services.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to identify procurement requirements

LO2 Be able to select suppliers

LO3 Be able to buy products and/or services

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Sustainability is defined as 'avoiding the depletion of natural resources in the procurement processes'.

Risk includes risks to the business and organisation as well as health and safety risks.

Learners should be able to identify the options of **media** that are available to demonstrate their selection and use of appropriate media.

Capability and track record may be in the context of internal to or external to the learner's organisation

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to identify procurement requirements	1.1 Explain current and likely future procurement requirements
	1.2 Decide whether the purchase of products and/or services offers the organisation best value
	1.3 Evaluate ethical and sustainability considerations relating to procurement
	1.4 Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits

Learning Outcome	Assessment Criteria
LO2 Be able to select suppliers	2.1 Explain the factors to be taken into account in selecting suppliers
	2.2 Explain organisational procurement policies, procedures and standards
	2.3 Explain the effect of supplier choice on the supply chain
	2.4 Use appropriate media to publicise procurement requirements
	2.5 Confirm the capability and track record of suppliers and their products and/or services
	2.6 Select suppliers that meet the procurement specification

Learning Outcome	Assessment Criteria
LO3 Be able to buy products and/or services	3.1 Explain the action to be taken in the event of problems arising
	3.2 Agree contract terms that are mutually acceptable within their own scope of authority
	3.3 Record agreements made, stating the specification, contract terms and any post-contract requirements
	3.4 Adhere to organisational policies and procedures, legal and ethical requirements

ML18 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML21 – Collaborate with other departments

Unit reference number: M/506/1931

Level: 3

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

The aim of this unit is to provide learners with an understanding of how to collaborate with other departments. It is also to provide learners with an ability to identify opportunities for, and to collaborate with, other departments

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to collaborate with other departments

LO2 Be able to identify opportunities for collaboration with other departments

LO3 Be able to collaborate with other departments

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Collaborating may include, but is not limited to:

- Meeting to discuss ideas
- Sharing information
- Sharing resources
- Working on a common project
- Secondment of team members

Knowledge management is the process of capturing, sharing, developing and effectively using organisational knowledge

Service level agreement (SLA) is part of a service contract where the service is formally defined

Organisational objectives are the overall goals, purpose and mission of a business as established by its management

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to collaborate with other departments	1.1 Explain the need for collaborating with other departments
	1.2 Explain the nature of the interaction between their own team and other departments
	1.3 Explain the features of effective collaboration
	1.4 Explain the potential implications of ineffective collaboration with other departments
	1.5 Explain the factors relating to knowledge management that should be considered when collaborating with other departments

Learning Outcome	Assessment Criteria
LO2 Be able to identify opportunities for collaboration with other departments	2.1 Analyse the advantages and disadvantages of collaborating with other departments
	2.2 Identify with which departments collaborative relationships should be built
	2.3 Identify the scope for and limitations of possible collaboration

Learning Outcome	Assessment Criteria
LO3 Be able to collaborate with other departments	3.1 Agree service level agreements (SLAs), objectives and priorities of collaborative arrangements
	3.2 Work with other departments in a way that contributes to the achievement of organisational objectives

ML21 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

ML23 – Participate in a project

Unit reference number: F/506/1934

Level: 3

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of how to manage a project and apply that understanding to support the delivery of a project.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to manage a project

LO2 Be able to support the delivery of a project

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Project lifecycle explanations should include,

- Initiation
- Planning
- Execution
- Evaluation

Project monitoring techniques may include but are not exclusive to,

- Pulse meetings
- Variance reports
- Programme reviews
- Technical reviews
- Project forecasting
- Problem-solving
- Management reviews
- Use of dashboards/logs

Ways to motivate people may include, but are not exclusive to:

- Team building
- Goal setting / clear targets
- Performance measurement
- Encouragement and feedback
- Rewarding
- Inspiring
- Empowering
- Supporting
- Coaching
- Promoting creativity
- Provide meaningful and challenging work
- Training and development

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage a project	1.1 Explain the features of a project business case
	1.2 Explain the stages of a project lifecycle
	1.3 Explain the roles of people involved in a project
	1.4 Explain the uses of project-related information
	1.5 Explain the advantages and limitations of different project monitoring techniques
	1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources

Learning Outcome	Assessment Criteria
LO2 Be able to support the delivery of a project	2.1 Fulfil their role in accordance with a project plan
	2.2 Collect project-related information in accordance with project plans
	2.3 Use appropriate tools to analyse project information
	2.4 Report on information analysis in the agreed format and timescale
	2.5 Draw issues, anomalies and potential problems to the attention of project managers
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project

ML23 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BUS16 – Store and retrieve information

Unit reference number: R/506/1811

Level: 2

Credit value: 4

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of information storage and retrieval and the ability to gather, store and retrieve information.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand information storage and retrieval

LO2 Be able to gather and store information

LO3 Be able to retrieve information

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Systems:

- Paper
- Electronic
- Organisational systems

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand information storage and retrieval	1.1 Describe systems and procedures for storing and retrieving information
	1.2 Outline legal and organisational requirements for information security and retention
	1.3 Explain how to create filing systems to facilitate information identification and retrieval
	1.4 Explain how to use different search techniques to locate and retrieve information
	1.5 Describe what to do when problems arise when storing or retrieving information

Learning Outcome	Assessment Criteria
LO2 Be able to gather and store information	2.1 Gather the information required within the agreed timescale
	2.2 Store files and folders in accordance with organisational procedures
	2.3 Store information in approved locations
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements

Learning Outcome	Assessment Criteria
LO3 Be able to retrieve information	3.1 Confirm information to be retrieved and its intended use
	3.2 Retrieve the required information within the agreed timescale

BUS16 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS18 – Handle mail

Unit reference number: D/506/1813

Level: 2

Credit value: 3

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide learners with an understanding of how to deal with mail and the ability to deal with incoming and outgoing mail.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to deal with mail

LO2 Be able to deal with incoming mail

LO3 Be able to deal with outgoing mail

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

For 3.2, this decision is made within limits of the learner's authority, e.g. if the organisation has a contract with a preferred supplier.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to deal with mail	1.1 Explain how to deal with “junk” mail
	1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	1.3 Describe how to operate a franking machine
	1.4 Explain how to prepare packages for distribution
	1.5 State organisational policies and procedures on mail handling, security and the use of courier services
	1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures

Learning Outcome	Assessment Criteria
LO2 Be able to deal with incoming mail	2.1 Sort incoming mail in line with organisational procedures
	2.2 Distribute incoming mail and packages to the right people according to the agreed schedule
	2.3 Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures

Learning Outcome	Assessment Criteria
LO3 Be able to deal with outgoing mail	3.1 Organise the collection of outgoing mail and packages on time
	3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item
	3.3 Dispatch outgoing mail on time

BUS18 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS39 – Employee rights and responsibilities

Unit reference number: L/506/1905

Level: 2

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to provide learners with an understanding of the role of organisations and industries, employers' expectations and employees' rights and obligations.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the role of organisations and industries

LO2 Understand employers' expectations and employees' rights and obligations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of organisations and industries	1.1 Explain the role of their own occupation within an organisation and industry
	1.2 Describe career pathways within their organisation and industry
	1.3 Identify sources of information and advice on an industry, occupation, training and career pathway
	1.4 Describe an organisation's principles of conduct and codes of practice
	1.5 Explain issues of public concern that affect an organisation and industry
	1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role

Learning Outcome	Assessment Criteria
LO2 Understand employers' expectations and employees' rights and obligations	2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role
	2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
	2.3 Describe the procedures and documentation that protect relationships with employees
	2.4 Identify sources of information and advice on employment rights and responsibilities

BUS39 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BUS42 – Negotiate in a business environment

Unit reference number: H/506/1912

Level: 3

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning negotiation and the ability to prepare for, and carry out, business negotiations.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles underpinning negotiation

LO2 Be able to prepare for business negotiations

LO3 Be able to carry out business negotiations

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning negotiation	1.1 Describe the requirements of a negotiation strategy
	1.2 Explain the use of different negotiation techniques
	1.3 Explain how research on the other party can be used in negotiations
	1.4 Explain how cultural differences might affect negotiations

Learning Outcome	Assessment Criteria
LO2 Be able to prepare for business negotiations	2.1 Identify the purpose, scope and objectives of the negotiation
	2.2 Explain the scope of their own authority for negotiating
	2.3 Prepare a negotiating strategy
	2.4 Prepare fall-back stances and compromises that align with the negotiating strategy and priorities
	2.5 Assess the likely objectives and negotiation stances of the other party
	2.6 Research the strengths and weaknesses of the other party

Learning Outcome	Assessment Criteria
LO3 Be able to carry out business negotiations	3.1 Carry out negotiations within responsibility limits in a way that optimises opportunities
	3.2 Adapt the conduct of the negotiation in accordance with changing circumstances
	3.3 Maintain accurate records of negotiations, outcomes and agreements made
	3.4 Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

BUS42 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand from skillsfirst	Qualifications Administrator

Unit Handbook

BUS43 – Develop a presentation

Unit reference number: K/506/1913

Level: 3

Credit value: 3

Guided Learning (GL) hours: 11

Unit aim

The aim of this unit is to provide learners with an understanding of how to develop a presentation and the ability to develop one.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand how to develop a presentation

LO2 Be able to develop a presentation

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Presentations can be electronic, paper based or verbal

Communication media refers to the manner in which the information is to be presented:

- Visually – on screen, flip chart, white board, paper
- Verbally – face to face, teleconference

Audiences could include, but not be exclusive to:

- Internal – colleagues, managers, other departments
- External – individuals, companies

Materials can include, but not be exclusive to:

- Handouts
- Models

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to develop a presentation	1.1 Explain best practice in developing presentations
	1.2 Explain who needs to be consulted on the development of a presentation
	1.3 Explain the factors to be taken into account in developing a presentation
	1.4 Analyse the advantages and limitations of different communication media

Learning Outcome	Assessment Criteria
LO2 Be able to develop a presentation	2.1 Identify the purpose, content, style, timing and audience for a presentation
	2.2 Select a communication media that is appropriate to the nature of a presentation, message and audience
	2.3 Tailor a presentation to fit the timescale and audience's needs
	2.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief
	2.5 Take action to ensure that a presentation adheres to organisational guidelines and policies
	2.6 Develop materials that support the content of a presentation

BUS43 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand from skillsfirst handbooks	Qualifications administrator

Unit Handbook

BUS44 – Deliver a presentation

Unit reference number: M/506/1914

Level: 3

Credit value: 3

Guided Learning (GL) hours: 17

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the delivery of presentations. It also provides learners with the ability to prepare and to deliver a presentation

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the principles underpinning the delivery of presentations

LO2 Be able to prepare to deliver a presentation

LO3 Be able to deliver a presentation

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Methods/media may include:

- Chalk and talk
- OHP (Overhead projection)
- Powerpoint
- Video clips
- Interactive white board
- Handouts

Contingencies may cover:

- Equipment faults
- Venue or room layout
- Insufficient resources

Factors may include:

- Timing
- Listening
- Understanding
- Considering
- Responding
- Referring

Contingency plans may include;

- Agreement for post event hand outs
- Use of USB sticks
- Secondary emergency equipment
- Pre event testing of equipment

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the delivery of presentations	1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations
	1.2 Explain how the type and size of the audience affects the delivery of a presentation
	1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations
	1.4 Explain voice projection and timing techniques when delivering presentations
	1.5 Explain the factors to be taken into account in responding to questions from an audience
	1.6 Explain different methods for evaluating the effectiveness of a presentation

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to deliver a presentation	2.1 Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation
	2.2 Develop contingency plans for potential equipment and resource failure
	2.3 Take action to ensure that the presentation fits the time slot available

Learning Outcome	Assessment Criteria
LO3 Be able to deliver a presentation	3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience
	3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation
	3.3 Use body language in a way that reinforces messages
	3.4 Use equipment and resources effectively when delivering a presentation
	3.5 Deliver a presentation within the agreed time frame
	3.6 Respond to questions in a way that meets the audience's needs
	3.7 Evaluate the effectiveness of a presentation

BUS44 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

CUS7 – Deliver customer service

Unit reference number: A/506/2130

Level: 2

Credit value: 5

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to provide learners with an understanding of customer service delivery and the relationship between customer service and a brand. It will also provide learners with an ability to prepare to deal with customers, to provide customer service and to support improvements to customer service delivery.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand customer service delivery

LO2 Understand the relationship between customer service and a brand

LO3 Be able to prepare to deal with customers

LO4 Be able to provide customer service

LO5 Be able to support improvements to customer service delivery

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Features - Characteristics, attributes and qualities of a product or service

Benefits - Advantages, uses, plusses and pros of a service or product

Methods of measuring their own effectiveness may include, but are not limited to:

- Customer feedback
- Peer feedback
- Reviewing performance against targets

Brand is a type of product /service provided by a particular company under a specific name

Customer service language could include phrases such as:

- “My pleasure”
- “No problem”
- “Have a good day”
- “Thank you for your custom”

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand customer service delivery	1.1 Explain the relationship between customers' needs and expectations and customer satisfaction
	1.2 Describe the features and benefits of an organisation's products and/or services
	1.3 Explain the importance of treating customers as individuals
	1.4 Explain the importance of balancing promises made to customers with the needs of an organisation
	1.5 Explain when and to whom to escalate problems
	1.6 Describe methods of measuring their own effectiveness in the delivery of customer service

Learning Outcome	Assessment Criteria
LO2 Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to an organisation
	2.2 Explain how a brand affects an organisation's customer service offer
	2.3 Explain the importance of using customer service language that supports a brand promise
	2.4 Identify their own role in ensuring that a brand promise is delivered

Learning Outcome	Assessment Criteria
LO3 Be able to prepare to deal with customers	3.1 Keep up to date with an organisation's products and/or services
	3.2 Prepare resources that are necessary to deal with customers before starting work

Learning Outcome	Assessment Criteria
LO4 Be able to provide customer service	4.1 Maintain organisational standards of presentation and behaviour when providing customer service
	4.2 Adapt their own behaviour to meet customers' needs or expectations
	4.3 Respond to customers' requests in line with organisational guidelines
	4.4 Inform customers of the progress of their requests
	4.5 Confirm that customers' expectations have been met in line with the service offer
	4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service

Learning Outcome	Assessment Criteria
LO5 Be able to support improvements to customer service delivery	5.1 Identify ways that customer service could be improved for an organisation and individuals
	5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery

CUS7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

CUS8 – Understand customers

Unit reference number: F/506/2131

Level: 2

Credit value: 2

Guided Learning (GL) hours: 17

Unit aim

The aim of this unit is to provide learners with an understanding of different types of customers and the value of customers and their loyalty.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand different types of customers

LO2 Understand the value of customers and their loyalty

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Cultural factors can include,

- Stories portrayed in the media
- Industry standard setting
- Demographics such as age, gender, socio-economic status
- Religious, moral views

Service offer is defined as the extent and limits of the customer service that an organisation is offering

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand different types of customers	1.1 Explain the distinctions between internal and external customers
	1.2 Explain how cultural factors can affect customers' expectations
	1.3 Describe the characteristics of challenging customers
	1.4 Explain how to identify dissatisfied customers

Learning Outcome	Assessment Criteria
LO2 Understand the value of customers and their loyalty	2.1 Explain how the achievement of the customer service offer contributes to enhancing customer loyalty
	2.2 Explain the relationship between customer satisfaction and organisational performance
	2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services
	2.4 Explain the potential consequences of customers' dissatisfaction
	2.5 Describe different methods of attracting customers and retaining their loyalty

CUS8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand	Qualifications Administrator

Unit Handbook

CUS17 – Resolve customer service problems

Unit reference number: A/506/2158

Level: 2

Credit value: 5

Guided Learning (GL) hours: 22

Unit aim

The aim of this unit is to provide learners with an understanding of the resolution of customer service problems. It will also provide learners with an ability to resolve customer service problems and to manage unresolved customer service problems.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the resolution of customer service problems

LO2 Be able to resolve customer service problems

LO3 Be able to manage unresolved customer service problems

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

In AC 1.2 **techniques** include, types of questioning used, communicating with both customers and colleagues, active listening

In AC 1.3 **techniques** may relate to learners own communication style, body language, active listening or referral and involvement of others

Others may include colleagues, supervisors, managers.

Other sources of help may be internal or external to an organisation i.e. managers or the Citizens Advice Bureau.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the resolution of customer service problems	1.1 Describe an organisation's customer service and complaints procedures
	1.2 Describe techniques to identify customer service problems and their causes
	1.3 Describe techniques to deal with situations where customers become agitated or angry
	1.4 Explain the limits of their own authority for resolving customers' problems and making promises
	1.5 Explain the purpose of encouraging customers to provide feedback
	1.6 Describe methods used to encourage customers to provide feedback

Learning Outcome	Assessment Criteria
LO2 Be able to resolve customer service problems	2.1 Identify the nature and cause of customer service problems
	2.2 Identify workable options for resolving problems within organisational guidelines
	2.3 Use the most appropriate method of communication for dealing with customers
	2.4 Agree with customers the option that best meets their needs and those of the organisation
	2.5 Keep customers informed of progress
	2.6 Fulfil promises made to customers during the resolution process
	2.7 Share customer feedback with others to improve the resolution of customer service problems
	2.8 Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems

Learning Outcome	Assessment Criteria
LO3 Be able to manage unresolved customer service problems	3.1 Explain to customers the reasons why problems cannot be resolved
	3.2 Refer customers to other sources of help if their problems cannot be resolved

CUS17 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

CUS31 – Resolve customers' complaints

Unit reference number: R/506/2151

Level: 3

Credit value: 4

Guided Learning (GL) hours: 22

Unit aim

The aim of this unit is to provide learners with an understanding of the monitoring and resolution of customers' complaints and to apply this understanding to deal with customers' complaints.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the monitoring and resolution of customers' complaints

LO2 Be able to deal with customers' complaints

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Monitoring techniques may include, but are not limited to:

- Record keeping
- Customer Contact Systems
- E-mails
- Letters
- Task-specific documents

Negotiating techniques may include, but are not limited to:

- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard communication
- Referral to specialist team

Conflict management techniques may include, but are not limited to:

- Standard Communication
- Referral to specialist team
- Explanation at source
- 'Second facing' at source

Organisational procedures may include, but are not limited to:

- Explanation at source
- 'Second facing' at source
- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard Communication
- Referral to specialist team

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to deal with customers' complaints	2.1 Confirm the nature, cause and implications of customers' complaints
	2.2 Take personal responsibility for dealing with complaints
	2.3 Communicate in a way that recognises customers' problems and understands their points of view
	2.4 Explain the advantages and limitations of different complaint response options to customers
	2.5 Explain the advantages and limitations of different complaint response options to the organisation
	2.6 Keep customers informed of progress
	2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority
	2.8 Record the outcome of the handling of complaints for future reference
	2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints

CUS31 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

HSPW2 – Health and safety procedures in the workplace

Unit reference number: T/505/4673

Level: 2

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to provide learners with an understanding of health and safety procedures in the workplace and to use that understanding to carry out tasks with regard to health and safety in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know health and safety procedures in the workplace

LO2 Be able to carry out tasks with regard to health and safety in the workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know health and safety procedures in the workplace	1.1 Define the main responsibilities for health and safety in the workplace of the following: <ul style="list-style-type: none"> • Employers • Employees
	1.2 Describe two health and safety laws affecting the workplace
	1.3 Define the importance of following health and safety procedures in the workplace
	1.4 Define the types of information or support available in relation to a specified aspect of health and safety in the workplace

Learning Outcome	Assessment Criteria
LO2 Be able to carry out tasks with regard to health and safety in the workplace	2.1 Carry out a risk assessment of a specified workplace activity
	2.2 Use equipment or tools safely in the workplace
	2.3 Describe how to prevent accidents in the workplace
	2.4 Assess how own health and safety practices could be improved

HSPW2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

TLD2 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator