SVQ in Business and Administration Level 4 (4436-04)

Qualification handbook for centres

GA4N 24

City&
Guilds

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Contents

1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Registration and certification
SVQ in Business and Administration Level 4	4436-04	GA4N 24	See Walled Garden/online catalogue for last dates

The City & Guilds SVQ in Business and Administration Level 4 meets the needs of candidates who are employed in or wish to gain employment in a role with administrative management responsibilities. They provide the candidate with the opportunity to gain the skills to develop and implement administrative services that can be applied to a wide range of businesses and organisations. The candidate will develop an understanding of management responsibilities and gain competencies in fulfilling these through a range of activities such as resource management, negotiating, agreeing budgets and promoting innovation and change.

These competence based qualifications replace the City & Guilds 4404 Level 4 SVQ in Business and Administration. These qualifications are based on national occupational standards developed by the Council for Administration (CfA) and were designed in collaboration with City & Guilds and other awarding organisations. They include imported units from the Institute of Customer Service (ICS) and the Management Standards Centre (MSC).

The Level 4 SVQ provides the candidate with the opportunity to enter into employment in a managerial role within any type of business environment and offers progression onto further learning / training and into higher education.

Contacting the Sector Skills Councils/Standards Setting Bodies

CfA
Tel: 020 7091 9620
Fax: 020 7091 7340
Email: **info@cfa.uk.com**
Website: **www.cfa.uk.com**

Management Standards Centre
Tel: 020 7240 2725
Email: **management.standards@managers.org.uk**
Website: **www.management-standards.org**

1.1 Qualification structure

To achieve the SVQ in Business and Administration Level 4 the learner **must achieve 8 units**:
- **Three units** from **Group A: Mandatory Units**
- At least **three units** from **Group B: Optional Units**
- **Two further units** must be selected from either **Group B: Optional Units** or **Group C: Optional Units**

The following rules apply to how units may be selected:

A. Either unit 410 (B3: Project Management) or 324 (C1: Project Management) may be selected but not both;

B. Either unit 416 (B5: Business Resources) or 327 (C6: Business Resources) may be selected but not both;

C. Either unit 413 (B7: Manage Information and Data) or 315 (C5: Manage Information and Data) may be selected but not both; and,

D. Either unit 420 (B6: Innovation and Change) or 421 (B6: Innovation and Change) may be selected but not both.

The table below illustrates the unit titles and the credit value of each unit the qualification will be awarded to candidates successfully completing the required combination of units.

Key to table   **A** – Mandatory, **B** – Optional, **C** – Optional

City & Guilds unit	Unit title	Level	Group A/B/C	Barred combination	Unit selected?
4436-401	Manage and be accountable for own performance in a business environment	4	A		
4436-402	Manage work in a business environment	4	A		
4436-412	Manage communications in a business environment	4	A		
4436-403	Evaluate and solve business problems	4	B		
4436-404	Make decisions in a business environment	4	B		
4436-405	Negotiate in a business environment	4	B		
4436-406	Manage an office facility	4	B		
4436-407	Propose and design administrative services	4	B		
4436-408	Prepare, co-ordinate and monitor operational plans	4	B		
4436-409	Implement, monitor and maintain administrative services	4	B		
4436-410	Plan, run and evaluate projects	4	B	324	
4436-411	Chair meetings	4	B		
4436-415	Prepare specifications for contracts	4	B		
4436-416	Manage budgets	4	B	327	
4436-417	Invite tenders and select contractors	4	B		
4436-418	Monitor and evaluate contracts	4	B		
4436-419	Implement and evaluate innovation in a business environment	4	B		
4436-420	Plan change for a team	4	B	421	

City & Guilds unit	Unit title	Level	Group A/B/C	Barred combination	Unit selected?
4436-421	Plan change across teams	4	B	420	
4436-422	Implement, monitor and review change	4	B		
4436-413	Design and develop information systems	4	B	315	
4436-414	Manage and evaluate information systems	4	B		
4436-424	Manage physical resources	4	B		
4436-425	Manage the environmental impact of your work	4	B		
4436-426	Recruit, select and keep colleagues	4	B		
4436-427	Provide leadership for your team	4	B		
4436-428	Provide leadership in your area of responsibility	4	B		
4436-429	Provide learning opportunities for colleagues	4	B		
4436-430	Develop productive working relationships with colleagues and stakeholders	4	B		
4436-324	Contribute to running a project	3	C	410	
4436-319	Organise and co-ordinate events	3	C		
4436-320	Plan and organise meetings	3	C		
4436-321	Organise business travel or accommodation	3	C		
4436-325	Deliver, monitor and evaluate customer service to internal customers	3	C		
4436-326	Deliver, monitor and evaluate customer service to external customers	3	C		
4436-309	Develop a presentation	3	C		
4436-310	Deliver a presentation	3	C		
4436-315	Support the design and development of information systems	3	C	413	
4436-316	Monitor information systems	3	C		
4436-317	Analyse and report data	3	C		
4436-318	Order products and services	3	C		
4436-327	Agree a budget	3	C	416	

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 4 SVQ in Customer Service (4427)
- Leadership and management qualifications offered by our sister organisation ILM **www.i-l-m.com**

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Promotional materials	**www.cityandguilds.com**
SmartScreen (for some level 3 units)	**www.smartscreen.co.uk**

2   Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres currently approved to offer the 4404 Level 4 SVQ in Business and Administration will be given automatic approval for the new Level 4 SVQ in Business and Administration. Existing sanctions will also apply to the new qualifications.

Centres not already offering City & Guilds qualifications in this subject area

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 1 for further information.

Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 1 for further information.

2.1   Resource requirements

Human resources

Staff delivering Business and Administration units within these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent to make Business and Administration assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) of for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

- Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications

or

- A trainer, supervisor or manager, employed by an organisation must either:

  1. hold or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications
     or
  2. seek guidance and approval from City & Guilds to demonstrate that the
     - organisation has appropriate processes in place to facilitate assessment, moderation or verification functions

- trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based.

For imported units please refer to the Assessment Strategy of the relevant sector skills council/standard setting body.

Continuing professional development (CPD)
Centres are expected to support their staff 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.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification(s) successfully.

To be awarded a SVQ in Business and Administration, candidates must demonstrate that they are able to perform the job or an appropriate task competently. Competence may be demonstrated in the private sector, not-for-profit sector or public sector. Candidates may be employed as full-time, part-time, paid or voluntary members of staff.

The assessment of all units at any level of a Business and Administration SVQ or competence-based qualification, '… may be based on either candidate performance at work or through simulation, as necessary'[1].

As part of the assessment for this qualification, candidates must have access to a work or realistic work environment (RWE).

Realistic work environments
Where the candidate is subjected to a work environment and is producing performance evidence subject to all of the following conditions:
- time pressures
- work problems
- accountabilities
- office environment
- tools to do the job.
eg learners in a model or virtual office.

External verifiers will need to approve RWEs on an individual basis before any assessment can begin. Authenticity is essential and approval needs to be endorsed on an annual basis by the external verifier.

Simulation
If a unit or part of a unit at any level is simulated, it must be undertaken in a RWE.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

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[1] See CfA Assessment Strategy 2009, Business and Administration NOS, December 2009.

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

An example of a simulated task is one that is not going to be used by a third party but meets all the rigour of an RWE ie where the candidate is subjected to work timelines, prioritising, interruptions of a working environment etc.

For imported units please refer to the Assessment Strategy of the relevant sector skills council/standard setting body.

Age restrictions

These qualifications are not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:
- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification(s). This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification[s] they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification(s) they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:
- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

For further information to assist with the planning and development of the programme, please refer to the following:
- Evidence requirements and/or notes for guidance in each unit.
- Useful material is also available from the CfA, **www.cfa.uk.com**

4 Assessment

4.1 Summary of assessment methods

For these qualifications candidates will be required to complete the following assessments:

- a portfolio of evidence clearly indicating how each unit has been achieved

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- Assessment must be completed within the candidate's period of registration.

4.2 Evidence requirements

Evidence requirements have been included for each Business and Administration unit.

Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria, which may include:

Naturalistic observation of workplace activities: Assessors must provide information about the context of the assessment.

Products: Such as reports, letters, e-mails, memos, printouts, etc, are also valuable items of performance evidence. Assessors are encouraged to assess work products in situ and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding organisation.

Expert witness: Can be used to address any gaps in the technical and occupational competence of assessors, and also for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses are identified and trained by the centre.

Witness testimony: Can provide valuable evidence of candidate competence. In line with established principles, witness testimony must be:

- a clear, authentic statement indicating how the learner carries out their job
- dated, signed and include the job title of the witness.

Candidate reports (feedback): Oral or written reports from the candidate which involve descriptions of activities and processes and some self-assessment, eg a work diary.

Reflective accounts: A reflective account is usually a write up of how a candidate has carried out part of their job, recording events that actually happened. Where possible, the account should state why the candidate took the actions they did.

Recognition of prior learning (RPL) / achievement (RPA): May be evidenced from a range of activities, using valid assessment methods that meet the requirements of the assessment criteria of a unit. Evidence in support of RPL / RPA must be authentic, current, valid, relevant and sufficient.

Professional discussion: Professional discussion is a single, or series of, structured, planned and in-depth discussion(s) which can be recorded electronically or manually in paper, computer, audio

or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. The CfA supports the use of professional discussion in holistic assessment.

Verbal / written questions: Also includes questionnaires; work based tasks; reflective accounts; case studies; professional discussion; and, feedback reports. As assessment by observation and examination of work products usually results in inferred knowledge, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate.

Projects: An extended piece of practical and / or written work involving planning and research, generally presented as a report.

Assignments: May be practical or written tasks given to learners which test skills, knowledge or understanding, or combinations of all three.

Case studies: An effective case study report should:
- clearly identify the core problem(s)
- analyse the issues underlying the problem
- discuss and justify alternative solutions using theory / experience
- present feasible recommendations
- be presented in an appropriate format.

Audio/video recordings: May be used to support observation reports, examination of work products and knowledge questionnaires.

Simulation/role play: A task-based function where there are clear goals which need to be achieved and the outcomes are evaluated in a 'real-work environment'[2].

This list is illustrative of the options available to provide evidence in support of achieving the assessment criteria of a unit. The most appropriate forms of evidence should be selected for each unit or part of a unit.

Characteristics of assessment guidance

The candidate may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the candidate's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a Business and Administration SVQ unit.

The assessor will need to be assured that the learner can:
- consistently perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit.

All examples of evidence submitted for assessment of a unit must be:
- current
- sufficient

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[2] See CfA Assessment Strategy 2009 Business and Administration NOS, December 2009, clause 4.2.

- relevant
- appropriate
- authentic
- fair.

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 candidate, the assessor and, perhaps, their employer.

Holistic assessment

The approach to assessing evidence should aim to be holistic; that is, evidence in support of one unit or part of a unit may be used in part for aspects of another unit. Many of the SVQ units from the Business and Administration suite are interrelated and evidence from one unit may equally be applied to part of the evidence requirements of another unit.

Using a holistic approach to assessment will:
- enrich the assessment process for the candidate and the assessor by bringing together elements of different units
- make more sense to the candidate and avoid duplication of assessment
- provide a rigorous approach to the assessment process
- allow for evidence for particular units to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- efficiently use assessment opportunities and reduce over-assessment
- be cost effective.

Holistic assessment will minimise repetition, time and the burden of assessment on all parties involved in the assessment process. This should not prevent individual units being signed-off as they are completed.

Using other related qualifications as evidence

Other qualifications can be used as supporting evidence in a candidate's portfolio. The qualification must be current and be benchmarked to one or more of the Business and Administration SVQ units. However, it will only be supporting evidence, as assessors must still make judgments about how the learner demonstrates competence at work.

4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds has also developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. **SVQ Recording forms** are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.4 Recognition of prior learning/achievement (RPA)

Recognition of Prior Learning/Achievement (RPL/A) recognises the contribution a person's previous experience could contribute to a qualification.

RPL/RPA for Business and Administration units may be evidenced from a range of activities, using valid assessment methods that meet the requirements of the assessment criteria of a unit. Evidence in support of RPL / RPA must be authentic, current, valid, relevant and sufficient.

Please refer to the relevant Assessment Strategy for guidance on RPL/RPA for imported units.

5   Units

Availability of units

The units for these qualifications follow.

Imported units from Customer Service and Management are available in the **4436 Imported Units document** from **www.cityandguilds.com**.

Structure of units

The units in these qualifications are written in a standard format and comprise the following:
- City & Guilds reference number
- title
- level
- unit aim

Unit 309   Develop a presentation

Level: 3

What is the unit about?
This unit is about researching, planning and preparing a presentation for specific audiences.

Specific skills
- Communicating
- Researching
- Evaluating
- Organising
- Planning

Unit 309　　　　Develop a presentation

Performance indicators

1.1 Agree the purpose, content, style and time of the presentation and who the audience will be

1.2 Research and plan the presentation

1.3 Choose the equipment required to deliver the presentation

1.4 Prepare the presentation to achieve its purpose and suit the needs of the audience

1.5 Obtain feedback on the presentation and make necessary adjustments

1.6 Estimate how long the presentation will last

1.7 Produce presentation handouts, when required

1.8 Reflect on feedback obtained of the presentation and identify learning points

Unit 309   Develop a presentation

Knowledge and understanding

1.1 The advantages and disadvantages of using presentations to provide information

1.2 Different ways of making presentations and their features

1.3 The reasons for agreeing the purpose, content, style and timing of presentations before planning and preparation

1.4 How to prepare presentations so they are engaging, interesting, concise and informative

1.5 How to tailor the presentation to the audience

1.6 The different types of equipment that can be used to deliver the presentation

1.7 The purpose and value of getting feedback on prepared presentation

1.8 How handouts can complement presentations

Unit 310   Deliver a presentation

Level: 3

What is the unit about?
This unit is about preparing for, delivering and evaluating a formal presentation.

Specific skills
- Communicating
- Evaluating
- Organising
- Planning
- Managing time

Unit 310   Deliver a presentation

Performance indicators

1.1 Choose equipment and plan how to use the equipment's features to best effect

1.2 Develop contingency plans in case of equipment failure or other problems

1.3 Practise and time the delivery of the presentation

1.4 Obtain feedback on the presentation and make necessary adjustments

1.5 Make sure the equipment and resources are in working order

1.6 Make sure the audience receive presentation materials

1.7 Introduce self to the audience and state the aims of the presentation

1.8 Address the audience by speaking clearly and confidently, using language which is appropriate to the topic and the audience

1.9 Use equipment, where appropriate, to enhance the presentation and deal with any problems that may occur

1.10 Vary your voice tone, pace and volume to emphasise key points and maintain the audience's interest

1.11 Use your body language in a way that reinforces your message

1.12 Gauge audience reaction during the presentation and adapt accordingly

1.13 Summarise the key points

1.14 Provide the audience with the opportunity to ask questions

1.15 Listen carefully to questions and respond in a way that meets the audience's needs

1.16 Collect feedback on the presentation

1.17 Reflect on own performance and identify learning points

1.18 Evaluate the presentation and identify changes that will improve future presentations

Unit 310   Deliver a presentation

Knowledge and understanding

1.1 Different ways of delivering presentations and their features

1.2 How to tailor the presentation to the audience

1.3 The purpose and benefits of rehearsing presentations and how to do so

1.4 How handouts can complement presentations

1.5 The types of equipment used for presentations and their features

1.6 The purpose and value of checking equipment in advance

1.7 How to use equipment to make presentations

1.8 The purpose and benefits of contingency planning

1.9 The types of problems that may occur with presentation equipment and how to deal with these

1.10 The purpose and benefits of speaking clearly to convey the main points of a presentation

1.11 How to gauge audience reaction to the presentation

1.12 The purpose and benefits of summarising important features of the presentation

1.13 The purpose and benefits of giving opportunities to the audience to ask questions

1.14 The purpose and benefits of collecting feedback from the audience on the presentation

1.15 The purpose and benefits of evaluating the presentation and reflecting on the performance

Unit 315 Support the design and development of information systems

Level: 3

What is the unit about?

This unit is about contributing to the design and support the development of information systems to meet users' needs.

Specific skills

- Analysing
- Organising
- Using technology
- Evaluating
- Planning
- Managing resources
- Problem solving
- Negotiating
- Researching

Unit 315   Support the design and development of information systems

Performance indicators

1.1 Identify the information that will be managed within the system

1.2 Identify the resources required and available to deliver and implement the system

1.3 Contribute to the design of a system specification that meets identified needs and budgetary controls

1.4 Support the development of an information system that meets the specification

1.5 Support testing of the information system against the agreed specification

1.6 Resolve faults, within the limits of own authority

Unit 315 Support the design and development of information systems

Knowledge and understanding

1.1 The purpose and benefits of managing information to meet specifications

1.2 The types of information that need to be managed in a business

1.3 The types of information systems available and their main features

1.4 The purpose and benefits of identifying and agreeing user needs for an information system and developing specifications based on these

1.5 How to develop specifications for information management, including resources and budgets

1.6 How to create and develop an information system based on identified user needs

1.7 The purpose and benefits of testing information systems

1.8 How to test an information system

1.9 How to resolve faults, within the limits of own authority

Unit 316   Monitor information systems

Level: 3

What is the unit about?
This unit is about maintaining and monitoring information systems to meet agreed specifications within legislation and organisational requirements.

Specific skills
- Analysing
- Monitoring resources
- Problem-solving
- Developing others
- Negotiating
- Researching
- Evaluating
- Organising
- Using technology
- Monitoring
- Planning

Unit 316   Monitor information systems

Performance indicators

1.1 Identify the information to be monitored and the resources available to do so
1.2 Provide training and ongoing support to users
1.3 Maintain and update the information system
1.4 Monitor the use of the information system
1.5 Resolve problems when they occur
1.6 Review and further develop information systems to meet agreed specifications
1.7 Make sure all relevant legal and organisational requirements are followed

Unit 316　　Monitor information systems

Knowledge and understanding

1.1 The purpose and benefits of managing information to meet specifications
1.2 The purpose and benefits of monitoring the use of an information system
1.3 The different ways of monitoring use if an information system
1.4 The benefits of training users of the information system with available methods
1.5 The purpose of maintaining and updating the information system and methods you can use
1.6 The types of problems that occur with information systems and how to deal with them
1.7 The different ways of maintaining and updating an information system
1.8 The benefits of continuously improving information systems
1.9 Legislation and organisational requirements covering data protection and freedom of information

Unit 317   Analyse and report data

Level: 3

What is the unit about?
This unit is about selecting, organising, analysing and reporting data.

Specific skills
- Communicating
- Presenting information
- Decision-making
- Problem-solving
- Organising
- Researching
- Analysing
- Planning
- Using technology

Unit 317   Analyse and report data

Performance indicators

1.1 Select relevant, valid and reliable data for analysis

1.2 Organise data for analysis

1.3 Apply analysis and evaluation techniques appropriate to the purpose of the research

1.4 Produce accurate, unbiased results and conclusions

1.5 Check the accuracy of the analysis using appropriate techniques and make adjustments where necessary

1.6 Get feedback on what you have found, if necessary

1.7 Present data on time and in the agreed format

Unit 317   Analyse and report data

Knowledge and understanding

1.1 The purpose and value of agreeing aims, objectives and deadlines

1.2 The differences between primary and secondary research methods

1.3 The differences between quantitative and qualitative research methods

1.4 Relevant data sources and search methods

1.5 How to evaluate the relevance and reliability of the sources of data

1.6 What constitutes relevant, valid and reliable data

1.7 How to organise data for analysis

1.8 Analysis and evaluation techniques which produce accurate and unbiased results

1.9 The different formats that may be required when reporting data

Unit 318   Order products and services

Level: 3

What is the unit about?

This unit is about identifying and obtaining relevant products and services to meet agreed specifications as negotiated with suppliers to achieve best value for money.

Specific skills

- Communicating
- Problem-solving
- Evaluating
- Researching
- Monitoring
- Negotiating

Unit 318 Order products and services

Performance indicators

1.1 Keep up to date with products and services relevant to own area of work

1.2 Develop and agree a budget and specification for the products or services to be ordered

1.3 Identify quality products and services that meet the specification

1.4 Identify the product or service which represents best value for money

1.5 Procure products or services following organisational procedures

1.6 Negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties

1.7 Agree a contract for the product or service, if required

1.8 Create and maintain partnerships with suppliers to improve quality and cut costs

1.9 Monitor the performance of suppliers in line with the terms of the contract

1.10 Follow the correct procedures to deal with problems

1.11 Monitor and evaluate procurement procedures as needed

1.12 Take action to improve efficiency and obtain better value for money

Unit 318   Order products and services

Knowledge and understanding

1.1 The organisational needs and priorities regarding procurement

1.2 Sources of information on products and services relevant to own area of work and how to use these

1.3 How to write a specification for a product or service

1.4 Different sources of quality products and services

1.5 How to select products and services that represent best value for money

1.6 How to negotiate best value for money

1.7 The organisational procurement procedures, including its policy on the acceptance of gifts and hospitality

1.8 How to create and maintain positive working partnerships with suppliers

1.9 How supply chains work

1.10 How to monitor and evaluate procurement procedures

1.11 The actions that may improve efficiency and obtain better value for money

Unit 319   Organise and co-ordinate events

Level: 3

What is the unit about?

This unit is about agreeing a brief and budget for organising an event and decide the operational activities and technical requirements to deliver the event.

Specific skills

- Checking
- Interpersonal skills
- Monitoring
- Problem-solving
- Communicating
- Leading
- Negotiating
- Decision-making
- Managing resources
- Organising
- Evaluating
- Planning
- Managing time

Unit 319 Organise and co-ordinate events

Performance indicators

1. Before the event

1.1 Agree the event brief and budget

1.2 Agree a plan for the event which will meet agreed objectives and address identified risks and contingencies

1.3 Identify and agree the resources and support needed for the event

1.4 Identify and cost suitable venues

1.5 Make sure all relevant legal and contractual requirements are correctly addressed

1.6 Make sure the event complies with relevant health, safety and security requirements

1.7 Liaise with the venue to confirm event requirements

1.8 Make sure invitations are sent out to delegates

1.9 Manage resources and the production of event materials

1.10 Manage delegate responses

1.11 Prepare joining instructions and event materials to be sent to delegates

1.12 Make arrangements for rehearsals, if required, to make sure that the event runs smoothly

1.13 Make sure all those involved are briefed and trained to fulfil their roles

1.14 Delegate functions to the event team as appropriate

2. At the event

2.1 Prepare the venue and make sure all necessary resources are in place

2.2 Co-ordinate activities and resources during the event, in line with agreed plans

2.3 Help delegates to feel welcome

2.4 Respond to delegates' needs throughout the event

2.5 Resolve problems in a timely manner

2.6 Oversee the work of key staff during the event

2.7 Monitor compliance with relevant health, safety and security requirements

2.8 Liaise with venue management to make sure facility resources are in place

3. After the event

3.1 Clear and vacate the venue, in accordance with the terms of the contract

3.2 Prepare and circulate papers or conduct other follow-up activities, if necessary

3.3 Reconcile accounts to budget

3.4 Seek and collect feedback from those involved in the event

3.5 Analyse the feedback and share the analysis with relevant people

3.6 Agree key learning points and use these to improve the running of future events

Unit 319   Organise and co-ordinate events

Knowledge and understanding

1.1 The role of an event organiser

1.2 How to plan and manage events to meet the objectives of the brief

1.3 The different types of events and their main features

1.4 The purpose and value of agreeing a brief and budget for the event

1.5 The types of risks associated with events and how to minimise these

1.6 How to develop a contingency plan for an event

1.7 The types of information that delegates will need

1.8 How to identify suitable venues for different types of events

1.9 The types of resources needed for different types of events

1.10 The special requirements that delegates may have and how to meet these

1.11 Health, safety and security requirements when organising events

1.12 The relevant legal and organisational requirements for contracts

1.13 The types of activities and resources that may need to be co-ordinated during an event

1.14 The types of problems that may occur during events and how to solve them

1.15 What points to observe when clearing and vacating an event

1.16 The purpose and value of evaluating an event and the methods you can use

1.17 The types of papers that may need to be circulated after an event

1.18 Budgetary responsibilities and procedures

Unit 320   Plan and organise meetings

Level: 3

What is the unit about?
This unit is about planning and organising meetings, ensuring the necessary activities are carried our before, during and after the meeting.

Specific skills
- Checking
- Communicating
- Managing resources
- Planning
- Managing time
- Problem-solving
- Evaluating
- Negotiating
- Interpersonal skills
- Organising

Unit 320   Plan and organise meetings

Performance indicators

1. Before the meeting
1.1 Plan and agree the meeting brief
1.2 Agree a budget for the meeting, where appropriate
1.3 Organise and confirm venue, equipment and catering requirements
1.4 Agree and prepare agenda and meeting papers
1.5 Invite attendees, confirm attendance and identify any special requirements
1.6 Make sure attendees' needs are met
1.7 Collate and dispatch papers for the meeting within agreed timescales
1.8 Make sure the chair receives an appropriate briefing
1.9 Arrange the equipment and layout of the room
1.10 Arrange catering, if appropriate
1.11 Make sure someone has been nominated to take minutes, if required

2. At the meeting
2.1 Make sure attendees are welcomed and receive suitable refreshments
2.2 Make sure attendees have the papers and other resources they need
2.3 Provide information, advice and support when required

3. After the meeting
3.1 Evaluate and maintain a record of external services, where these have been used
3.2 Collect and evaluate participant feedback from the meeting and share the results with relevant people
3.3 Agree learning points and use these to improve the organisation of future meetings

Unit 320   Plan and organise meetings

Knowledge and understanding

1.1 How to plan meetings that meet agreed aims and objectives

1.2 The different types of meetings and their main features

1.3 The purpose and benefits of planning and agreeing a brief for the meeting

1.4 The role of the person organising the meeting

1.5 How to identify suitable venues for different types of meetings

1.6 The types of resources needed for different types of meetings

1.7 Health, safety and security requirements when organising meetings

1.8 The main points that should be covered by an agenda and meeting papers

1.9 The types of information attendees will need

1.10 Any special requirements that attendees may have and how to meet them

1.11 The benefits of briefing the chair in advance of the meeting

1.12 The purpose of welcoming and providing suitable refreshments to attendees

1.13 The types of information, advice and support that may be asked to be provided during meetings

1.14 The types of problems that may occur during meetings and how to solve these

1.15 How to record and follow up actions

1.16 How to evaluate external services

1.17 Different ways to collect and evaluate participant feedback from the meeting

1.18 How to agree learning points to improve the organisation of future meetings

Unit 321   Organise business travel or accommodation

Level: 3

What is the unit about?

This unit is about researching, organising and agreeing arrangements for travel and accommodation to make sure they meet the brief and agreed budget.

Specific skills

- Communicating
- Managing time
- Problem-solving
- Checking
- Negotiating
- Researching
- Decision-making
- Organising
- Evaluating
- Planning

Unit 321   Organise business travel or accommodation

Performance indicators

1.1 Confirm travel or accommodation and budget requirements

1.2 Check draft itinerary and schedule with the traveller

1.3 Research and book travel arrangements or accommodation as agreed, obtaining best value for money

1.4 Obtain foreign currency, relevant insurance and visas, if required

1.5 Obtain and collate documents and information for travel or accommodation

1.6 Maintain records of travel or accommodation and store any confidential information securely, including financial records

1.7 Arrange payment facilities for travel or accommodation

1.8 Follow the correct procedures when there are problems with travel or accommodation arrangements

1.9 Provide the traveller with an itinerary, documents and information in good time

1.10 Confirm with the traveller that itinerary, documents and information meet requirements

1.11 Evaluate and maintain a record of external services used

Unit 321 Organise business travel or accommodation

Knowledge and understanding

1.1 The purpose of confirming the brief and budget for travel or accommodation

1.2 How to organise business travel or accommodation to meet expectations

1.3 The main types of travel or accommodation arrangements that may need to be made and the procedures to follow

1.4 The sources of information and facilities that are used to make travel or accommodation arrangements

1.5 How to obtain best value for money when making travel or accommodation arrangements

1.6 How to obtain foreign currency, insurance and visas and when these are required

1.7 How to keep records of travel or accommodation arrangements, including financial records

1.8 The types of information that are confidential and how to store them in line with current legislation

1.9 The documents and information to provide to the person who is travelling and how to obtain these

1.10 The procedures to follow to make payment arrangements for travel or accommodation

1.11 The types of problems that may occur with travel or accommodation arrangements and the correct procedures to follow in order to deal with these problems

1.12 The purpose of evaluating the travel or accommodation used and recording the findings of the evaluation for future application

Unit 324 Contribute to running a project

Level: 3

What is the unit about?
This unit is about contributing to project planning and supporting the implementation and monitoring of projects to achieve planned outcomes.

Specific skills
- Application of number
- Managing resources
- Planning
- Analysing
- Managing time
- Prioritising
- Communicating
- Monitoring
- Problem-solving
- Evaluating
- Organising

Unit 324   Contribute to running a project

Performance indicators

1.   Contribute to project planning

1.1   Identify all stakeholders involved in the project.

1.2   Confirm the purpose of the project with all relevant stakeholders.

1.3   Confirm the project scope, timescale, aims and objectives.

1.4   Contribute to the preparation of a project specification.

1.5   Confirm the resources needed for the project.

2.   Run the project

2.1   Implement and monitor the project to meet the agreed budget and timescales.

2.2   Communicate with all those involved in or affected by the project.

2.3   Seek advice in response to unexpected events.

2.4   Keep records of all project activity in the agreed format.

2.5   Provide interim reports on project progress.

2.6   Achieve required outcomes on time and to budget.

Unit 324   Contribute to running a project

Knowledge and understanding

1.1   The purpose and benefits of identifying stakeholders involved in the project.

1.2   The difference between managing operations and managing projects.

1.3   The advantages and disadvantages of using projects and when projects are appropriate.

1.4   The benefits of defining a project's purpose, scope, timescale, costs, aims and objectives.

1.5   How to estimate types and quantity of resources needed for project activities.

1.6   The project-planning methodologies appropriate to the types of projects run and tools that can be used to assist project planning and control.

1.7   Different types of methods available to monitor projects.

1.8   Different ways of communicating with those involved in or affected by a project to make sure it runs smoothly.

1.9   The benefits of being flexible and adapting project plans when necessary.

1.10   How to record project activities.

1.11   The purpose of interim reporting.

1.12   The purpose and value of achieving projects within agreed timescales.

Unit 325 Deliver, monitor and evaluate customer service to internal customers

Level: 3

What is the unit about?

This unit is about delivering, monitoring, evaluating and improving services to meet internal customer needs.

Specific skills

- Evaluating
- Listening
- Monitoring
- Negotiating
- Problem-solving
- Questioning

Unit 325 Deliver, monitor and evaluate customer service to internal customers

Performance indicators

1 Identify customer needs and expectations

1.1 Build positive working relationships with internal customers

1.2 Manage expectations of internal customers to make sure they are realistic

1.3 Identify and confirm internal customer needs

1.4 Agree timescales and quality standards with internal customers

2 Deliver customer services

2.1 Provide services to agreed timescales and quality standards and follow procedures if these are not achieved

2.2 Check internal customer needs and expectations are met

2.3 Follow the correct procedures to handle complaints in a professional manner and to a given timescale

3 Monitor and evaluate customer services

3.1 Obtain and record internal customer feedback

3.2 Analyse and evaluate internal customer feedback

3.3 Take action to improve service to internal customers

Unit 325 Deliver, monitor and evaluate customer service to internal customers

Knowledge and understanding

1.1 The types of products and services offered by your organisation relevant to internal customers

1.2 What is meant by internal customer service

1.3 The purpose and benefits of delivering internal customer service that meets or exceeds internal and customer expectations

1.4 How to build positive working relationships with internal customers

1.5 How to manage internal customer expectations

1.6 The purpose and benefits of identifying and confirming internal customer needs

1.7 The types of quality standards appropriate to own responsibilities

1.8 How to set and meet timescales and quality standards with internal customers

1.9 The purpose and benefits of monitoring internal customer satisfaction and how to do so

1.10 The types of problems that internal customers may experience and how to process and resolve or refer them

1.11 The correct procedures to follow when handling complaints

1.12 The techniques for collecting and analysing internal customer feedback

1.13 The purpose and benefits of continuous improvement

Unit 326 Deliver, monitor and evaluate customer service to external customers

Level: 3

What is the unit about?

This unit is about delivering, monitoring, evaluating and improving services to meet external customer needs.

Specific skills

- Evaluating
- Listening
- Monitoring
- Negotiating
- Problem-solving
- Questioning

Unit 326   Deliver, monitor and evaluate customer service to external customers

Performance indicators

1 Identify customer needs and expectations

1.1 Build positive working relationships with external customers

1.2 Manage expectations of external customers to make sure they are realistic

1.3 Identify and confirm external customer needs

1.4 Agree timescales and quality standards with external customers

2 Deliver customer services

2.1 Provide services to agreed timescales and quality standards and follow procedures if these are not achieved

2.2 Check external customer needs and expectations are met

2.3 Follow the correct procedures to handle complaints in a professional manner and to a given timescale

3 Monitor and evaluate customer services

3.1 Obtain and record external customer feedback

3.2 Analyse and evaluate external customer feedback

3.3 Take action to improve service to external customers

Unit 326   Deliver, monitor and evaluate customer service to external customers

Knowledge and understanding

1.1 The types of products and services offered by your organisation relevant to external customers

1.2 What is meant by external customer service

1.3 The purpose and benefits of delivering external customer service that meets or exceeds external and customer expectations

1.4 How to build positive working relationships with external customers

1.5 How to manage external customer expectations

1.6 The purpose and benefits of identifying and confirming external customer needs

1.7 The types of quality standards appropriate to own responsibilities

1.8 How to set and meet timescales and quality standards with external customers

1.9 The purpose and benefits of monitoring external customer satisfaction and how to do so

1.10 The types of problems that external customers may experience and how to process and resolve or refer them

1.11 The correct procedures to follow when handling complaints

1.12 The techniques for collecting and analysing external customer feedback

1.13 The purpose and benefits of continuous improvement

Unit 327 Agree a budget

Level: 3

What is the unit about?
This unit is about identifying and negotiating the financial resources required to agree a budget.

Specific skills
- Analysing
- Prioritising
- Monitoring
- Problem-solving
- Negotiating
- Planning

Unit 327 Agree a budget

Performance indicators

1.1 Identify the financial resources needed to meet goals and objectives
1.2 Evaluate and justify costs and associated risks
1.3 Plan a draft budget
1.4 Negotiate and agree the budget with decision-makers

Unit 327   Agree a budget

Knowledge and understanding

1.1 The different types of budgetary systems and their features

1.2 How to use estimates in developing draft budgets

1.3 How to identify the financial resources needed to achieve aims and objectives and the purpose and value of this

1.4 The purpose and benefits of evaluating and justifying estimated costs

1.5 How to negotiate and agree budgets with decision-makers

Unit 401 Manage and be accountable for own performance in a business environment

Level: 4

What is the unit about?

This unit is about accepting responsibility for own work and its delivery aiming to improve own performance in a business environment.

Specific skills

- Analysing
- Planning
- Using numbers
- Communicating
- Presenting information
- Using technology
- Decision-making
- Problem-solving
- Organising
- Researching

Unit 401 Manage and be accountable for own performance in a business environment

Performance indicators

1. Plan and be accountable for your work

1.1 Negotiate realistic targets for your work

1.2 Negotiate resources you need and select effective working methods

1.3 Meet your deadlines or renegotiate targets and plans in good time

1.4 Take responsibility for your own work and accept responsibility for any mistakes you make

1.5 Reflect on and learn from mistakes

1.6 Follow agreed guidelines, procedures and, where appropriate, codes of practice

2. Behave in a way that supports effective working

2.1 Set high standards for your work and show drive and commitment in achieving these standards

2.2 Cope with pressure and overcome difficulties and setbacks

2.3 Assert your own needs and rights

2.4 Actively seek new challenges

2.5 Adapt readily to change and support others during change

2.6 Treat other people with honesty, respect and consideration

2.7 Support other people

3. Improve your own performance

3.1 Encourage and accept feedback from other people

3.2 Evaluate your own work and use feedback from other people to identify where you should improve

3.3 Identify ways to improve your work, consistently put them into practice and test how effective they are

3.4 Identify where further learning and development could improve your performance

3.5 Develop and follow through a learning plan that meets your own needs

3.6 Review your progress and update your plans for improvement and learning

Unit 401   Manage and be accountable for own performance in a business environment

Knowledge and understanding

1. Plan and be accountable for your work

1.1 How to negotiate realistic targets and resources

1.2 How to maximise working methods and how to apply them

1.3 The purpose and benefits of acknowledging and learning from your mistakes

1.4 The guidelines, procedures and codes of practice that are relevant to your work

1.5 The benefits and value of continuously improving your work

2. Behave in a way that supports effective working

2.1 The purpose of setting high standards for your work and how to set these standards

2.2 How to cope with pressure

2.3 The purpose and value of being resilient when you experience setbacks

2.4 The purpose and benefits of being assertive, what this means and situations when you should be assertive

2.5 The purpose and benefits of actively seeking new challenges and adapting to change

2.6 How to recognise when others need your support and how to provide it

2.7 The value of treating others with honesty, respect and consideration

2.8 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not

3. Improve your own performance

3.1 The purpose and benefits of encouraging and accepting feedback from others

3.2 How to evaluate your work

3.3 The purpose and benefits of testing possible improvements to your work

3.4 How learning and development can help you to improve your work, benefit the organisation and further your career

3.5 The main career progression routes available to you

3.6 How to develop a learning plan

Unit 402   Manage work in a business environment

Level: 4

What is the unit about?

This unit is about managing and taking responsibility for working effectively within your organisation, supporting its purpose and values; sustainability; respecting diversity; protecting security and confidentiality; and, managing risk.

Specific skills

- Communicating
- Interpersonal skills
- Monitoring
- Planning
- Problem-solving
- Reading
- Team working

Unit 402   Manage work in a business environment

Performance indicators

1. Work to achieve your organisation's purpose and values

1.1 Work in a way that supports own organisation's overall mission and team's objectives

1.2 Implement policies, systems and procedures that are relevant to your role

1.3 Put your organisation's values into practice in all aspects of your work

1.4 Work with outside organisations and individuals in a way that protects and improves the image of your organisation

1.5 Improve objectives, policies, systems, procedures and values in a way that is consistent with your job role

2. Support sustainability

2.1 Establish and maintain procedures to minimise waste, recycle materials and correctly dispose of hazardous materials

2.2 Establish and maintain procedures for the maintenance of equipment

2.3 Involve all stakeholders in continuously improving working methods and the use of technology to ensure efficiency in the work environment

2.4 Choose sources of equipment, materials and expertise that provide the best value for money and reflect social responsibility in the medium and long term

2.5 Establish and maintain procedures to develop colleagues so that they can maximise their performance and their value to the organisation in the short, medium and long term

3. Support diversity

3.1 Establish and maintain a working environment that values diversity and makes best use of the talents of all those working for and with the organisation

3.2 Use words and actions that show you value diversity among your colleagues, customers and stakeholders

3.3 Interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs

3.4 Uphold the rights of people who are different from you

3.5 Learn from other people who are different from yourself and use this to improve the way you work and interact with others

3.6 Follow your organisation's procedures and legal requirements in relation to discrimination legislation

4. Maintain security and confidentiality

4.1 Maintain the security of property in a way that is consistent with your organisation's procedures and legal requirements

4.2 Maintain the confidentiality of information in a way that is consistent with your organisation's procedures and legal requirements

4.3 Deal with any concerns about the security of property and confidentiality of information

5. Assess and manage risk

5.1 Identify possible sources of risk

5.2 Assess the level of risk

5.3 Make judgements on acceptable risks

5.4 Put in place ways of minimising and monitoring risk

5.5 Be alert to new risks and be able to manage these when they occur

5.6 Review and learn from your experience of assessing and managing risk

Unit 402   Manage work in a business environment

Knowledge and understanding

1. Work to achieve your organisation's purpose and values

1.1 The sector in which your organisation operates

1.2 Your organisation's mission and purpose

1.3 The main characteristics of your organisation and how it compares to other organisations in its sector

1.4 Your main responsibilities at work

1.5 How your role fits into your organisation's structure and contributes to its operation

1.6 The policies, procedures, systems and values of your organisation that are relevant to your job

1.7 How to implement your organisation's values and policies

1.8 How you can improve policies, objectives, systems and values in a way that is consistent with your job role

2. Support sustainability

2.1 The purpose and benefits of minimising waste in the workplace and the impact this has on organisational performance

2.2 The main causes of waste in a business administration environment and what procedures can be put in place to minimise these

2.3 The social and legal requirements for recycling and disposal of waste and the procedures that should be in place to support these

2.4 How regular maintenance of equipment can help to minimise waste and the procedures you should put in place to ensure this happens

2.5 How to engage all stakeholders in continuously improving working methods and the use of technology to achieve maximum efficiency

2.6 How to select sources of materials, equipment and expertise that provide the best value for money, particularly over the medium and long term

2.7 The purpose and benefits of considering issues of social responsibility when selecting suppliers

2.8 The purpose and benefits of helping to develop and support your colleagues so that they can work effectively and efficiently and how this will benefit your organisation in the short, medium and long term

2.9 The procedures you should put in place to ensure that people are developed and supported in their current work role and for future new responsibilities

3. Support diversity

3.1 What is meant by diversity and why it should be valued

3.2 What advantages diversity can bring to an organisation

3.3 How to ensure the working environment is supportive of diversity and makes best use of the talents of all those involved

3.4 How to be sensitive to people's individual needs and respect their abilities, background, values, customs and beliefs

3.5 The ways in which you can uphold the rights of others

3.6 The ways in which you could learn from others

4. Maintain security and confidentiality

4.1 The purpose and benefits of maintaining security and confidentiality

4.2 The legal and organisational requirements in relation to security and confidentiality

4.3 The procedures you should follow if you have concerns about security and confidentiality

4.4 Assess and manage risk

4.5 The sources of risk in the work that you do

4.6 How to assess and monitor risk

4.7 How to judge when a risk is acceptable

4.8 The methods you can use to minimise risk

4.9 The importance of learning from mistakes

Unit 403 Evaluate and solve business problems

Level: 4

What is the unit about?
This unit is about identifying, analysing, assessing, planning, solving and evaluating business problems.

Specific skills
- Communicating
- Planning
- Decision-making
- Analysing
- Organising
- Evaluating

Unit 403 Evaluate and solve business problems

Performance indicators

1.1 Recognise when a business problem exists

1.2 Verify own understanding of the business problem

1.3 Identify reasons for the business problem occurring

1.4 Assess the risks posed by the business problem and likely impact if not resolved

1.5 Analyse the business problem, gathering additional information as necessary

1.6 Discuss the business problem with others

1.7 Assess the relevance and importance of the factors contributing to the business problem

1.8 Prioritise business problems according to their importance/complexity/impact/urgency

1.9 Develop and justify an approach to solving the business problem

1.10 Plan a chosen way of solving the business problem

1.11 Decide how to recognise when the business problem has been solved

1.12 Agree the plan with the appropriate authority

1.13 Put the plan into action

1.14 Gather the required resources to solve the business problem

1.15 Use support and feedback from others to help solve the business problem

1.16 Systematically review progress towards solving the business problem, adjusting the plan as necessary

1.17 Evaluate own approach to solving the business problem, identifying other approaches which may have been more productive

Unit 403   Evaluate and solve business problems

Knowledge and understanding

1.1 How to recognise when a business problem exists

1.2 How to identify the potential causes of a business problem

1.3 Ways in which risk or consequences can be assessed

1.4 How to analyse business problems and assess the relevance and comparative importance of the factors contributing to them

1.5 Problem-solving techniques

1.6 Organisational policies and procedures that need to be taken into account

1.7 Legal or regulatory requirements that may need to be taken into account

1.8 Planning techniques

1.9 Resources needed to solve business problems

1.10 Reasons for using support and feedback from others

1.11 The value of systematically reviewing progress and adjusting plans as necessary

1.12 How to recognise when the business problem has been solved

1.13 How to evaluate the approach to solving the business problem

Unit 404   Make decisions in a business environment

Level: 4

What is the unit about?

This unit is about identifying and agreeing criteria for decision-making; review information needed to make decisions and evaluate the decision-making process.

Specific skills

* Analysing
* Planning
* Communicating
* Presenting information
* Decision-making
* Problem-solving
* Organising
* Researching

Unit 404   Make decisions in a business environment

Performance indicators

1.1 Research information to add value to the decision-making process

1.2 Use accurate and current information to develop ideas to present to others

1.3 Make constructive, relevant and timely contributions to meetings or other discussions

1.4 Respond as required when asked to supply information to help with decision-making

1.5 Structure ideas, information and recommendations in a meaningful way

1.6 Respect other people's contributions to the decision-making process

1.7 Proactively engage with colleagues involved in the decision-making process

1.8 Assess contributions made to the decision-making process

1.9 Identify and agree criteria for making a decision

1.10 Review information provided in order to make a decision

1.11 Justify the decision made by using evidence, argument, questioning and assertiveness

1.12 Evaluate ways to monitor the impact of decisions and identify learning points to improve future decision-making

Unit 404   Make decisions in a business environment

Knowledge and understanding

1.1 Key stages in the decision-making process

1.2 The context in which the decision is being made

1.3 Own role in assisting decision-making, its scope and limitations

1.4 Useful sources of information in preparing to make the decision

1.5 Evaluate research information

1.6 How to contribute to meetings and other discussions where decisions are being made

1.7 How to structure ideas, information and recommendations to maximise their impact

1.8 The purpose and value of respecting other people's contributions to the decision-making process

1.9 How to be proactive and engage with colleagues during decision-making

1.10 How to assess contributions made to the decision-making process and value input

1.11 How to review the decision-making process

1.12 How to use evidence, argument, questioning and assertiveness to justify decisions

1.13 The concept of collective responsibility and why it is important

1.14 How to evaluate ways to monitor the impact of decisions and identify learning points

Unit 405   Negotiate in a business environment

Level: 4

What is the unit about?

This unit is about preparing a negotiating brief and negotiate with a third party to achieve planned objectives.

Specific skills

- Communicating
- Problem-solving
- Negotiating
- Reporting
- Making proposals
- Researching
- Planning

Unit 405 Negotiate in a business environment

Performance indicators

1.1 Prepare a negotiating brief for all relevant matters

1.2 Identify and prioritise objectives and any compromise positions before negotiations begin

1.3 Identify the objectives the other negotiator(s) might be trying to achieve

1.4 Research and assess the strength of the negotiating position of the other negotiator(s), prior to negotiations taking place

1.5 Identify any potential problems in negotiations and suggest solutions to overcome them

1.6 Make sure everyone involved in the negotiations is fully briefed and prepared prior to negotiations taking place

1.7 Conduct negotiations in line with commercial and ethical frameworks

1.8 Make proposals which meet personal/organisation objectives and those of the people being negotiated with

1.9 Adapt negotiation strategy to obtain results that meet minimum or agreed outcomes

1.10 Clarify other people's understanding and respond to their queries and objections

1.11 Suggest solutions to deal with problems

1.12 Work within the limits of job role responsibility and authorisation

1.13 Refer the negotiations to senior decision-makers when matters arise which require a higher level of authority to agree

1.14 Reach an agreement to the mutual satisfaction of all those involved in the negotiations, where possible

1.15 Conduct negotiations in a way which creates goodwill and promotes a positive image of the organisation

1.16 Maintain clear and accurate records of the negotiations and outcomes and agree them with all involved

1.17 Withdraw from negotiations to re-consider current position before resuming negotiations, if necessary

Unit 405   Negotiate in a business environment

Knowledge and understanding

1.1 The principles of negotiation

1.2 The process of negotiation and how negotiation is used in business

1.3 Commercial and ethical frameworks that are considered important in negotiations

1.4 Negotiation strategies and techniques

1.5 The roles and levels of responsibility of work colleagues prior to negotiations

1.6 The purpose and benefits of having clear and realistic objectives and preparing compromise positions

1.7 Job role level of responsibility and authority in the negotiation process

1.8 The purpose and benefits of research and preparation in advance of negotiations

1.9 Differences in culture that might impact on the negotiations

1.10 The purpose and benefits of understanding the objectives of the negotiating parties

1.11 The purpose and benefits of being flexible during negotiations while still seeking to achieve principal objectives

1.12 The purpose of keeping to the brief and level of authority during negotiations

1.13 Senior decision-makers to refer to, on issues when the issue is above own authorisation level

1.14 The purpose and benefits of achieving a win-win situation as an outcome of a negotiation process

1.15 How to maintain goodwill during negotiations and the benefits of achieving this

1.16 The purpose and benefits of keeping accurate records of negotiations

Unit 406 Manage an office facility

Level: 4

What is the unit about?
This unit is about providing and maintaining office equipment, resources and facilities to meet the needs of office users.

Specific skills
- Checking
- Interpersonal skills
- Organising
- Communicating
- Managing time
- Planning
- Developing others
- Monitoring
- Prioritising
- Evaluating
- Negotiating
- Problem-solving

Unit 406   Manage an office facility

Performance indicators

1.1 Co-ordinate the use of office resources to meet users' needs

1.2 Implement, communicate, review and evaluate office systems and procedures

1.3 Make sure office facilities and equipment are maintained and work to meet expectations of the users

1.4 Organise repairs or replacements to the office facility and equipment when necessary

1.5 Make sure office environment is conducive to productive working

1.6 Build and maintain relationships with internal and external customers and with suppliers

1.7 Maintain health, safety and security of office users

1.8 Identify, analyse and solve problems with the office facility

1.9 Provide information and guidance on office facilities and equipment

1.10 Agree priorities with users

1.11 Control use of office facilities

Unit 406 Manage an office facility

Knowledge and understanding

1.1 The purpose and benefits of providing and maintaining an office facility that caters for the needs of its users in line with agreed budget

1.2 The range of office facilities, equipment and resources and what they can be used for

1.3 The purpose and benefits of identifying and regularly reviewing the needs of office users

1.4 The purpose of office systems and procedures

1.5 The types of office systems and procedures appropriate to own responsibilities

1.6 How to develop office systems and procedures appropriate to own responsibilities

1.7 The purpose of communicating office systems and procedures and providing users with information, guidance and support

1.8 How to monitor, review and evaluate office systems and procedures, taking account of feedback from users

1.9 How to make sure office facilities and equipment are maintained and work to meet expectations of the users

1.10 How to identify and organise repair or replacements of office facilities and equipment

1.11 The purpose and benefits of building relationships with internal and external customers and suppliers, and how to do so

1.12 The main health, safety, security and access requirements important to an office environment and own responsibilities in relation to these

1.13 The types of problems that arise when managing an office facility

1.14 How to identify problems when they arise, analyse these problems and develop a strategy to solve these problems

1.15 The purpose and benefits of controlling office facilities and types of activities to monitor

Unit 407   Propose and design administrative services

Level: 4

What is the unit about?

This unit is about proposing, agreeing and designing administrative services to meet specified needs.

Specific skills

- Checking
- Managing information
- Questioning
- Communicating
- Managing time
- Listening
- Negotiating
- Making proposals
- Planning

Unit 407 Propose and design administrative services

Performance indicators

1. Make proposals for administrative services

1.1 Encourage users to comment on the effectiveness of administrative services

1.2 Identify administrative services that could be developed and the benefits that could follow

1.3 Suggest possible developments and take feedback into account

1.4 Work with users to agree requirements for administrative services and the systems and procedures needed to support them

1.5 Develop specifications which are consistent with the user and legal and organisational requirements

1.6 Agree specifications and budgets for administrative services

1.7 Record agreed specifications in sufficient detail for administrative services to be designed

2. Design administrative services

2.1 Produce design options for administrative services consistent with agreed specifications and budgets

2.2 Consult with people when developing different design options

2.3 Make sure the design options conform with legal requirements

2.4 Make sure design options are in line with organisational policies and objectives

2.5 Present design options in a form and style to help users and decision-makers understand

2.6 Assess design options' strengths and weaknesses

2.7 Provide sufficient information and advice to enable agreement of a final design

2.8 Record the final design in sufficient detail for implementation

Unit 407 Propose and design administrative services

Knowledge and understanding

1.1 The administrative services in own area of responsibility

1.2 The purpose and benefits of reviewing administrative services and making appropriate improvements

1.3 The organisation's policies and procedures that affect administrative services and their development in own area of responsibility

1.4 The legal and regulatory requirements relevant to the organisation's administrative services

1.5 The limits of own job role in relation to the development of administrative services in the organisation

1.6 How to develop systems and procedures that make sure administrative services achieve required outcomes

1.7 Who the users of administrative services are in the organisation

1.8 Who the decision-makers for administrative services are in the organisation

1.9 How to encourage users to comment on the effectiveness of administrative services

1.10 How to use information to evaluate administrative services

1.11 How to identify possible improvements in administrative services and the benefits that could arise

1.12 Who to contact for advice when developing specifications for and designing administrative services

1.13 The purpose and benefits of developing detailed specifications for administrative services

1.14 How to develop detailed specifications and budgets for administrative services

1.15 The purpose of keeping full and accurate records when developing specifications for administrative services

1.16 The benefits of developing a range of options for the design of administrative services

1.17 How to develop design options

1.18 The purpose and benefits of consulting on design options

1.19 Who should be consulted with and how to organise this consultation

1.20 The types of information and advice that people may need to reach a decision on design options

1.21 The purpose and benefits of producing designs which reflect realistic timescales and costs and how to do so

1.22 How to negotiate designs and specifications with users and decision-makers

Unit 408 Prepare, co-ordinate and monitor operational plans

Level: 4

What is the unit about?

This unit is about preparing, co-ordinating, implementing and monitoring operational plans in line with organisational policies and procedures and legal requirements.

Specific skills

- Analysing
- Negotiating
- Checking
- Planning
- Communicating
- Prioritising
- Monitoring
- Reviewing

Unit 408 Prepare, co-ordinate and monitor operational plans

Performance indicators

1.1 Prepare plans to co-ordinate relevant operations

1.2 Prioritise and agree required outcomes

1.3 Identify risks and contingencies

1.4 Specify the actions and resources needed to achieve agreed outcomes

1.5 Define a schedule for achieving outcomes

1.6 Make sure plans are in line with organisational priorities, objectives and constraints

1.7 Provide clear and relevant information to all who need it

1.8 Negotiate and agree changes to plans when necessary

1.9 Review and update plans to show changes in the working environment or objectives

1.10 Negotiate roles and responsibilities for implementing operational plans

1.11 Check that relevant people understand their roles and responsibilities within the operational plans

1.12 Negotiate work methods and activities to deliver operational plans

1.13 Make sure best use is made of available resources

1.14 Make sure the implementation of plans is in line with organisational policies and procedures and legal requirements

1.15 Communicate changes in plans which affect work methods and activities promptly and accurately to those affected

1.16 Obtain sufficient, valid and relevant information to monitor operations against plans

1.17 Make sure operations are co-ordinated as planned

1.18 Negotiate prompt and corrective actions if operations are not in line with plans

1.19 Identify opportunities to improve operations and introduce improvements appropriately

Unit 408   Prepare, co-ordinate and monitor operational plans

Knowledge and understanding

1.1 The purpose of having limits of authority when preparing and co-ordinating operational plans

1.2 The purpose and benefits of co-ordinating these operations

1.3 Who to negotiate and agree plans with

1.4 The organisation's relevant priorities, objectives and constraints

1.5 How to identify risks and contingencies when planning operations

1.6 The purpose of negotiating and agreeing operational plans, and how to do so

1.7 The benefits of clear communication when planning and co-ordinating operations

1.8 The possible effect of legal and regulatory requirements on operational plans

1.9 The effect on operational plans of organisational policies and procedures related to work methods and activities

1.10 The range of planning techniques and tools available

1.11 How to identify and prioritise outcomes for operational plans

1.12 How to identify the actions and resources needed to achieve the agreed outcomes of operational plans

1.13 The purpose and benefits of having realistic schedules for operational plans

1.14 The purpose and benefits of reviewing operational plans

1.15 How to identify and negotiate roles and responsibilities when implementing operational plans

1.16 The range of work methods and activities available to deliver operational outcomes

1.17 The benefits of making best use of resources

1.18 How to obtain valid and relevant information to monitor operations accurately

1.19 The benefits of continuously seeking opportunities for improvements

Unit 409   Implement, monitor and maintain administrative services

Level: **4**

What is the unit about?

This unit is about planning, implementing and monitoring administrative services to meet specified needs and recommend improvements where necessary.

Specific skills

- Checking
- Listening
- Planning
- Using technology
- Communicating
- Managing information
- Questioning
- Consulting
- Managing time
- Reading
- Decision-making
- Negotiating
- Researching

Unit 409 Implement, monitor and maintain administrative services

Performance indicators

1.1 Involve users in planning how administrative services will be implemented

1.2 Negotiate and agree plans for implementing administrative services

1.3 Communicate plans to those involved

1.4 Amend plans to take account of feedback and communicate any changes to those involved

1.5 Make sure those involved in the implementation understand the implications for their work

1.6 Check plans conform to legal and regulatory requirements

1.7 Provide support to users to enable them to use administrative services and systems

1.8 Plan and take action to minimise disruptions to work output and the working environment during the implementation

1.9 Implement administrative services according to agreed plans

1.10 Check that administrative services are being used correctly

1.11 Take appropriate action where administrative services are not being used correctly

1.12 Use appropriate methods to encourage users to comment on administrative services and to suggest how they could be improved

1.13 Collect valid and reliable information which is sufficient to allow evaluation of administrative services

1.14 Make improvements to the administrative services within own area of authority and in line with legal and regulatory requirements

1.15 Communicate improvements to all involved

1.16 Make recommendations for improvements to services which are beyond the limits of own authority

Unit 409   Implement, monitor and maintain administrative services

Knowledge and understanding

1.1 The limits of own area of authority in relation to the implementation, monitoring and maintenance of administrative services

1.2 Who may be involved in implementing or making changes to administrative services in own area of responsibility

1.3 The benefits of having systems and procedures to support administrative services

1.4 Who may be affected by changes to existing administrative services or the implementation of new ones in own area of responsibility

1.5 How to communicate implementation plans and changes to administrative services to those involved

1.6 The legal and regulatory requirements relevant to administrative services

1.7 The purpose and benefits of involving people in planning how administrative services will be implemented

1.8 How to involve people in planning how to implement administrative services

1.9 How to develop plans for implementation

1.10 How to negotiate and agree plans and changes with people

1.11 The purpose of providing support to users of administrative services

1.12 The types of support available and how to choose and provide the most appropriate type of support to users of administrative services

1.13 How to identify possible disruptions to work output and the working environment

1.14 The purpose of checking administrative services to make sure they are being used correctly

1.15 What types of action to take if services are not being used correctly, and how to decide the appropriate action to take

1.16 The methods available to encourage users to comment and make suggestions, and how to choose appropriate methods

1.17 How to collect valid and reliable information on the use of administrative services

1.18 How to use information to evaluate the effectiveness of administrative services

1.19 The limits of own area of authority with regard to making improvements

1.20 The appropriate person to whom recommendations for improvements should be made

Unit 410　　　Plan, run and evaluate projects

Level:　　　4

What is the unit about?
This unit is about planning, running and evaluating projects to achieve planned outcomes.

Specific skills
- Application of number
- Managing resources
- Planning
- Analysing
- Managing time
- Prioritising
- Communicating
- Monitoring
- Problem-solving
- Evaluating
- Organising

Unit 410　　　　Plan, run and evaluate projects

Performance indicators

1. Prepare and plan the project

1.1 Identify all stakeholders involved in the project
1.2 Agree the purpose of the project with all relevant stakeholders
1.3 Identify and agree the project scope, timescale, aims and objectives
1.4 Prepare a project specification
1.5 Agree a budget for the project
1.6 Confirm all types of resources needed for the project
1.7 Plan the project and timed use of all types of resources
1.8 Identify risks and develop contingency plans for the project
1.9 Sign off the project plan with the appropriate level of authority and with the relevant stakeholders
1.10 Prepare a project communication plan

2. Run the project

2.1 Establish the project team
2.2 Implement and monitor the project plan
2.3 Communicate with all those involved in or affected by the project
2.4 Adapt project plans to respond to unexpected events
2.5 Provide interim reports on project progress
2.6 Achieve required outcomes on time and to budget

3. Evaluate the project

3.1 Evaluate all aspects of the project
3.2 Report on the degree to which the project met its aims and objectives
3.3 Report on project strengths and areas for improvement

Unit 410   Plan, run and evaluate projects

Knowledge and understanding

1. Prepare and plan the project

1.1 The purpose of identifying the stakeholders involved in the project

1.2 The difference between managing operations and managing projects

1.3 The advantages and disadvantages of using projects

1.4 How to decide when a project is the appropriate way of achieving outcomes

1.5 How to define a project's purpose, scope, timescale, costs, aims and objectives

1.6 The benefits and value of defining a project's purpose, scope, timescale, costs, aims and objectives

1.7 How to agree a budget for the project

1.8 How to estimate the types and quantity of resources required to run the project

1.9 How to identify project risks and develop contingency plans

1.10 The tools that can be used to assist project planning and control

1.11 How to develop contingency plans for a project

1.12 How to establish a communication plan for a project

2. Run the project

2.1 How to establish a project team

2.2 How to monitor projects and the methods that can be used

2.3 Methods of communication and how to use them to make sure the project runs smoothly

2.4 The purpose and value of being flexible and adapting project plans when necessary

2.5 How to estimate and control resources during a project

2.6 The purpose of interim reporting

2.7 The purpose and value of achieving projects within agreed timescales

3. Evaluate the project

3.1 How to evaluate projects and learn lessons for the future

Unit 411   Chair meetings

Level: **4**

What is the unit about?
This unit is about chairing a meeting to make sure the requirements of the meeting are achieved within agreed timescales.

Specific skills
- Communicating
- Interpersonal skills
- Organising
- Decision-making
- Leading
- Planning
- Evaluating
- Managing time
- Summarising
- Facilitating
- Negotiating

Unit 411　　Chair meetings

Performance indicators

1. **Before the meeting**

1.1 Agree purpose of the meeting

1.2 Agree time of the meeting so that key people can attend

1.3 Make sure meeting facilities fulfil requirements

1.4 Agree agenda items, time required for each item and meeting papers to achieve purpose of the meeting

1.5 Read briefing papers and identify key issues

1.6 Instruct minute taker of any specific requirements for the meeting, if necessary

2. During the meeting

2.1 Greet people attending the meeting

2.2 Start meeting on time

2.3 Provide details of facilities and arrangements

2.4 Chair meeting in line with the agenda

2.5 Allow opportunities for attendees to contribute

2.6 Keep meeting on track to achieve its purpose

2.7 Resolve problems that occur during the meeting

2.8 Summarise discussions and agree actions at appropriate times

2.9 Observe formal voting and approval procedures, if appropriate

2.10 Agree date, time and location of the next meeting

2.11 Close the meeting on time

3. After the meeting

3.1 Approve meeting records and list of actions

3.2 Make sure the agreed actions are implemented

3.3 Reflect on whether the meeting met its purpose and agree learning points to improve the running of future meetings

Unit 411   Chair meetings

Knowledge and understanding

1.1 The role of the chair before, during and after meetings

1.2 The different types of meetings and how to run them

1.3 The reasons for agreeing the purpose of meetings

1.4 How to plan meetings so that their purpose can be achieved

1.5 The reasons for agreeing the timing of the meeting to make sure key people can attend or be represented

1.6 The benefits of liaising with the person organising and keeping a record of the meeting

1.7 The purpose of agreeing agenda items and allocating times for agenda items

1.8 The purpose of reading meeting papers and identifying key issues in advance

1.9 The interpersonal skills required when chairing meetings and how to demonstrate these

1.10 How to chair meetings to keep to agreed timings, as required

1.11 The reasons for giving people information about facilities and arrangements, including health and safety procedures

1.12 How to facilitate discussions so that the purpose of each agenda item is achieved

1.13 The types of problems, including conflict, that may occur during meetings and how to resolve them

1.14 How to summarise discussions and agree actions at appropriate points

1.15 The purpose of approving records of meetings

1.16 The purpose of reflecting on whether the meeting met its purpose and agreeing learning points for the future

Unit 412   Manage communications in a business environment

Level: **4**

What is the unit about?

This unit is about communicating and persuading in writing and verbally in a business environment.

Specific skills

- Analysing
- Planning
- Communicating
- Reflecting
- Evaluating
- Using judgement
- Organising

Unit 412   Manage communications in a business environment

Performance indicators

1. Plan communication
1.1 Identify the purpose of the communication, the audience and the outcomes to be achieved
1.2 Decide on the level of formality/informality required for each communication and act accordingly
1.3 Decide which method of communication to use

2. Communicate in writing
2.1 Identify sources of information that support the purpose of the communication
2.2 Evaluate information to extract points that support the purpose of the communication
2.3 Select an appropriate tone and style for the written communication
2.4 Present the information using a format, layout, style and house style that is appropriate to the subject matter, work situation and communication channel
2.5 Use language that is appropriate to the audience and to suit the purpose
2.6 Organise, structure and present information clearly and accurately to suit different audiences
2.7 Use accurate grammar, punctuation and spelling to make sure that meaning is clear
2.8 Proofread or check work and make any necessary amendments
2.9 Produce the communication to meet agreed deadlines recognising the difference between what is important and what is urgent
2.10 Keep a file copy of all communication

3. Communicate verbally
3.1 Present information and ideas clearly and convincingly to others
3.2 Direct discussions to achieve objectives, adapting contributions to suit the audience, purpose and situation
3.3 Use appropriate body language and voice tone
3.4 Listen actively to information that other people are communicating
3.5 Ask relevant questions to clarify anything not understood
3.6 Make relevant, well-argued responses using language to suit the audience and situation
3.7 Give others the opportunity to contribute their ideas and opinions and take these into account
3.8 Overcome barriers to verbal communication
3.9 Summarise the communication with the person/people you are communicating with

4. After communication
4.1 Seek feedback on whether the communication achieved its purpose
4.2 Reflect on the outcomes of communication and identify ways to further develop communication skills

Unit 412　　Manage communications in a business environment

Knowledge and understanding

1. Plan communication

1.1 The reasons for identifying the purpose of communication, the audience and the aims of the outcomes to be achieved

1.2 Methods of communication and situations in which to use them

2. Communicate in writing

2.1 Relevant sources of information and how to extract key points

2.2 How to judge the tone and style for written communication

2.3 How to use language appropriate to the audience, purpose and communication media

2.4 How to organise, structure and present information to different audiences

2.5 How to check the accuracy of the information

2.6 How to use grammar, punctuation and spelling accurately

2.7 The principles of Plain English

2.8 The reasons for proofreading or checking work

2.9 How to recognise when work is urgent or important

2.10 The organisational procedures for filing written work

3. Communicate verbally

3.1 How to present information and ideas clearly, convincingly or persuasively

3.2 Ways of directing discussions to achieve objectives and how to adapt contributions to suit different audiences, purposes and situations

3.3 How to use and interpret body language and tone of voice

3.4 Methods of active listening

3.5 How to use language to suit the audience and situation

3.6 The reasons for seeking ideas and opinions from others and for taking these into account

3.7 Barriers to verbal communication

3.8 The reasons for summarising communication

4. After communication

4.1 How to seek feedback on whether the communication achieved its purpose

4.2 The value of reflecting on the outcomes of communication and of identifying ways to further develop communication skills

Unit 413   Design and develop information systems

Level: 4

What is the unit about?

This unit is about designing, developing and testing information systems to meet organisational and users' needs.

Specific skills

- Analysing
- Organising
- Using technology
- Evaluating
- Planning
- Managing resources
- Problem-solving
- Negotiating
- Researching

Unit 413   Design and develop information systems

Performance indicators

1.1 Identify the information that will be managed within the system

1.2 Identify the resources required and available to deliver and implement the system

1.3 Design a system specification that meets identified needs and budgetary controls

1.4 Develop an information system that meets the specification

1.5 Test the information system against the agreed specification

Unit 413   Design and develop information systems

Knowledge and understanding

1.1 The purpose and benefits of managing information to meet specifications

1.2 The types of information that need to be managed in a business

1.3 The types of information systems available and their main features

1.4 The purpose and benefits of identifying and agreeing user needs for an information system and developing specifications based on these

1.5 How to develop specifications for information management, including resources and budgets

1.6 How to create and develop an information system based on identified user needs

1.7 The purpose and benefits of testing information systems

1.8 How to test an information system

Unit 414   Manage and evaluate information systems

Level: 4

What is the unit about?

This unit is about monitoring and evaluating information systems to meet organisational and users' needs.

Specific skills

- Analysing
- Monitoring
- Problem-solving
- Developing others
- Negotiating
- Researching
- Evaluating
- Organising
- Using technology
- Managing resources
- Planning

Unit 414   Manage and evaluate information systems

Performance indicators

1.1 Provide training and ongoing support to users

1.2 Make sure management structures are in place to identify, analyse and resolve problems with the information system

1.3 Monitor use of, accuracy and productivity of the information system to meet organisational requirements

1.4 Make sure the information system is maintained and updated to meet users' needs

1.5 Make sure that all requirements for relevant legislation are followed

1.6 Collect feedback on performance of information systems

1.7 Evaluate feedback and prioritise development needs

1.8 Update information to enable further system development

Unit 414   Manage and evaluate information systems

Knowledge and understanding

1.1 The purpose and benefits of identifying and agreeing user needs for an information system and developing specifications based on these

1.2 The benefits of training users of the information system and of providing ongoing support

1.3 The benefits of monitoring the use of information systems using available methods

1.4 The purpose of maintaining and updating the information system and the methods you can use

1.5 The types of problems that occur with information systems and how to deal with them

1.6 How to identify and analyse problems and develop a strategy to solve them

1.7 The benefits of continuously improving information systems

1.8 Legislation and organisational requirements covering data protection and freedom of information

1.9 The different ways of evaluating information systems

Unit 415   Prepare specifications for contracts

Level: 4

What is the unit about?

This unit is about preparing specifications for contracts including agreement of the selection criteria.

Specific skills

- Analysing
- Planning
- Evaluating
- Prioritising
- Monitoring
- Negotiating
- Reporting
- Problem solving

Unit 415 Prepare specifications for contracts

Performance indicators

1.1 Prepare specifications for products/services

1.2 Prioritise requirements for specifications

1.3 Prepare and agree selection criteria for specifications for products/services

1.4 Identify requirements for contractor(s), consulting with others where required

Unit 415   Prepare specifications for contracts

Knowledge and understanding

1.1 The purpose and benefits of contracts and other forms of agreement

1.2 The different types of contracts and agreements, when they are appropriate and the correct ones to use for a particular product or service

1.3 The legal, regulatory and organisational requirements governing contracts

1.4 The correct terminology to use in specifications and contracts

1.5 The purpose and benefits of requirements and specifications for contracts

1.6 How to prioritise requirements and the purpose and benefits for doing so

1.7 The purpose and benefits of having objective selection criteria

1.8 How to identify requirements for contractors, consulting with others where required

1.9 How to prepare a specification for products/services

Unit 416   Manage budgets

Level: **4**

What is the unit about?
This unit is about controlling, monitoring and recording transactions for an agreed budget.

Specific skills
- Analysing
- Monitoring
- Problem-solving
- Negotiating
- Planning
- Prioritising

Unit 416   Manage budgets

Performance indicators

1.1 Authorise expenditure within the scope of own authority

1.2 Control budget performance within limits and deadlines

1.3 Monitor the budget and take action to minimise costs, and make sure of best value for money, where possible

1.4 Take appropriate action in event of overspend

1.5 Record transactions in line with organisational procedures and legal requirements

1.6 Produce information on performance against budget, when required

1.7 Make sure all calculations are accurate

1.8 Record information to help with the preparation of future budgets

Unit 416   Manage budgets

Knowledge and understanding

1.1 The purpose and benefits of managing financial resources

1.2 The legal, regulatory and organisational requirements for managing a budget

1.3 The scope of own authority for managing a budget and authorising expenditure

1.4 How to monitor, control and record income and expenditure

1.5 Ways to minimise costs and make sure of best value for money

1.6 The action to take if there is an overspend

1.7 The purpose and benefits of reporting information on performance against budget when required

1.8 How to check the accuracy of budget calculations

1.9 The purpose and benefits of recording information to help with the preparation of future budgets

Unit 417 Invite tenders and select contractors

Level: 4

What is the unit about?

This unit is about Inviting, receiving, recording and evaluating tenders and selecting and awarding contracts.

Specific skills

- Analysing
- Planning
- Evaluating
- Prioritising
- Negotiating
- Reporting
- Problem solving

Unit 417 Invite tenders and select contractors

Performance indicators

1.1 Include full information about the tendering process

1.2 Promote invitation to tender

1.3 Answer pre-tender queries in ways which make sure all prospective suppliers have the same information available to them

1.4 Receive, record and open tenders in line with the stated tendering process

1.5 Evaluate tenders against criteria

1.6 Make a selection in line with the selection criteria

1.7 Inform unsuccessful contractors and provide them with feedback where appropriate

1.8 Negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties

1.9 Negotiate contracts, complying with legislation and regulations

1.10 Make sure specifications and contracts are clear, logical and feasible and contain the correct terminology

Unit 417   Invite tenders and select contractors

Knowledge and understanding

1.1 The legal, regulatory and organisational requirements governing contracts

1.2 How to identify financial resources needed to achieve aims and objectives of the specification

1.3 The purpose and benefits of identifying financial resources required

1.4 The purpose and benefits of having objective selection criteria

1.5 The purpose and benefits of inviting a range of potential contractors to bid for the contract

1.6 Which points to consider when evaluating tenders

1.7 How to negotiate with suppliers

Unit 418 Monitor and evaluate contracts

Level: 4

What is the unit about?

This unit is about monitoring and evaluating contractors' performance against agreed objectives of the contract.

Specific skills

- Analysing
- Evaluating
- Monitoring
- Negotiating
- Planning
- Prioritising
- Problem-solving
- Reporting

Unit 418 Monitor and evaluate contracts

Performance indicators

1. Monitor contractors' performance

1.1 Develop and maintain relationships with contractors

1.2 Communicate with contractors and others involved

1.3 Check compliance with contract, taking into account legal, regulatory and organisational requirements

1.4 Make sure contract objectives are being met

1.5 Agree action to rectify non-compliance

1.6 Deal with breaches of contract within acceptable timescales

2. Evaluate contractors' performance

2.1 Agree sources of information for evaluation

2.2 Gather and analyse information

2.3 Identify and report on contractors' strengths and areas for improvement

Unit 418   Monitor and evaluate contracts

Knowledge and understanding

1. Monitor contractors' performance
1.1 The legal, regulatory and organisational requirements governing contracts
1.2 The purpose and benefits of building working relationships with contractors
1.3 The different methods of monitoring deliverables and compliance with a contract
1.4 How to track the achievement of contract objectives
1.5 What constitutes a breach of contract and what to do if it occurs

2. Evaluate contractors' performance
2.1 The different types of information sources and types of information to use to evaluate contracts
2.2 The purpose and benefits of evaluating and reporting on contractors' strengths and areas for improvement

Unit 419 Implement and evaluate innovation in a business environment

Level: 4

What is the unit about?

This unit is about implementing and evaluating innovation when working in a business environment.

Specific skills
- Analysing
- Organising
- Questioning
- Communicating
- Persuading
- Evaluating
- Planning
- Negotiating
- Problem-solving

Unit 419 Implement and evaluate innovation in a business environment

Performance indicators

1.1 Constructively question existing ways of working within the organisation

1.2 Research and identify possible innovations to working methods, services or products

1.3 Gather information to develop own ideas

1.4 Evaluate ideas based on agreed criteria, including complying with organisational aims and objectives

1.5 Identify the costs and benefits of own ideas, including the resources needed and the likely impact on others

1.6 Evaluate the potential of own ideas with colleagues, including whether they have been tried before and what would be different this time

1.7 Ask appropriate questions to extend own thinking and question own assumptions

1.8 Communicate and sell ideas to others

1.9 Take feedback into account and show a willingness to adapt

1.10 Decide whether or not own ideas are viable

1.11 Put forward a formal proposal to persuade decision-makers

1.12 Recognise when it is appropriate to take acceptable risks

1.13 Show a willingness to learn from mistakes

Unit 419 Implement and evaluate innovation in a business environment

Knowledge and understanding

1.1 The value of innovation in staying competitive and offering new solutions to established problems

1.2 How to review the status quo in a way that is likely to achieve the results you want

1.3 How to research possible improvements

1.4 How to evaluate ideas, including cost/benefit and impact analysis

1.5 How to question assumptions to develop concepts and propositions

1.6 How to communicate and sell ideas to other people

1.7 How to show that ideas contributed by others are valued

1.8 How to decide when an idea is, or is not, viable

1.9 How to decide which decision-makers to approach and influence

1.10 How to develop and document proposals

1.11 Risk analysis and risk management during periods of change

1.12 The value of reflecting on and learning from mistakes

Unit 420 Plan change for a team

Level: 4

What is the unit about?
This unit is about identifying and developing opportunities for change and planning change for a team.

Specific skills
- Analysing
- Communicating
- Decision-making
- Evaluating
- Managing resources
- Motivating
- Negotiating
- Organising
- Persuading
- Planning
- Problem-solving

Unit 420   Plan change for a team

Performance indicators

1. Identify and develop opportunities for change
1.1 Recognise opportunities for change for the team
1.2 Evaluate options for change in terms of the constraints, risks, benefits, costs, resources and implications for the organisation and team
1.3 Analyse and cost the risks and benefits associated with these options
1.4 Persuade team to commit itself to change

2. Plan for change
2.1 Encourage the team to challenge existing ways of working and to put forward new ideas
2.2 Plan change, identifying vision, goals, objectives, timescales and resources
2.3 Agree plans for change with relevant decision-makers

Unit 420   Plan change for a team

Knowledge and understanding

1.1 The purpose and benefits of change to organisations, individuals and teams

1.2 The purpose and benefits of engaging teams and individuals in the whole change process and encouraging them to feel they are contributing to the process

1.3 How teams and individuals can challenge creatively and constructively existing ways of working

1.4 The purpose of having a vision and goals for change and to communicate them to those involved

1.5 The purpose and benefits of planning the promotion of change

1.6 The purpose and benefits of being adaptable during the change process and being ready to renegotiate plans

1.7 The types of problems that may arise during a change process and how to respond to them

Unit 421   Plan change across teams

Level: 4

What is the unit about?

This unit is about identifying and developing opportunities for change and plan change across teams.

Specific skills

- Analysing
- Managing resources
- Persuading
- Communicating
- Motivating
- Planning
- Decision-making
- Negotiating
- Problem-solving
- Evaluating
- Organising

Unit 421   Plan change across teams

Performance indicators

1. Identify and develop opportunities for change

1.1 Recognise opportunities for change across teams

1.2 Evaluate options for change in terms of the constraints, risks, benefits, costs and resources and implications for the organisation and across teams

1.3 Analyse and cost the risks and benefits associated with these options

1.4 Persuade teams and decision-makers to commit themselves to change

2. Plan for change

2.1 Encourage individuals and teams to challenge existing ways of working and to put forward new ideas

2.2 Plan change across teams, identifying vision, goals, objectives, timescales and resources

2.3 Agree plans for change with teams and relevant decision-makers

Unit 421 Plan change across teams

Knowledge and understanding

1.1 The purpose and benefits of change to organisations, individuals and teams

1.2 The purpose and benefits of engaging teams and individuals in the whole change process and encouraging them to feel they are contributing to the process

1.3 How teams and individuals can creatively and constructively challenge existing ways of working

1.4 The purpose of having a vision and goals for change and to communicate them to those involved

1.5 The purpose and benefits of planning the promotion of change

1.6 The purpose and benefits of being adaptable during the change process and being ready to renegotiate plans

1.7 The types of problems that may arise during a change process and how to respond to them

Unit 422   Implement, monitor and review change

Level: 4

What is the unit about?

This unit is about implementing, monitoring and evaluating change in terms of organisational requirements.

Specific skills

- Analysing
- Managing resources
- Persuading
- Communicating
- Motivating
- Planning
- Decision-making
- Negotiating
- Problem-solving
- Evaluating
- Organising

Unit 422   Implement, monitor and review change

Performance indicators

1.1 Communicate plans for change clearly and logically

1.2 Encourage teams to contribute to plans for change

1.3 Adapt and negotiate changes to plans while still focusing on the vision and goals for change, where necessary

1.4 Implement change, providing information, support and motivation to those affected

1.5 Identify and solve problems during the change process

1.6 Monitor and evaluate change

1.7 Provide feedback to those involved in the change

Unit 422 Implement, monitor and review change

Knowledge and understanding

1.1 The purpose and benefits of change to organisations, individuals and teams

1.2 The purpose and benefits of engaging teams and individuals in the whole change process and encouraging them to feel they are contributing to the process

1.3 The impact of change on teams and individuals and how to manage this impact to achieve positive outcomes

1.4 How to evaluate options for change

1.5 The constraints on and implications for change in terms of organisational requirements, existing roles and responsibilities, risk factors, business technologies and possible mentoring/coaching staff

1.6 How to evaluate risks and benefits in the change process

1.7 The purpose of having a vision and goals for change and communicating them to those involved

1.8 The reasons why teams need to be committed to change

1.9 The purpose and benefits of being adaptable during the change process and being ready to renegotiate plans

1.10 The types of problems that may arise during a change process and how to respond to them

1.11 The purpose and benefits of monitoring and evaluating the change process and how to make use of the outcomes of evaluation

1.12 The purpose and benefits of providing feedback to those who have been involved in the change process

Unit 424　　　Manage physical resources

Level:　　　　4

What is the unit about?

This unit is about ensuring the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities. This standard is imported from the MSC Management and Leadership suite.

Specific skills

* Analysing
* Monitoring
* Problem solving
* Communicating
* Organising
* Reporting
* Evaluating
* Planning
* Using technology
* Managing resources
* Prioritising

Unit 424 Manage physical resources

Performance indicators

1. Outcomes of effective performance

1.1 Invite those who use resources to contribute to identifying the resources required and planning and monitoring their use.

1.2 Evaluate past patterns of resource use and trends and developments likely to affect future demand for resources.

1.3 Identify the range and quantity of resources required for the planned activities in your area of responsibility, including likely contingencies.

1.4 Identify sustainable resources and ensure their effectiveness and efficiency.

1.5 Make the business case for the resources required, clearly showing the costs involved and the expected benefits.

1.6 Agree appropriate adjustments to your planned activities, where the required resources cannot be obtained in full.

1.7 Make arrangements with suppliers for resources to be available when required.

1.8 Plan to use resources in ways that are efficient and minimise any adverse impact on the environment.

1.9 Take appropriate action to ensure the security of resources and that they are used safely.

1.10 Monitor the quality of resources and patterns of resource use continuously.

1.11 Take timely corrective action to deal with any significant discrepancies between actual and planned resource use.

2. Behaviours which underpin effective performance

2.1 You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2.2 You prioritise objectives and plan work to make the best use of time and resources.

2.3 You accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives.

2.4 You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.

2.5 You make best use of existing sources of information.

2.6 You identify clearly the value and benefits to people of a proposed course of action.

2.7 You present ideas and arguments convincingly and in ways that strike a chord with people.

2.8 You identify the range of elements in a situation and how they relate to each other.

2.9 You identify the implications or consequences of a situation.

2.10 You take timely decisions that are realistic for the situation.

Unit 424   Manage physical resources

Knowledge and understanding

1. General knowledge and understanding

1.1 Why it is important to involve those who use resources in identifying, planning and monitoring resources, and how to do so.

1.2 How to identify the range and calculate the quantity of resources required to carry out planned activities.

1.3 The importance of using sustainable resources and how to identify such resources and ensure their effectiveness and efficiency.

1.4 How to carry out a cost-benefit analysis.

1.5 How to make a business case.

1.6 How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full.

1.7 How to make arrangements with suppliers to ensure resources are available when required.

1.8 The potential impact of resource use on the environment and actions you can take to minimise any adverse impact.

1.9 Risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely.

1.10 The importance of monitoring the quality and use of resources continuously, and how to do so.

1.11 The types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use.

2. Industry/sector specific knowledge and understanding

2.1 Industry/sector requirements for managing physical resources.

3. Context specific knowledge and understanding

3.1 Past patterns of resource use in your area of responsibility and how to access this information.

3.2 Trends and developments that affect future demand for resources in your area of responsibility and how to evaluate the likely impact of these.

3.3 The planned activities in your area of activity and possible contingencies.

3.4 Actual and potential suppliers of the resources you need.

Unit 425   Manage the environmental impact of your work

Level: **4**

What is the unit about?

This unit is about managing work activities and resources in your area of responsibility in order to minimise the negative impact – and maximise the positive impact – they may have on the environment. This standard is imported from the MSC Management and Leadership suite.

Specific skills

* Analysing
* Monitoring
* Problem solving
* Communicating
* Organising
* Reporting
* Evaluating
* Planning
* Using technology
* Managing resources
* Prioritising

Unit 425   Manage the environmental impact of your work

Performance indicators

1. Outcomes of effective performance

1.1 Organise work activities and the use of resources in area of your responsibility so that they

- are efficient and effective
- comply with legal requirements and environmental policies
- minimise the negative and maximise the positive impact on the environment

1.2 Identify the environmental impact of work activities and the use of resources in your area of responsibility.

1.3 Report promptly any identified risks to the environment, which you do not have the ability to control.

1.4 Encourage people in your area of responsibility to identify opportunities for, and contribute to, improving environmental performance.

1.5 Identify and implement changes to work activities and the use of resources that will reduce the negative and increase the positive impact on the environment.

1.6 Communicate the environmental benefits resulting from changes to work activities and the use of resources.

1.7 Obtain specialist advice, where necessary, to help you identify and manage the environmental impact of your work activities and use of resources.

2. Behaviours which underpin effective performance

2.1 You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2.2 You present information clearly, concisely, accurately and in ways that promote understanding.

2.3 You keep people informed of plans and developments.

2.4 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

2.5 You act within the limits of your authority.

2.6 You are vigilant for possible hazards.

2.7 You make appropriate information and knowledge available promptly to those who need it and have a right to it.

2.8 You encourage others to share information and knowledge efficiently within the constraints of confidentiality.

2.9 You make best use of available resources and proactively seek new sources of support when necessary.

2.10 You identify the implications or consequences of a situation.

Unit 425 Manage the environmental impact of your work

Knowledge and understanding

1. General knowledge and understanding

1.1 How to organise work activities and the use of resources in your area of responsibility so that they are efficient and effective.

1.2 The importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental impact, and how to do so.

1.3 The importance of identifying the environmental impact of work activities and the use of resources in your area of responsibility, and how to do so.

1.4 The importance of reporting promptly any identified risks to the environment which you do not have the ability to control, and how to do so.

1.5 How to encourage people to make contributions.

1.6 How to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental impact.

1.7 The principles of effective communication and how to apply them.

2. Industry/sector specific knowledge and understanding

2.1 Industry/sector requirements for managing environmental performance in your area of responsibility.

3. Context specific knowledge and understanding

3.1 Legal requirements and environmental policies and how to comply with them.

3.2 The types of risks to the environment, which you do not have the ability to control.

3.3 People in your area of responsibility who are able to contribute to, and identify opportunities for, improving environmental performance.

3.4 The range of environmental specialists that exists inside and/or outside your organisation.

3.5 Your role, responsibilities and limits of your authority.

Unit 426　　Recruit, select and keep colleagues

Level:　　　4

What is the unit about?

This unit is about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. This standard is imported from the MSC Management and Leadership suite.

Specific skills

- Analysing
- Monitoring
- Problem solving
- Communicating
- Organising
- Reporting
- Evaluating
- Planning
- Using technology
- Managing resources
- Prioritising

Unit 426   Recruit, select and keep colleagues

Performance indicators

1. Outcomes of effective performance

1.1 Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving.

1.2 Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration.

1.3 Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience.

1.4 Identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow.

1.5 Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit.

1.6 Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.

1.7 Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.

1.8 Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues.

1.9 Ensure that the skills needed by applicants to succeed in the recruitment process are no more than are required to perform the job

1.10 Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.

1.11 Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.

1.12 Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.

2. Behaviours which underpin effective performance

2.1 You recognise the opportunities presented by the diversity of people.

2.2 You work to turn unexpected events into opportunities rather than threats.

2.3 You try out new ways of working.

2.4 You identify people's information needs.

2.5 You seek to understand people's needs and motivations.

2.6 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

2.7 You take and implement difficult and/or unpopular decisions, if necessary.

2.8 You act within the limits of your authority.

2.9 You show integrity, fairness and consistency in decision-making.

Unit 426   Recruit, select and keep colleagues

Knowledge and understanding

1. General knowledge and understanding

1.1 Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.

1.2 The types of reasons colleagues might give for leaving.

1.3 How to measure staff turnover.

1.4 The causes and effects of high and low staff turnover.

1.5 Measures which can be undertaken to address staff turnover problems.

1.6 How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.

1.7 How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics.

1.8 Different options for addressing identified shortfalls and their associated advantages and disadvantages.

1.9 What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.

1.10 Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.

1.11 Different recruitment and selection methods and their associated advantages and disadvantages.

1.12 Why it is important to give fair, clear and accurate information on vacancies to potential applicants.

1.13 How cultural differences in language, body language, tone of voice and dress can differ from expectations.

1.14 How to judge whether applicants meet the stated requirements of the vacancy.

1.15 Sources of specialist expertise in relation to recruitment, selection and retention.

1.16 How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.

1.17 How to review the effectiveness of recruitment and selection in your area.

2. Industry/sector specific knowledge and understanding

2.1 Turnover rates within similar organisations in the industry/sector.

2.2 Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.

2.3 Working culture and practices of the industry/sector.

3. Context specific knowledge and understanding

3.1 Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.

3.2 Work requirements in your area.

3.3 Agreed operational plans and changes in your area.

3.4 The staff turnover rate in your area.

3.5 Job descriptions and person specifications for confirmed vacancies.

3.6 Local employment market conditions.

3.7 The organisation's structure, values and culture.

3.8 Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

3.9 Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.

Unit 427   Provide leadership for your team

Level: 4

What is the unit about?
This unit is about providing direction to the members of your team. Motivate and support them to achieve the objectives of the team and their personal work objectives. This standard is imported from the MSC Management and Leadership suite.

Specific skills
- Analysing
- Monitoring
- Problem solving
- Communicating
- Organising
- Reporting
- Evaluating
- Planning
- Using technology
- Managing resources
- Prioritising

Unit 427   Provide leadership for your team

Performance indicators

1. Outcomes of effective performance

1.1 Set out and positively communicate the purpose and objectives of the team to all members.

1.2 Involve members in planning how the team will achieve its objectives.

1.3 Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.

1.4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.

1.5 Win, through your performance, the trust and support of the team for your leadership.

1.6 Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team.

1.7 Encourage and recognise creativity and innovation within the team.

1.8 Give team members support and advice when needed - especially during setbacks or change.

1.9 Motivate team members to present their own ideas and listen to what they say.

1.10 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.

1.11 Monitor activities and progress across the team without interfering.

2. Behaviours which underpin effective performance

2.1 You create a sense of common purpose.

2.2 You take personal responsibility for making things happen.

2.3 You encourage and support others to take decisions autonomously.

2.4 You act within the limits of your authority.

2.5 You make time available to support others.

2.6 You show integrity, fairness and consistency in decision-making.

2.7 You seek to understand people's needs and motivations.

2.8 You model behaviour that shows respect, helpfulness and co-operation.

Unit 427 Provide leadership for your team

Knowledge and understanding

1. General knowledge and understanding

1.1 Different ways of communicating effectively with members of a team.

1.2 How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).

1.3 How to plan the achievement of team objectives and the importance of involving team members in this process.

1.4 The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.

1.5 That different styles of leadership exist.

1.6 How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.

1.7 Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them.

1.8 The importance of encouraging others to take the lead and ways in which this can be achieved.

1.9 The benefits of and how to encourage and recognise creativity and innovation within a team.

2. Industry/sector specific knowledge and understanding

2.1 Legal, regulatory and ethical requirements in the industry/sector.

3. Context specific knowledge and understanding

3.1 The members, purpose, objectives and plans of your team.

3.2 The personal work objectives of members of your team.

3.3 The types of support and advice that team members are likely to need and how to respond to these.

3.4 Standards of performance for the work of your team.

Unit 428   Provide leadership in your area of responsibility

Level: 4

What is the unit about?

This unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating/supporting them to achieve the vision and objectives for the area. This standard is imported from the MSC Management and Leadership suite.

Specific skills

- Analysing
- Monitoring
- Problem solving
- Communicating
- Organising
- Reporting
- Evaluating
- Planning
- Using technology
- Managing resources
- Prioritising

Unit 428 Provide leadership in your area of responsibility

Performance indicators

1. Outcomes of effective performance

1.1 Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area.

1.2 Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.

1.3 Steer your area successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the area.

1.4 Create and maintain a culture within your area which encourages and recognises creativity and innovation.

1.5 Develop a range of leadership styles and select and apply them to appropriate situations and people.

1.6 Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say.

1.7 Give people in your area support and advice when they need it especially during periods of setback and change.

1.8 Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful.

1.9 Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries.

1.10 Encourage people to take the lead in their own areas of expertise and show willingness to follow this lead.

1.11 Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance.

2. Behaviours which underpin effective performance

2.1 You articulate a vision that generates excitement, enthusiasm and commitment.

2.2 You create a sense of common purpose.

2.3 You take personal responsibility for making things happen.

2.4 You make complex things simple for the benefit of others.

2.5 You encourage and support others to take decisions autonomously.

2.6 You act within the limits of your authority.

2.7 You make time available to support others.

2.8 You show integrity, fairness and consistency in decision-making.

2.9 You seek to understand people's needs and motivations.

2.10 You model behaviour that shows respect, helpfulness and co-operation.

2.11 You encourage and support others to make the best use of their abilities.

Unit 428   Provide leadership in your area of responsibility

Knowledge and understanding

1. General knowledge and understanding

1.1 The fundamental differences between management and leadership.

1.2 How to create a compelling vision for an area of responsibility.

1.3 How to select and successfully apply different methods for communicating with people across an area of responsibility.

1.4 A range of different leadership styles and how to select and apply these to different situations and people.

1.5 How to get and make use of feedback from people on your leadership performance.

1.6 Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the area, and ways of identifying and overcoming them.

1.7 The benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation.

1.8 The importance of encouraging others to take the lead and ways in which this can be achieved.

1.9 How to empower people effectively.

1.10 How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.

2. Industry/sector specific knowledge and understanding

2.1 Leadership styles common in the industry/sector.

2.2 Legal, regulatory and ethical requirements in the industry/sector.

3. Context specific knowledge and understanding

3.1 Your own values, motivations and emotions.

3.2 Your own strengths and limitations in the leadership role.

3.3 The strengths, limitations and potential of people that you lead.

3.4 Your own role, responsibilities and level of power.

3.5 The vision and objectives of the overall organisation.

3.6 The vision, objectives, culture and operational plans for your area of responsibility.

3.7 Types of support and advice that people are likely to need and how to respond to these.

3.8 Leadership styles used across the organisation.

Unit 429 Provide learning opportunities for colleagues

Level: 4

What is the unit about?

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs. This standard is imported from the MSC Management and Leadership suite.

Specific skills
- Analysing
- Monitoring
- Problem solving
- Communicating
- Organising
- Reporting
- Evaluating
- Planning
- Using technology
- Managing resources
- Prioritising

Unit 429   Provide learning opportunities for colleagues

Performance indicators

1. Outcomes of effective performance

1.1 Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.

1.2 Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.

1.3 Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills.

1.4 Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.

1.5 Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.

1.6 Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.

1.7 Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.

1.8 Work with colleagues to recognise and make use of unplanned learning opportunities.

1.9 Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.

1.10 Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.

1.11 Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.

1.12 Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.

1.13 Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

2. Behaviours which underpin effective performance

2.1 You recognise the opportunities presented by the diversity of people.

2.2 You find practical ways to overcome barriers.

2.3 You make time available to support others.

2.4 You seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns.

2.5 You encourage and support others to make the best use of their abilities.

2.6 You recognise the achievements and the success of others.

2.7 You inspire others with the excitement of learning.

2.8 You confront performance issues and sort them out directly with the people involved.

2.9 You say no to unreasonable requests.

2.10 You show integrity, fairness and consistency in decision-making.

Unit 429   Provide learning opportunities for colleagues

Knowledge and understanding

1. General knowledge and understanding

1.1 The benefits of learning for individuals and organisations and how to promote these to colleagues.

1.2 Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.

1.3 Why it is important to encourage colleagues to take responsibility for their own learning.

1.4 How to provide fair, regular and useful feedback to colleagues on their work performance.

1.5 How to identify learning needs based on identified gaps between the requirements of colleagues' work roles and their current knowledge, understanding and skills.

1.6 How the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning.

1.7 How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.

1.8 The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them.

1.9 Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).

1.10 How/where to identify and obtain information on different learning activities.

1.11 Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).

1.12 How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).

1.13 Sources of specialist expertise in relation to identifying and providing learning for colleagues.

1.14 What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.

1.15 How to evaluate whether a learning activity has achieved the desired learning objectives.

1.16 The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.

1.17 How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.

2. Industry/sector specific knowledge and understanding

2.1 Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.

2.2 Learning issues and specific initiatives and arrangements that apply within the industry/sector.

2.3 Working culture and practices of the industry/sector.

3. Context specific knowledge and understanding

3.1 Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.

3.2 The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.

3.3 The current knowledge, understanding and skills of colleagues.

3.4 Identified gaps in the knowledge, understanding and skills of colleagues.

3.5 Identified learning needs of colleagues.

3.6 Learning style(s) or combinations of styles preferred by colleagues.

3.7 The written development plans of colleagues.

3.8 Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.

3.9 Learning activities and resources available in/to your organisation.

3.10 Your organisation's policies in relation to equality and diversity.

3.11 Your organisation's policies and procedures in relation to learning.

3.12 Your organisation's performance appraisal systems.

Unit 430 Develop productive working relationships with colleagues and stakeholders

Level: 4

What is the unit about?

This unit is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders. This standard is imported from the MSC Management and Leadership suite.

Specific skills

- Analysing
- Monitoring
- Problem solving
- Communicating
- Organising
- Reporting
- Evaluating
- Planning
- Using technology
- Managing resources
- Prioritising

Unit 430 Develop productive working relationships with colleagues and stakeholders

Performance indicators

1. Outcomes of effective performance

1.1 Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation.

1.2 Establish working relationships with relevant colleagues and stakeholders.

1.3 Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders and, particularly in situations of matrix management, their managers' requirements.

1.4 Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.

1.5 Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward.

1.6 Provide colleagues and stakeholders with appropriate information to enable them to perform effectively.

1.7 Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.

1.8 Fulfil agreements made with colleagues and stakeholders and let them know.

1.9 Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.

1.10 Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved.

1.11 Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement.

1.12 Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders.

2. Behaviours which underpin effective performance

2.1 You present information clearly, concisely, accurately and in ways that promote understanding.

2.2 You show respect for the views and actions of others.

2.3 You seek to understand people's needs and motivations.

2.4 You comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes.

2.5 You create a sense of common purpose.

2.6 You work towards win-win solutions.

2.7 You show sensitivity to internal and external politics that impact on your area of work.

2.8 You keep promises and honour commitments.

2.9 You consider the impact of your own actions on others.

2.10 You use communication styles that are appropriate to different people and situations.

2.11 You work to develop an atmosphere of professionalism and mutual support.

Unit 430   Develop productive working relationships with colleagues and stakeholders

Knowledge and understanding

1. General knowledge and understanding

1.1 The benefits of developing productive working relationships with colleagues and stakeholders.

1.2 Different types of stakeholder and key principles which underpin the 'stakeholder' concept.

1.3 How to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation.

1.4 Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders.

1.5 Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.

1.6 The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.

1.7 The importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward.

1.8 How to identify and meet the information needs of colleagues and stakeholders.

1.9 What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration.

1.10 How to consult with colleagues and stakeholders in relation to key decisions and activities.

1.11 The importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks.

1.12 Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important.

1.13 How to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them.

1.14 How to identify disagreements with colleagues and stakeholders and the techniques for sorting them out.

1.15 The damage that conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations.

1.16 How to take account of diversity and inclusion issues when developing working relationships with colleagues and stakeholders.

1.17 How to recognise and take account of political issues when dealing with colleagues and stakeholders.

1.18 How to manage the expectations of colleagues and stakeholders.

1.19 How to monitor and review the effectiveness of working relationships with colleagues and stakeholders.

1.20 How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders.

1.21 How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships.

1.22 The importance of monitoring wider developments in elation to stakeholders and how to do so effectively.

2. Industry/sector specific knowledge and understanding

2.1 Current and emerging political, economic, social, technological, environmental and legal developments in the industry or sector.

2.2 Sector-specific legislation, regulations, guidelines and codes of practice.

2.3 Standards of behaviour and performance in the industry or sector.

2.4 The culture of the industry or sector.

2.5 Developments, issues and concerns of importance to stakeholders in the industry or sector.

3. Context specific knowledge and understanding

3.1 The vision, values, objectives, plans, structure and culture of your organisation.

3.2 Relevant colleagues, their work roles and responsibilities.

3.3 Identified stakeholders, their background and interest in the activities and performance of the organisation.

3.4 Agreements with colleagues and stakeholders.

3.5 The identified information needs of colleagues and stakeholders.

3.6 Mechanisms for consulting with colleagues and stakeholders on key decisions and activities.

3.7 The organisation's planning and decision-making processes.

3.8 Mechanisms for communicating with colleagues and stakeholders.

3.9 Power, influence and politics within the organisation.

3.10 Standards of behaviour and performance that are expected in the organisation.

3.11 Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders.

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: information on how to register for GOLA/e-volve assessments.

City & Guilds

Skills for a brighter future

www.cityandguilds.com

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: **learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA/e-volve, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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