

# **Certificates and Diplomas in Business Administration (5528)**

**Level 4 & 5 Unit handbook for centres**

February 2015 Version 1.1 (March 2017)

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## Qualification at a glance

<b>Subject area</b>	<b>Business and Administration</b>
<b>City &amp; Guilds number</b>	5528
<b>Age group approved</b>	18+
<b>Entry requirements</b>	None
<b>Assessment</b>	By Portfolio/Assignment/Evolve
<b>Centre Approval</b>	Available
<b>Support materials</b>	Qualification handbook Assessment packs Text Book Smartscreen
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 March 2017	Amended approved age group	<b>Qualification at a glance</b>



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# 1 Units

## Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

## Summary of units

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit Level</b>
T/506/1946	401	Manage the work of an administrative function	5	4
A/506/1950	403	Contribute to the design and development of an information system	5	4
F/506/1951	404	Manage information systems	6	4
R/506/1954	405	Support environmental sustainability in a business environment	4	4
D/506/1956	406	Resolve administrative problems	6	4
H/506/1957	407	Prepare specifications for contracts	4	4
M/506/1959	408	Manage events	6	4
H/506/1991	409	Champion customer service	4	4
J/506/1949	410	Develop and maintain professional networks	3	4
Y/506/1955	411	Develop and implement an operational plan	5	4
M/506/1962	412	Encourage learning and development	3	4

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit no.</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit Level</b>
T/506/1980	413	Initiate and implement operational change	4	4
F/506/1982	414	Develop working relationships with stakeholders	4	4
K/506/1989	415	Manage physical resources	4	4
K/506/1992	416	Prepare for and support quality audits	3	4
T/506/1994	417	Conduct quality audits	3	4
A/506/1995	418	Manage a budget	4	4
R/506/1999	419	Manage a project	7	4
L/506/2004	420	Manage business risk	6	4
A/506/2032	421	Manage knowledge in an organisation	5	4
R/506/2909	422	Recruitment, selection and induction practice	6	4
J/506/2048	501	Establish business risk management processes	5	5
R/506/2053	502	Promote equality of opportunity, diversity and inclusion	5	5
D/506/2055	503	Design business processes	5	5
F/506/2064	504	Optimise the use of technology	6	5

## Unit 401

## Manage the work of an administrative function

<b>UAN:</b>	<b>T/506/1946</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"><li>• CFABAA118 Manage an office facility.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage the work of an administrative function. Upon completion of this unit, learners will have developed an understanding of the management of an administrative function. Learners will be able to organise the work of an administrative function and will be able to manage administrative workflows.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the management of an administrative function.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 evaluate the way in which the purpose and values of an organisation affect the design and delivery of administrative services</li><li>1.2 analyse the role of IT systems in the delivery of administrative services</li><li>1.3 explain how budgetary constraints affect administrative functions</li><li>1.4 analyse techniques to manage team members</li><li>1.5 evaluate the role of stakeholder feedback in the design and delivery of administrative services</li><li>1.6 explain techniques used to monitor and evaluate administrative work</li><li>1.7 explain techniques to manage bottlenecks and downtime in a way that meets volume targets and quality standards.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to organise the work of an administrative function.
<b>Assessment criteria</b>
The learner can: 2.1 agree Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives with their team 2.2 specify how business targets and objectives will be achieved 2.3 develop systems and standard operating procedures for administrative processes that meet organisational and legal requirements 2.4 set key performance indicators (KPIs) that are capable of measuring the progress and efficiency of the work of an administrative function 2.5 obtain resources likely to enable targets and objectives to be met within the agreed timescale 2.6 allocate workloads in a way that is likely to meet targets, deadlines and budgetary constraints.

<b>Learning outcome</b>
The learner will: 3. Be able to manage administrative workflows.
<b>Assessment criteria</b>
The learner can: 3.1 manage workflow in a way that is likely to meet volume targets and quality standards 3.2 minimise downtime and productivity waste 3.3 provide support that facilitates the development of team members and the achievement of targets and objectives 3.4 produce timely management reports that address workflow information requests 3.5 use feedback to prevent and resolve problems 3.6 evaluate the efficiency and effectiveness of administrative services 3.7 implement improvements to administrative services based on the results of evaluation 3.8 adhere to organisational policies and procedures, legal and ethical requirements in managing administrative workflows.



## Unit 403

## Contribute to the design and development of an information system

<b>UAN:</b>	<b>A/506/1950</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"><li>• CFABAD111 Support the design and development of information Systems.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to contribute to the design and develop an information system. Upon completion of this unit learners will have an understanding of information system design requirements and will be able to contribute to the specification of an information system, as well as recommending options for information system development.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand information system design requirements.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 analyse the requirements, advantages and limitations of different ways of storing and managing information in an organisation</li><li>1.2 assess the ways in which information can be used by an organisation</li><li>1.3 evaluate the implications of data protection requirements for the design of an information system.</li></ol>

### **Assessment guidance/evidence requirements**

For this learning outcome, the candidate will need to research the assessment criteria and present a report showing their analysis, the way information is used by organisations and their evaluation of the implications of data protection requirements.

#### **Evidence may be supplied by:**

- report
- professional discussion
- questioning.

### **Learning outcome**

The learner will:

2. Be able to contribute to the specification of an information system.

### **Assessment criteria**

The learner can:

- 2.1 identify the users and **stakeholders** of an information system
- 2.2 identify the information that will be managed within a system
- 2.3 analyse the impact of budgetary constraints on the design of an information system
- 2.4 specify the functionality of a system that is capable of delivering agreed requirements
- 2.5 specify access and security restrictions and systems that meet the design specification of an information system
- 2.6 identify resources needed to implement and operate the system
- 2.7 adhere to organisational policies and procedures, legal and ethical requirements when contributing to the specification of an information system.

### **Assessment guidance/evidence requirements**

#### **Stakeholders**

A stakeholder is anyone who has an interest in the use of the information system or a user of such system.

#### **Evidence may be supplied by:**

- report
- professional discussion
- questioning
- witness testimony.

**Learning outcome**

The learner will:

3. Be able to recommend options for the development of an information system.

**Assessment criteria**

The learner can:

- 3.1 evaluate the advantages and limitations of proprietary and customised information systems
- 3.2 evaluate the advantages and limitations of designing a system in-house and commissioning a system from an external source
- 3.3 identify the implications of testing information systems before finalising the specification
- 3.4 justify recommendations for the development of an information system based on an analysis of cost-effectiveness and functionality.

**Assessment guidance/evidence requirements****Evidence may be supplied by:**

- report
- professional discussion
- questioning.

## **Unit 403**                    **Contribute to the design and development of an information system**

Supporting information

### **Guidance**

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony. A report at this level would be in excess of 2000 words.

<b>UAN:</b>	<b>F/506/1951</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> <li>CFABAD122 Manage and evaluate information systems.</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ).
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage information systems. Upon completion of this unit, learners will develop an understanding of the management of information systems. Learners will be able to apply this knowledge when setting up information system process and managing information systems.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>Understand the management of information systems.</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>explain the uses of an <b>information system</b></li> <li>describe typical information system interfaces</li> <li>analyse the implications of system updates and system developments to an organisation</li> <li>analyse the use of <b>stakeholders'</b> feedback on the effectiveness of an information system</li> <li>evaluate the implications of data protection requirements for the management and use of an information system.</li> </ol>

<b>Assessment guidance/evidence requirements</b>
<b>Information system:</b> Usually electronic, containing various information on a specific subject ie data base containing information on all new clients/customers.
<b>Stakeholders:</b> This refers to anyone who has an interest in the system, eg end users, clients, customers.

**Evidence may be supplied by:**

- report
- professional discussion
- questioning.

**Learning outcome**

The learner will:

2. Be able to set up information system processes.

**Assessment criteria**

The learner can:

- 2.1 develop standard operating procedures for administrative processes that meet organisational and legal requirements
- 2.2 implement management processes that are capable of identifying and resolving problems
- 2.3 analyse users' training needs for an information system.

**Assessment guidance/evidence requirements****Evidence may be supplied by:**

- product (operating procedures)
- report
- professional discussion
- witness testimony
- questioning.

**Learning outcome**

The learner will:

3. Be able to manage an information system.

**Assessment criteria**

The learner can:

- 3.1 monitor the quality of information against agreed key performance indicators (KPIs)
- 3.2 update information systems in line with business and users' needs
- 3.3 provide training and support in the use of information systems to users and stakeholders
- 3.4 manage problems in the information system in a way that minimises disruption to business
- 3.5 evaluate the effectiveness of an information system
- 3.6 make recommendations for improvements that will enhance the efficiency of an information system
- 3.7 adhere to organisational policies and procedures, legal and ethical requirements in the management of an information system.

**Assessment guidance/evidence requirements****Evidence may be supplied by:**

- witness testimony
- product
- report
- professional discussion
- questioning.

## **Unit 404            Manage information systems**

### Supporting information

#### **Guidance**

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.

## Unit 405

## Support environmental sustainability in a business environment

<b>UAN:</b>	<b>R/506/1954</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	Business & Administration (2013) National Occupational Standards.
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to support environmental sustainability in a business environment and introduces learners to the principles supporting environmental sustainability in a business environment. Upon completion of this unit, learners will be able to implement best practice in environmental sustainability in a business environment.

<b>Learning outcome</b>
The learner will: 1. Understand the principles supporting environmental sustainability in a business environment.
<b>Assessment criteria</b>
The learner can: 1.1 describe current legislation in relation to environmental sustainability in a business environment 1.2 explain government incentives that support environmental sustainability in a business environment 1.3 analyse the relationship between environmental sustainability and corporate social responsibility 1.4 explain the health and safety considerations for environmental sustainability and waste management 1.5 explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures.



**Assessment Guidance**

For this learning outcome robust research will need to be completed against the assessment criteria. The report should demonstrate understanding of current legislation and incentives. Use your own organisation to complete your research or research an organisation of your choice

**Evidence may be supplied by:**

- report
- professional discussion
- questioning.

**Learning outcome**

The learner will:

2. Be able to implement best practice in environmental sustainability in a business environment.

**Assessment criteria**

The learner can:

- 2.1 identify the environmental standards that are relevant to an organisation
- 2.2 evaluate the impact of an organisation's business on its environment
- 2.3 promote a culture of efficient consumption of energy in line with an organisation's energy management policies
- 2.4 establish procedures to minimise waste and maximise the recycling of materials
- 2.5 establish procedures to meet hazardous waste regulations
- 2.6 adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment.

**Assessment Guidance****Evidence may be supplied by:**

- report
- product (procedures)
- witness testimony
- questioning.

## **Unit 405**

## **Support environmental sustainability in a business environment**

Supporting information

### **Guidance**

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.

## Unit 406

## Resolve administrative problems

<b>UAN:</b>	<b>D/506/1956</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	56
<b>Relationship to NOS:</b>	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"><li>• CFABAG126 Plan how to solve business problems</li><li>• CFABAG127 Solve business problems.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to resolve administrative problems and introduces learners to the principles underpinning the resolution of administrative problems. Upon completion of this unit, learners will be able to identify and resolve administrative problems.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles underpinning the resolution of administrative problems.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 evaluate the effectiveness of different types of information on an administrative function</li><li>1.2 explain the basis for selecting tools, techniques and strategies to analyse administrative functions</li><li>1.3 explain the constraints attached to the use of resources needed to resolve administrative problems</li><li>1.4 explain how to apply risk assessment and management techniques to identify and resolve administrative problems</li><li>1.5 analyse the effectiveness of different techniques used to resolve administrative problems.</li></ol>

### **Assessment guidance/evidence requirements**

To evaluate and analyse in this Learning Outcome the candidate will need to complete research into the functions, tools, techniques and strategies available to them. Some techniques include:

- Cause and Effect Analysis
- Root Cause Analysis
- Impact Analysis
- GANTT Chart
- 6 Stage Model.

The candidate may wish to research these and others to completely understand the resolution of problems.

#### **Evidence may be supplied by:**

- report
- professional discussion
- questioning.

### **Learning outcome**

The learner will:

2. Be able to identify administrative problems.

### **Assessment criteria**

The learner can:

- 2.1 collect information relevant to the administrative problem
- 2.2 use analytical techniques that are appropriate to the administrative problem
- 2.3 clarify whether an administrative problem is recurrent, intermittent or a sole instance
- 2.4 identify patterns of issues and problems
- 2.5 identify the likely cause of an administrative problem.

### **Range**

To complete this learning outcome the candidate will need to recognise the size of the problem:

- simple – complex
- hard – soft
- urgent – non-urgent.

#### **Evidence may be supplied by:**

- report
- product
- professional discussion
- questioning.

**Learning outcome**

The learner will:

3. Be able to resolve administrative problems.

**Assessment criteria**

The learner can:

- 3.1 select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
- 3.2 develop a plan that addresses the administrative problem whilst minimising disruption to business
- 3.3 identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
- 3.4 implement a problem-solving plan within the agreed timescale and constraints
- 3.5 take action to ensure that systems and processes are capable of preventing future reoccurrences
- 3.6 evaluate the effectiveness of problem solving activities
- 3.7 adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems.

**Assessment guidance/evidence requirements**

Strategies not already mentioned above could include:

- Cost Benefit Analysis
- Failure Mode and Effects Analysis (FMEA)
- Means-End Analysis

**Planning**

- 8D Problem-Solving Process
- Plan-Do-Check-Act (PDCA)

**Evidence may be supplied by:**

- product
- report
- professional discussion
- witness testimony
- questioning.



## Unit 407

## Prepare specifications for contracts

<b>UAN:</b>	<b>H/506/1957</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"><li>• CFABAF132 Prepare specifications for contracts.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to prepare specifications for contracts and introduces learners to the principles supporting the preparation of specifications for contracts. Upon completion of this unit, learners will be able to prepare specifications for contracts.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles supporting the preparation of specifications for contracts.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 explain the scope of <b>contract specifications</b></li><li>1.2 explain the roles and interests of those who should be involved in a tender process</li><li>1.3 analyse the legal implications of a range of types of contracts and agreements</li><li>1.4 explain the requirements of confidentiality and data protection</li><li>1.5 evaluate the risks associated with procurement and tendering processes</li><li>1.6 explain the basis for the design of a tender evaluation process.</li></ol>

<p><b>Assessment guidance/evidence requirements</b></p> <p>Four elements of <b>contract specifications</b> include:</p> <ul style="list-style-type: none"> <li>• offer</li> <li>• acceptance</li> <li>• consideration</li> <li>• the intention to create legal relations.</li> </ul> <p><b>Types of contract include:</b></p> <ul style="list-style-type: none"> <li>• contract of service (contract of employment)</li> <li>• contract for services (commercial ie cleaning services).</li> </ul> <p><b>Procurement processes include:</b></p> <ul style="list-style-type: none"> <li>• who to use as a supplier</li> <li>• what kind of contract terms will be required</li> <li>• what constraints/restrictions on purchasing power.</li> </ul> <p><b>Evidence may be supplied by:</b></p> <ul style="list-style-type: none"> <li>• research report</li> <li>• professional discussion</li> <li>• questioning.</li> </ul>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. Be able to prepare specifications for contracts.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 confirm the requirements for the contract specification</p> <p>2.2 draft contract specifications that meet the requirements including post-contractual requirements</p> <p>2.3 specify the parameters of the contract in line with the requirements</p> <p>2.4 provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification</p> <p>2.5 define objective selection criteria to evaluate tender proposals</p> <p>2.6 establish a selection process that meets organisational requirements</p> <p>2.7 adhere to organisational policies and procedures, legal and ethical requirements when preparing specifications for contracts.</p>

<p><b>Assessment guidance/evidence requirements</b></p> <p><b>Evidence may be supplied by:</b></p> <ul style="list-style-type: none"> <li>• product</li> <li>• witness testimony</li> <li>• professional discussion</li> <li>• report</li> <li>• questioning.</li> </ul>
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## **Unit 407            Prepare specifications for contracts**

Supporting information

### **Guidance**

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.

<b>UAN:</b>	<b>M/506/1959</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	49
<b>Relationship to NOS:</b>	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> <li>CFABAA312 Organise and coordinate event</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage events. Upon completion of this unit, learners will develop an understanding of the management of an event, and will be able to manage events at all stages, including the planning stage, the execution stage and the follow-up stage.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>Understand the management of an event.</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>explain how organisational objectives will be met by an event</li> <li>explain the flexibilities and constraints of an event's budget</li> <li>evaluate the use of project management techniques in event management</li> <li>analyse how models of contingency and crisis management can be applied to event management</li> <li>analyse the use of customer relationship management (CRM) systems to attract attendees</li> <li>evaluate the application of the principles of logistics to event management</li> <li>describe the insurance requirements of an event.</li> </ol>

<b>Assessment guidance/evidence requirements</b>
<p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>• The Iron Triangle of Project Management</li> <li>• The Planning Cycle</li> <li>• SWOT Analysis</li> <li>• Risk Analysis</li> <li>• Gantt Charts</li> <li>• Critical Path Analysis.</li> </ul> <p><b>Models:</b></p> <ul style="list-style-type: none"> <li>• risk/impact probability chart</li> <li>• issue management log.</li> </ul> <p><b>Evidence may be supplied by:</b></p> <ul style="list-style-type: none"> <li>• report</li> <li>• professional discussion</li> <li>• questioning.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2. Be able to manage the planning of an event.</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 identify the purpose of an event and the key messages to be communicated</li> <li>2.2 identify target attendees for an event</li> <li>2.3 Assess the impact of an event on an organisation and its stakeholders</li> <li>2.4 establish requirements for resources, location, technical facilities, layout, health and safety</li> <li>2.5 identify how event-related risks and contingencies will be managed</li> <li>2.6 develop an event plan that specifies objectives, success and evaluation criteria</li> <li>2.7 make formal agreements for what will be provided, by whom and when</li> <li>2.8 determine methods of entry, security, access and pricing.</li> </ol>

<b>Assessment guidance/evidence requirements</b>
<p><b>Events for this unit may include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• conference</li> <li>• wedding</li> <li>• launch of a new product/service</li> <li>• sporting event.</li> </ul> <p><b>Evidence may be supplied by:</b></p> <ul style="list-style-type: none"> <li>• product</li> <li>• witness testimony</li> <li>• report</li> <li>• professional discussion</li> <li>• questioning.</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Be able to manage an event.
<b>Assessment criteria</b>
The learner can: 3.1 manage the allocation of resources in accordance with the event management plan 3.2 respond to changing circumstances in accordance with contingency plans 3.3 deliver agreed outputs within the timescale 3.4 manage interdependencies, risks and problems in accordance with the event management plan 3.5 comply with the venue, insurance and technical requirements 3.6 apply the principles and good practice of customer care when managing an event 3.7 adhere to organisational policies and procedures, legal and ethical requirements when managing an event.

<b>Assessment guidance/evidence requirements</b>
<b>Evidence may be supplied by:</b> <ul style="list-style-type: none"> <li>• product</li> <li>• witness testimony</li> <li>• report</li> <li>• questioning.</li> </ul>

<b>Learning outcome</b>
The learner will: 4. Be able to follow up an event.
<b>Assessment criteria</b>
The learner can: 4.1 ensure that all post-event leads or actions are followed up 4.2 optimise opportunities to take actions that are likely to further business objectives 4.3 evaluate the effectiveness of an event against agreed criteria.

<b>Assessment guidance/evidence requirements</b>
<b>Evidence may be supplied by:</b> <ul style="list-style-type: none"> <li>• product</li> <li>• witness testimony</li> <li>• report</li> <li>• questioning.</li> </ul>

# **Unit 408            Manage events**

## Supporting information

### **Guidance**

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.

<b>UAN:</b>	<b>D/506/2153</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	Customers Service (2013) National Occupational Standards: <ul style="list-style-type: none"> <li>• CFACSA17 Champion customer service</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to provide the knowledge and skills required to champion customer service. Upon completion of this unit, learners will be able to identify the scope of customer service improvements.

<b>Learning outcome</b>
The learner will: 1. Understand how to champion customer service.
<b>Assessment criteria</b>
The learner can: 1.1 evaluate the importance of viewing operations from the customer's viewpoint 1.2 analyse the role of <b>service partners</b> in providing customer service 1.3 evaluate the effectiveness of <b>information collection systems</b> and reports 1.4 describe organisational decision-making processes and limits of their own authority 1.5 assess the suitability of a range of <b>monitoring techniques</b> to identify opportunities for customer service improvements 1.6 describe activities that give added value to the <b>service chain</b> .

<b>Assessment guidance</b>
<b>Service partners</b> When two or more organisations or departments combine to provide effective customer service. Partners can be eg departments, suppliers.
<b>Information collection systems</b> Eg surveys, focus groups, informal customer feedback, observation, financial records.

**Monitoring techniques**

Eg KPIs, sales figures, returns, complaints, observations.

**Service chain**

The sequence of services delivered by an organisation for each individual in order that a common goal is achieved.

**Evidence may be supplied by:**

- questioning
- professional discussion
- reflective account
- monitoring techniques
- report on championing customer service
- organisational policies and procedures\*
- legislative and regulatory requirements
- organisational documentation\*

**Learning outcome**

The learner will:

2. Be able to identify the scope for improvements to customer service.

**Assessment criteria**

The learner can:

- 2.1 monitor customer service delivery to identify issues that are important to customer service
- 2.2 analyse the implications of improvements to customer service
- 2.3 identify customer service issues relating to new products and/or services
- 2.4 identify the strategic and managerial implications of changes to customer service and the service offer.

**Assessment guidance****Evidence may be supplied by:**

- observation
- witness testimony
- questioning
- professional discussion
- reflective account
- customer feedback
- report on championing customer service
- organisational policies and procedures\*
- legislative and regulatory requirements
- organisational documentation\*

<b>Learning outcome</b>
The learner will: 3. Be able to champion customer service.
<b>Assessment criteria</b>
The learner can: 3.1 promote the role of customer service within an organisation's operational plans 3.2 inform individual staff members about their role in championing customer service 3.3 promote the benefits of effective customer service 3.4 provide <b>validated</b> customer service advice and information to colleagues 3.5 support others to identify areas for improvement to customer service 3.6 monitor the effectiveness of advice and information given 3.7 take actions to ensure that customer service delivery meets agreed standards.

<b>Assessment guidance</b>
<b>Validated</b> Confirmed as accurate, authentic.
<b>Evidence may be supplied by:</b>
<ul style="list-style-type: none"> <li>• observation</li> <li>• witness testimony</li> <li>• questioning</li> <li>• professional discussion</li> <li>• reflective account</li> <li>• organisation's operational plans*</li> <li>• customer feedback</li> <li>• report on championing customer service</li> <li>• organisational policies and procedures*</li> <li>• legislative and regulatory requirements</li> <li>• organisational documentation*</li> </ul>
<b>Note:</b>
Here the candidate may prefer to produce a report that outlines how they worked their way through the unit. This report will require to be backed by additional evidence that provides confirmation that they competently championed customer service.
*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.



## Unit 410

## Develop and maintain professional networks

<b>UAN:</b>	<b>J/506/1949</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM&amp;LAA3 Develop and maintain your professional networks.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to develop and maintain professional networks and introduces learners to key principles underpinning effective networking. Upon completion of this unit, learners will be able to identify, develop, and maintain professional networks.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles of effective networking.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 describe the interpersonal skills needed for effective networking</li><li>1.2 explain the basis on which to choose networks to be developed</li><li>1.3 evaluate the role of shared agendas and conflict management in relationship-building</li><li>1.4 evaluate the role of the internet in business networking</li><li>1.5 assess the importance of following up leads and actions</li><li>1.6 analyse ethical issues relating to networking activities.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to identify professional networks for development.
<b>Assessment criteria</b>
The learner can: 2.1 identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations 2.2 shortlist networks for development against defined criteria 2.3 assess the benefits and limitations of joining and maintaining selected network(s).

<b>Learning outcome</b>
The learner will: 3. Be able to maintain professional networks.
<b>Assessment criteria</b>
The learner can: 3.1 identify the potential for mutual benefit with network members 3.2 promote their own skills, knowledge and competence to network members 3.3 provide information, services or support to network members where the potential for mutual benefit has been identified 3.4 establish the boundaries of confidentiality 3.5 agree guidelines for the exchange of information and resources 3.6 take action to ensure that participation in networks reflects current and defined future aspirations and needs 3.7 make introductions to people with common or complementary interest to and within networks.

## Unit 411

## Develop and implement an operational plan

<b>UAN:</b>	<b>Y/506/1955</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM&amp;LBA9 Develop operational plans</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to develop and implement an operational plan and introduces learners to the key principles underpinning operational planning. Upon completion of this unit, learners will be able to develop, implement, and evaluate an operational plan.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles of operational planning.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 evaluate the use of risk analysis techniques in operational planning</li><li>1.2 explain the components of an operational plan</li><li>1.3 analyse the relationship between strategic and operational plans</li><li>1.4 evaluate the use of planning tools and techniques in the operational planning process</li><li>1.5 explain how to carry out a cost-benefit analysis.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to develop an operational plan.
<b>Assessment criteria</b>
The learner can: 2.1 identify Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives and Key Performance Indicators (KPIs) 2.2 identify evaluation mechanisms appropriate to the plan 2.3 take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures 2.4 develop proportionate and targeted plans to manage identified risks 2.5 take action to ensure that plans complement and maximise synergy with other business areas 2.6 adhere to organisational policies and procedures, legal and ethical requirements.

<b>Learning outcome</b>
The learner will: 3. Be able to implement an operational plan
<b>Assessment criteria</b>
The learner can: 3.1 implement plans within agreed budgets and timescales 3.2 communicate the requirements of the plans to those who will be affected 3.3 revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks.

<b>Learning outcome</b>
The learner will: 4. Be able to evaluate the effectiveness of an operational plan.
<b>Assessment criteria</b>
The learner can: 4.1 conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources 4.2 report on the effectiveness of operational plans in the appropriate format.

## Unit 412

## Encourage learning and development

<b>UAN:</b>	<b>M/506/1962</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM&amp;LDC1 Identify individuals' learning needs and styles</li><li>• CFAM&amp;LDC2 Support individuals' learning and development.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to encourage learning and development and introduces learners to the key principles underpinning learning and development. Upon completion of this unit, learners will be able to support and evaluate individual's learning and development.

<b>Learning outcome</b>
The learner will: 1. Understand the principles of learning and development.
<b>Assessment criteria</b>
The learner can: 1.1 assess the role of Continuous Professional Development (CPD) in identifying and meeting individuals' learning and development for current and future business needs 1.2 analyse the advantages and limitations of different learning and development methods 1.3 explain how to identify individuals' learning and development needs 1.4 evaluate the role of self-reflection in learning and development.

<b>Learning outcome</b>
The learner will: 2. Be able to support individuals' learning and development.
<b>Assessment criteria</b>
The learner can: 2.1 promote the benefits of learning to people in own area of responsibility 2.2 support individuals in identifying their current and likely future learning and development needs from a range of information sources 2.3 agree with individuals the learning activities to be undertaken, ensuring they are within agreed budgets and consistent with business needs 2.4 summarise agreed learning objectives, learning activities, review mechanisms and success criteria in a personal development plan 2.5 create an environment that encourages and promotes learning and development 2.6 provide opportunities for individuals to apply their developing competence in the workplace.

<b>Learning outcome</b>
The learner will: 3. Be able to evaluate individuals' learning and development.
<b>Assessment criteria</b>
The learner can: 3.1 analyse information from a range of sources on individuals' performance and development 3.2 evaluate the effectiveness of different learning and development methods 3.3 agree revisions to personal development plans in the light of feedback.

## Unit 413

## Initiate and implement operational change

<b>UAN:</b>	<b>T/506/1980</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	19
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM &amp; LCA2 Plan change</li><li>• CFAM &amp; LCA3 Engage people in change</li><li>• CFAM &amp; LCA4 Implement change</li><li>• CFAM &amp; LCA5 Evaluate change.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to initiate and implement operational change. Upon completion of this unit, learners will have developed an understanding of the implementation of operational change and will be able to prepare for, manage, and evaluate operational change.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the implementation of operational change.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 explain sources of information indicating the need for change</li><li>1.2 analyse the advantages and limitations of different project and change management techniques</li><li>1.3 analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to plan for operational change.
<b>Assessment criteria</b>
The learner can: 2.1 develop an operational plan that includes Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives and resources 2.2 take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives 2.3 provide colleagues with the support needed to implement operational change.

<b>Learning outcome</b>
The learner will: 3. Be able to manage operational change.
<b>Assessment criteria</b>
The learner can: 3.1 implement the change plan within the agreed timescale using available resources 3.2 assess the significance of deviations from the change plan 3.3 address interdependency issues and tensions that affect the achievement of change objectives 3.4 assess the value and risks of unintended outcomes from operational change 3.5 inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken.

<b>Learning outcome</b>
The learner will: 4. Be able to evaluate the effectiveness of operational change.
<b>Assessment criteria</b>
The learner can: 4.1 evaluate the effectiveness of operational change 4.2 identify areas for improvement, justifying conclusions and recommendations with evidence 4.3 communicate to stakeholders the lessons learned from the change.



## Unit 414

## Develop working relationships with stakeholders

<b>UAN:</b>	<b>F/506/1982</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM&amp;LDD2 Develop and sustain productive working relationships with stakeholders</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to develop working relationships with stakeholders. Upon completion of this unit, learners will have developed an understanding of working relationships with stakeholders and will be able to determine the scope for collaboration with stakeholders. Learners will also be able to develop productive working relationships with stakeholders and consequently evaluate stakeholder relationships.

<b>Learning outcome</b>
The learner will: 1. Understand working relationships with stakeholders.
<b>Assessment criteria</b>
The learner can: 1.1 analyse stakeholder mapping techniques 1.2 explain how influencing skills and techniques can be used to enhance the relationship with stakeholders 1.3 explain how expectation management and conflict resolution techniques are applied to stakeholder management 1.4 analyse the advantages and limitations of different types of stakeholder consultation 1.5 evaluate the risks and potential consequences of inadequate stakeholder consultation.

<b>Learning outcome</b>
The learner will: 2. Be able to determine the scope for collaboration with stakeholders.
<b>Assessment criteria</b>
The learner can: 2.1 identify the stakeholders with whom relationships should be developed 2.2 explain the roles, responsibilities, interests and concerns of stakeholders 2.3 evaluate business areas that would benefit from collaboration with stakeholders 2.4 evaluate the scope for and limitations of collaborating with different types of stakeholder.

<b>Learning outcome</b>
The learner will: 3. Be able to develop productive working relationships with stakeholders.
<b>Assessment criteria</b>
The learner can: 3.1 create a climate of mutual trust and respect by behaving openly and honestly 3.2 take account of the advice provided by stakeholders 3.3 minimise the potential for friction and conflict amongst stakeholder.

<b>Learning outcome</b>
The learner will: 4. Be able to evaluate relationships with stakeholders.
<b>Assessment criteria</b>
The learner can: 4.1 monitor relationships and developments with stakeholders 4.2 address changes that may have an effect on stakeholder relationships 4.3 recommend improvements based on analyses of the effectiveness of stakeholder relationships.

## Unit 414

## Develop working relationships with stakeholders

<b>UAN:</b>	<b>F/506/1982</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM&amp;LDD2 Develop and sustain productive working relationships with stakeholders</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to develop working relationships with stakeholders. Upon completion of this unit, learners will have developed an understanding of working relationships with stakeholders and will be able to determine the scope for collaboration with stakeholders. Learners will also be able to develop productive working relationships with stakeholders and consequently evaluate stakeholder relationships.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. understand working relationships with stakeholders</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 analyse stakeholder mapping techniques</li><li>1.2 explain how influencing skills and techniques can be used to enhance the relationship with stakeholders</li><li>1.3 explain how expectation management and conflict resolution techniques are applied to stakeholder management</li><li>1.4 analyse the advantages and limitations of different types of stakeholder consultation</li><li>1.5 evaluate the risks and potential consequences of inadequate stakeholder consultation.</li></ol>

<b>Learning outcome</b>
The learner will:

2. be able to determine the scope for collaboration with stakeholders

**Assessment criteria**

The learner can:

- 2.1 identify the stakeholders with whom relationships should be developed
- 2.2 explain the roles, responsibilities, interests and concerns of stakeholders
- 2.3 evaluate business areas that would benefit from collaboration with stakeholders
- 2.4 evaluate the scope for and limitations of collaborating with different types of stakeholder.

**Learning outcome**

The learner will:

- 3. be able to develop productive working relationships with stakeholders

**Assessment criteria**

The learner can:

- 3.1 create a climate of mutual trust and respect by behaving openly and honestly
- 3.2 take account of the advice provided by stakeholders
- 3.3 minimise the potential for friction and conflict amongst stakeholder.

**Learning outcome**

The learner will:

- 4. be able to evaluate relationships with stakeholders

**Assessment criteria**

The learner can:

- 4.1 monitor relationships and developments with stakeholders
- 4.2 address changes that may have an effect on stakeholder relationships
- 4.3 recommend improvements based on analyses of the effectiveness of stakeholder relationships.

<b>UAN:</b>	<b>K/506/1989</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	<p>Management &amp; Leadership (2012) National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• CFAM &amp; LEB2 Obtain physical resources</li> <li>• CFAM &amp; LEB3 Manage physical resources.</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage physical resources. Upon completion of this unit, learners will be able to identify the need for physical resources, obtain physical resources, and manage the use of physical resources.

<b>Learning outcome</b>
The learner will:
1. Be able to identify the need for physical resources.
<b>Assessment criteria</b>
The learner can:
1.1 identify resource requirements from analyses of organisational needs
1.2 evaluate alternative options for obtaining physical resources
1.3 evaluate the impact on the organisation of introducing physical resources
1.4 identify the optimum option that meets operational requirements for physical resources.

<b>Learning outcome</b>
The learner will: 2. Be able to obtain physical resources.
<b>Assessment criteria</b>
The learner can: 2.1 develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits 2.2 obtain authorisation and financial commitment for the required expenditure 2.3 negotiate best value from contracts in accordance with organisational standards and procedures 2.4 adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources 2.5 check that the physical resources received match those ordered.

<b>Learning outcome</b>
The learner will: 3. Be able to manage the use of physical resources.
<b>Assessment criteria</b>
The learner can: 3.1 take action to ensure physical resources are used in accordance with manufacturers' instructions 3.2 evaluate the efficiency of physical resources against agreed criteria 3.3 recommend improvements to the use of physical resources and associated working practices 3.4 analyse the benefits of effective equipment in the conservation of energy and the environment.

## Unit 416

## Prepare for and support quality audits

<b>UAN:</b>	<b>K/506/1992</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	17
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM&amp;LFE3 Prepare for and participate in quality audits.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to prepare for and support quality audits and introduces learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and support quality audits.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles underpinning the management of quality.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 analyse the principles of quality management</li><li>1.2 analyse the purpose and requirements of a range of quality standards</li><li>1.3 analyse the advantages and limitations of a range of quality techniques</li><li>1.4 assess how the management of quality contributes to the achievement of organisational objectives.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to prepare for quality audits.
<b>Assessment criteria</b>
The learner can: 2.1 establish the quality requirements applicable to the work being audited 2.2 confirm that documentation is complete 2.3 confirm that any previously agreed actions have been implemented 2.4 make available information requested in advance by auditors.

<b>Learning outcome</b>
The learner will: 3. Be able to support quality audits.
<b>Assessment criteria</b>
The learner can: 3.1 provide access to information on request within scope of the audit 3.2 agree actions and timescales with auditors that will remedy non-conformance or non-compliance 3.3 identify instances where business processes, quality standards and/or procedures could be improved 3.4 develop a quality improvement plan that addresses the issues.



<b>UAN:</b>	<b>T/506/1994</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	21
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> <li>• CFAM&amp;LFE4 Carry out quality audits.</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to conduct quality audits and introduces learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and conduct quality audits.

<b>Learning outcome</b>
The learner will: 1. Understand the principles underpinning the management of quality.
<b>Assessment criteria</b>
The learner can: 1.1 analyse the principles of quality management 1.2 analyse the purpose and requirements of a range of quality standards 1.3 analyse the advantages and limitations of a range of quality techniques 1.4 assess how the management of quality contributes to the achievement of organisational objectives.

<b>Learning outcome</b>
The learner will: 2. Be able to prepare to carry out quality audits.
<b>Assessment criteria</b>
The learner can: 2.1 establish the quality requirements applicable to the work being audited 2.2 develop a plan for a quality audit 2.3 prepare the documentation needed to undertake a quality audit 2.4 specify data requirements to those who will support the audit.

<b>Learning outcome</b>
The learner will: 3. Be able to conduct quality audits.
<b>Assessment criteria</b>
The learner can: 3.1 confirm that any previously agreed actions have been implemented 3.2 analyse information against agreed quality criteria 3.3 identify instances where business processes, quality standards and/or procedures could be improved 3.4 agree actions and timescales that will remedy non-conformance or non-compliance.

<b>UAN:</b>	<b>A/506/1995</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	<p>Management &amp; Leadership (2012) National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• CFAM&amp;LEA1 Identify and justify requirements for financial resources</li> <li>• CFAM&amp;LEA4 Manage budgets.</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage a budget. Upon completion of this unit, learners will have developed an understanding of how to identify financial requirements and be able to set and manage budgets and evaluate the use of a budget.

<b>Learning outcome</b>
The learner will: 1. Understand how to identify financial requirements.
<b>Assessment criteria</b>
The learner can: 1.1 explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives 1.2 analyse the components of a business case to meet organisational requirements 1.3 analyse the factors to be taken into account to secure the support of stakeholders 1.4 describe the business planning and budget-setting cycle.

<b>Learning outcome</b>
The learner will: 2. Understand how to set budgets.
<b>Assessment criteria</b>
The learner can: 2.1 explain the purposes of budget-setting 2.2 analyse the information needed to enable realistic budgets to be set 2.3 explain how to address contingencies 2.4 explain organisational policies and procedures on budget-setting.

<b>Learning outcome</b>
The learner will: 3. Be able to manage a budget.
<b>Assessment criteria</b>
The learner can: 3.1 use the budget to control performance and expenditure 3.2 identify the cause of variations from budget 3.3 explain the actions to be taken to address variations from budget 3.4 propose realistic revisions to budget, supporting recommendations with evidence 3.5 provide budget-related reports and information within agreed timescales 3.6 explain the actions to be taken in the event of suspected instances of fraud or malpractice.

<b>Learning outcome</b>
The learner will: 4. Be able to evaluate the use of a budget.
<b>Assessment criteria</b>
The learner can: 4.1 identify successes and areas for improvement in budget management 4.2 make recommendations to improve future budget setting and management.

<b>UAN:</b>	<b>R/506/1999</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	38
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> <li>• CFAM&amp;LFA5 Manage projects.</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage a project. Upon completion of this unit, learners will have developed an understanding of the management of a project and will be able to plan, manage and evaluate a project.

<b>Learning outcome</b>
The learner will: 1. Understand the management of a project.
<b>Assessment criteria</b>
The learner can: 1.1 explain how to carry out a cost-benefit analysis for a project 1.2 evaluate the use of risk analysis techniques 1.3 evaluate project planning and management tools and techniques 1.4 evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources 1.5 analyse the requirements of project governance arrangements.

<b>Learning outcome</b>
The learner will: 2. Be able to plan a project.
<b>Assessment criteria</b>
The learner can: 2.1 analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work 2.2 agree the objectives and scope of proposed projects with stakeholders 2.3 assess the interdependencies and potential risks within a project 2.4 develop a project plan with Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives, Key Performance Indicators (KPIs) and evaluations mechanisms appropriate to the plan 2.5 develop proportionate and targeted plans to manage identified risks and contingencies 2.6 apply project lifecycle approaches to the progress of a project.

<b>Learning outcome</b>
The learner will: 3. Be able to manage a project.
<b>Assessment criteria</b>
The learner can: 3.1 allocate resources in accordance with the project plan 3.2 brief project team members on their roles and responsibilities 3.3 implement plans within agreed budgets and timescales 3.4 communicate the requirements of the plans to those who will be affected 3.5 revise plans in the light of changing circumstances in accordance with project objectives and identified risks 3.6 keep stakeholders up to date with developments and problems 3.7 complete close-out actions in accordance with project plans 3.8 adhere to organisational policies and procedures, legal and ethical requirements when managing a project.

<b>Learning outcome</b>
The learner will: 4. Be able to evaluate the effectiveness of a project.
<b>Assessment criteria</b>
The learner can: 4.1 conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources 4.2 evaluate the effectiveness of capturing and managing project-related knowledge 4.3 report on the effectiveness of plans.

<b>UAN:</b>	<b>L/506/2004</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	27
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> <li>CFAM&amp;LBB1 Manage risks to your organisation.</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage business risk. Upon completion of this unit, learners will have developed an understanding of the management of business risk, and will be able to address and mitigate business risk.

<b>Learning outcome</b>
The learner will: 1. Understand the management of business risk.
<b>Assessment criteria</b>
The learner can: 1.1 explain what is meant by business risk 1.2 analyse business risk identification theories and models 1.3 explain measures and techniques to mitigate business risk 1.4 explain their own level of authority in managing risk.

<b>Learning outcome</b>
The learner will: 2. Be able to address business risk.
<b>Assessment criteria</b>
The learner can: 2.1 monitor work in line with organisational risk procedures 2.2 identify potential risks using agreed risk criteria 2.3 assess identified risks, their potential consequences and the probability of them happening 2.4 communicate to stakeholders the likelihood of the risk occurring and its potential consequences 2.5 explain organisational business risk management policies.

<b>Learning outcome</b>
The learner will: 3. Be able to mitigate business risk.
<b>Assessment criteria</b>
The learner can: 3.1 develop risk management plans and processes that are proportionate to the risk and the available resources 3.2 implement risk management plans in accordance with organisational requirements 3.3 monitor on-going risk-related developments and amend plans in the light of changing circumstances 3.4 keep stakeholders informed of any developments and their possible consequences 3.5 evaluate the effectiveness of actions taken, identifying possible future improvements.



## Unit 421

## Manage knowledge in an organisation

<b>UAN:</b>	<b>A/506/2032</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	34
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM&amp;LEC2 Manage information, knowledge and communication systems</li><li>• CFAM&amp;LEC3 Develop knowledge and make it available.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to manage knowledge in an organisation and introduces learners to the key principles underpinning knowledge management. Upon completion of this unit, learners will be able to identify knowledge to be managed within an organisation, and consequently manage knowledge within an organisation.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles of knowledge management.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 explain the concept, scope and importance of knowledge management</li><li>1.2 explain the concept of intellectual property</li><li>1.3 identify the business drivers that lead to effective knowledge management</li><li>1.4 explain the risks associated with knowledge management and their potential implications</li><li>1.5 explain the importance of engaging others and communicating knowledge management issues and activities</li><li>1.6 explain best practice principles and techniques for effective knowledge management</li><li>1.7 describe strategies to manage tacit and explicit knowledge.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to identify knowledge to be managed within an organisation.
<b>Assessment criteria</b>
The learner can: 2.1 identify the criteria against which knowledge will be managed 2.2 engage colleagues in identifying the knowledge to be managed.

<b>Learning outcome</b>
The learner will: 3. Be able to manage knowledge within an organisation.
<b>Assessment criteria</b>
The learner can: 3.1 implement actions in accordance with the knowledge management plan 3.2 adhere to security processes for the collection, storage and retrieval of knowledge 3.3 evaluate the extent to which current knowledge management systems and processes are fit for purpose 3.4 recommend improvements to processes and systems to manage knowledge 3.5 assess the likely impact and implications of the loss of knowledge.

## Unit 422

## Recruitment, selection and induction practice

<b>UAN:</b>	<b>R/506/2909</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	33
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM &amp; LDA1 Plan the workforce</li><li>• CFAM &amp; LDA2 Recruit, select and retain people</li><li>• CFAM &amp; LDA3 Induct individuals into their roles.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required for recruitment, selection and induction practice. Upon completion of this unit, learners will have developed an understanding of the key principles and theories underpinning recruitment, selection and induction practice and will be able to recruit, select and induct people into an organisation.

<b>Learning outcome</b>
The learner will: 1. Understand the principles and theories underpinning recruitment, selection and induction practice.
<b>Assessment criteria</b>
The learner can: 1.1 explain workforce planning techniques 1.2 describe the information needed to identify recruitment requirements 1.3 assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices 1.4 analyse the factors involved in establishing recruitment and selection criteria 1.5 evaluate the suitability of different recruitment and selection methods for different roles 1.6 analyse patterns of employment that affect the recruitment of staff 1.7 explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements 1.8 explain the induction process 1.9 explain the relationship between human resource processes and the induction processes.

<b>Learning outcome</b>
The learner will: 2. Be able to recruit people into an organisation.
<b>Assessment criteria</b>
The learner can: 2.1 determine current staffing needs 2.2 identify current skills needs from identified staffing needs 2.3 identify future workforce needs 2.4 develop a resourcing plan that addresses identified needs within budgetary limitations 2.5 evaluate the cost-effectiveness of different methods of recruitment for an identified role 2.6 explain how recruitment policies and practices meet legal and ethical requirements 2.7 select the most appropriate method of recruitment for identified roles.

<b>Learning outcome</b>
The learner will: 3. Be able to select appropriate people for the role.
<b>Assessment criteria</b>
The learner can: 3.1 plan assessment processes that are valid and reliable 3.2 provide those involved in the selection process with sufficient information to enable them to make informed decisions 3.3 justify assessment decisions with evidence 3.4 inform applicants of the outcome of the process in line with organisational procedures 3.5 evaluate the effectiveness of the selection process 3.6 adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments.

<b>Learning outcome</b>
The learner will: 4. Be able to induct people into an organisation.
<b>Assessment criteria</b>
The learner can: 4.1 develop induction materials that meet operational and new starters' needs 4.2 explain to new starters organisational policies, procedures and structures 4.3 explain to new starters their role and responsibilities 4.4 explain to new starters their entitlements and where to go for help 4.5 assess new starters' training needs 4.6 confirm that training is available that meets operational and new starters' needs 4.7 provide support that meets new starters' needs throughout the induction period.

## Unit 501

## Establish business risk management processes

<b>UAN:</b>	<b>J/506/2048</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM &amp;LBB1 Manage risks to your organisation.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to establish business risk management processes and will introduce learners to business risk management models and techniques. Upon completion of this unit, learners will be able to develop and evaluate business risk management processes.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand business risk management models and techniques.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 analyse standards relating to the management of business risk</li><li>1.2 analyse the factors influencing different types of risk</li><li>1.3 evaluate the relationship between risk management, business continuity and crisis management</li><li>1.4 evaluate a range of scenario planning and crisis management models</li><li>1.5 analyse methods of calculating risk probability</li><li>1.6 analyse the effectiveness of a range of risk monitoring techniques</li><li>1.7 analyse the significance of risk governance structures and ownership.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to develop business risk management processes.
<b>Assessment criteria</b>
The learner can: 2.1 review periodically the effectiveness of risk management strategy, policy and criteria 2.2 take action to ensure that risk profiles remain current and relevant 2.3 develop viable and affordable risk management processes that are consistent with business needs and the degree of potential impact of the risk 2.4 develop contingency and business disruption processes that are commensurate with the degree of risk to business as usual and organisational reputation 2.5 take action to ensure that risk management processes are integrated into operational plans and activities.

<b>Learning outcome</b>
The learner will: 3. Be able to evaluate the effectiveness of business risk management processes
<b>Assessment criteria</b>
The learner can: 3.1 appraise the suitability of a range of risk evaluation techniques to business risk management 3.2 evaluate risk using valid quantitative and qualitative information 3.3 identify areas for improvement in identifying and managing risk 3.4 encourage a culture that accepts and manages risk.

## Unit 502

## Promote equality of opportunity, diversity and inclusion

<b>UAN:</b>	<b>R/506/2053</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	26
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM &amp; LBA7 Promote equality of opportunity, diversity and inclusion.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to promote equality of opportunity, diversity and inclusion and introduces learners to the key principles underpinning equality, diversity and inclusion in the workforce. Upon completion of this unit, learners will be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements. Learners will also be able to promote equality, diversity and inclusion policies and practices.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles underpinning equality, diversity and inclusion in the workforce.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 analyse the development of equality, diversity and inclusion policies and practices in the workforce</li><li>1.2 evaluate the application of approaches to equal opportunities</li><li>1.3 evaluate the impact of equality, diversity and inclusion policy on workforce performance</li><li>1.4 evaluate methods of managing ethical conflicts</li><li>1.5 evaluate the business benefits of effective equality, diversity and inclusion policies and practices</li><li>1.6 evaluate the impact of equality, diversity and inclusion on organisational practices</li><li>1.7 evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce.</li></ol>



**Learning outcome**

The learner will:

2. Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements.

**Assessment criteria**

The learner can:

- 2.1 identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose
- 2.2 identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally
- 2.3 identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes
- 2.4 appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices.

**Learning outcome**

The learner will:

3. Be able to promote equality, diversity and inclusion policies and practices.

**Assessment criteria**

The learner can:

- 3.1 devise a communications strategy and plan that covers everyone within their area of responsibility
- 3.2 use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion
- 3.3 take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices
- 3.4 promote a culture where actual and potential discrimination is challenged
- 3.5 take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination.

<b>UAN:</b>	<b>D/506/2055</b>
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> <li>CFAM &amp; LFA3 Manage business processes.</li> </ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to design business processes. Upon completion of this unit, learners will have developed an understanding of techniques and tools that support the design of business processes. Learners will be able to develop and evaluate business processes.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>Understand techniques and tools that support the design of business processes.</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>1.1 analyse the principles of business change and business process re-engineering</li> <li>1.2 evaluate the concept and application of workflow patterns and usability testing</li> <li>1.3 evaluate a range of modelling tools</li> <li>1.4 analyse the factors to be taken into account when evaluating the effectiveness of business processes.</li> </ol>

<b>Learning outcome</b>
The learner will: 2. Be able to develop business processes.
<b>Assessment criteria</b>
The learner can: 2.1 evaluate the scope for business process improvement and constraints 2.2 generate ideas that meet defined business needs 2.3 test a proposed process through a modelling exercise 2.4 evaluate the feasibility and viability of a proposed process against agreed criteria 2.5 establish the degree of overlap between a proposed process and existing processes and systems 2.6 resolve tensions between existing and proposed systems and processes 2.7 adhere to organisational policies and procedures, legal and ethical requirements when developing business processes.

<b>Learning outcome</b>
The learner will: 3. Be able to evaluate the effectiveness of business processes.
<b>Assessment criteria</b>
The learner can: 3.1 analyse valid information using techniques that are appropriate to the process being evaluated 3.2 assess the cost and benefit of a business process to the organisation 3.3 Justify recommendations for the rejection, adoption or enhancements to processes with evidence.

## Unit 504

## Optimise the use of technology

<b>UAN:</b>	<b>F/506/2064</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	29
<b>Relationship to NOS:</b>	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"><li>• CFAM &amp; LEB5 Optimise effective use of technology.</li></ul>
<b>Assessment requirements specified by a sector or regulatory body:</b>	Skills CFA Assessment Strategy Competence Units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to optimise the use of technology and introduces learners to the key principles underpinning the optimisation of technology. Upon completion of this unit, learners will be able to scope the use of technology, optimise the use of technological solutions, and manage the use of technology.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. Understand the principles underpinning the optimisation of technology.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 explain how to keep up-to-date with technological developments</li><li>1.2 analyse the requirements of organisational procurement processes</li><li>1.3 evaluate the implications of technology for business continuity and crisis management plans</li><li>1.4 evaluate the legal implications of changes to the use of technology</li><li>1.5 analyse the requirements of a technology strategy.</li></ol>

<b>Learning outcome</b>
The learner will: 2. Be able to scope the use of technology.
<b>Assessment criteria</b>
The learner can: 2.1 establish evaluation criteria for the use of technology including extent of use, value, efficiency and quality 2.2 evaluate the current use of technology against agreed criteria 2.3 identify the scope for improvement including training, adaptations to existing systems and the implementation of new systems 2.4 identify the strategic implications of changes to the use of technology 2.5 assess the risks, limitations and benefits of changes to the use of technology.

<b>Learning outcome</b>
The learner will: 3. Be able to optimise the use of technological solutions.
<b>Assessment criteria</b>
The learner can: 3.1 specify technological requirements and priorities including the input of others in accordance with organisational technology strategy 3.2 take action to ensure the compatibility of technological plans and systems with other systems, processes and plans 3.3 recommend technological solutions that meet the specified objectives.

<b>Learning outcome</b>
The learner will: 4. Be able to manage the use of technology.
<b>Assessment criteria</b>
The learner can: 4.1 develop procedures that address all aspects of the technology and their implications 4.2 take action to ensure that everyone using the technology is adequately trained and equipped 4.3 promote the benefits of technology 4.4 use monitoring techniques that are appropriate to the nature of the work carried out and the system 4.5 take prompt corrective action in the event of problems arising.



## 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](http://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.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**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 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:** how to register for e-assessments.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b><a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> 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: <b><a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> 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: <b><a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> 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: <b><a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b><a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
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<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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## **City & Guilds**

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

[www.cityandguilds.com](http://www.cityandguilds.com)