

Qualification specification

**NCFE Level 5 Diploma in Principles of
Management and Leadership
QN: 601/8032/8**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 3.1 January 2020). Please check the qualification page on our website for the most recent version.

Version	Publication Date	Summary of amendments
v3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 12).
v4.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.
v4.1	June 2022	<p>Information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 5 Diploma in Principles of Management and Leadership.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of Level 5 Diploma in Principles of Management and Leadership.

Things you need to know

Qualification number (QN)	601/8032/8
Aim reference	60180328
Total Qualification Time (TQT):	400
Guided learning hours (GLH):	240
Credit value	40
Level	5
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/8032/8.

Aims and objectives of this qualification

The Level 5 Diploma in Principles of Management and Leadership is designed to recognise skills and knowledge in management and leadership, allowing learners to apply knowledge and skill to the national standard required by employers and proving competence in their role.

This qualification is suitable for team leaders and junior managers across a wide variety of work areas, in both the public and private sectors. This qualification will allow learners to develop management, leadership and employability skills, all of which are essential for the workplace.

This qualification offers a range of optional units covering different aspects of management and leadership, supporting the learner's development, depending on their interests and requirements.

Achieving this qualification

To be awarded the Level 5 Diploma in Principles of Management and Leadership learners must achieve a minimum of 40 credits:

- a total of 10 credits from the mandatory unit in Group A
- a minimum of 30 credits from the optional units in Group B.

At least 35 credits must be at or above Level 5.

Group A mandatory units

Unit No	Unit title	Credit	Level
Unit 01	Principles of management and leadership	10	5

Group B optional units

Unit No	Unit title	Credit	Level
Unit 02	Management of change	5	5
Unit 03	Management activities	10	5
Unit 04	Developing successful business teams	5	5
Unit 05	Personal development	5	5
Unit 06	Recruitment and selection	5	5
Unit 07	Financial awareness for managers	5	5
Unit 08	Marketing principles for managers	5	5
Unit 09	Management decision making	10	5
Unit 10	Leadership in your organisation	5	5
Unit 11	Managing staff performance	5	5
Unit 12	Customer relationship management	5	5
Unit 13	Managing projects	10	5
Unit 14	Managing budgets	5	5
Unit 15	Quality management in an organisation	5	6
Unit 16	Principles of strategic management	5	6
Unit 17	Managing innovation in an organisation	5	6
Unit 18	Managing communications at work	5	4

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 5 Diploma in Principles of Management and Leadership learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Entry guidance

This qualification is designed for adult learners who want to progress into or within employment in a management and leadership role.

There are no formal entry requirements for learners undertaking this qualification. However, learners may find it helpful if they've already achieved a Level 4 qualification.

Learners may find it useful if they're already employed in an associate professional or operational management role. This is a suitable progression where the learner already has the core occupational competence and knowledge within the sector and is aiming to make the transition from line manager or operational manager into middle management level.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 18 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- CMI Level 6 Diploma In Management and Leadership
- Pearson Edexcel Level 7 NVQ Diploma in Strategic Management and Leadership

Learners can also progress into or within employment upon successful completion of this qualification.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Qualification dates

The qualification review date is the date by which we'll have carried out a review of the qualification.

We'll communicate changes relating to extensions to qualifications to centres.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Customer Support team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Explanation of terms used at Level 5:
(not all verbs are used in this qualification)

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to, eg adhere to a strict code of practice.
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, standards etc can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way, showing depth and understanding.
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and difference; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.
Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.

Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.
Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary which serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.

Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of, and make recommendations for change.
Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Select	Make an informed choice for a specific person
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify three aspects to ensure validity.
Work in partnership / collaboratively	Work in association with two or more persons (this may include stakeholders, service users and/or carers).

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit summary
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team at NCFE.

For further information or guidance about this qualification please contact our Customer Support team on 0191 239 8000.

Unit 01 Principles of management and leadership (R/602/1366)

Unit summary	Learners will examine the relationship between management and leadership, why the 2 concepts are often used interchangeably, and the different perspectives particularly in relation to the behaviour of managers and leaders. Learners will understand the personal and professional skills needed for effective management and leadership. They'll examine the skills and attributes of successful leaders and investigate situations in which different leadership styles are appropriate.
Guided learning hours	60
Credit value	10
Level	5
Mandatory/optional	Mandatory

The learner will:

- 1 Understand the link between management and leadership

The learner can:

- 1.1 Explain the relationship between management and leadership
- 1.2 Analyse how management and leadership styles impacts on the achievement of organisational objectives

The learner will:

- 2 Understand the skills and styles of management and leadership

The learner can:

- 2.1 Explain the personal and professional skills required for effective management
- 2.2 Compare the skills and styles of successful leaders
- 2.3 Assess the expected impact of own leadership styles on work groups

The learner will:

- 3 Be able to apply theory in an organisational context

The learner can:

- 3.1 Select appropriate theories of management and leadership to identify management and leadership requirements in given situations
- 3.2 Report on the usefulness of using theories for gaining insights into leadership requirements in given situations

Unit 01 Principles of management and leadership (R/602/1366) (cont'd)

The learner will:

- 4 Be able to plan for the development of leadership and management skills

The learner can:

- 4.1 Use appropriate methods to assess the skills needed by a leader in a given situation
 - 4.2 Plan the development of management and leadership skills for a given job role
 - 4.3 Make justified evaluations of the management and leadership development methods selected
-

Unit 01 Principles of management and leadership (R/602/1366) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners should differentiate between management and leadership, examine the relationship between them and the skills and knowledge which are required for both (including differences and similarities), eg: management (organising, planning) leadership (inspire, motivate) key theories such as Drucker and Bennis could be referred to.	Learner report Assignment Discussion
1.2	Learners should explore management and leadership styles and analyse how they impact on the achievement of organisational objectives. Reference to leadership style theory could include: general leaderships styles (bureaucratic, charismatic, servant, transactional) Goleman's 6 emotional leadership styles Hersey and Blanchard situational leadership.	Learner report Assignment Discussion
2.1	Learners should differentiate between personal and professional skills and consider those that are relevant to the industry they <u>are familiar with</u> . Learners could refer to theories in relation to leadership when considering the skills required, such as: John Adair (action-centred leadership) Mintzberg (management roles).	Learner report Assignment Discussion
2.2	Learners could compare the skills and styles of well-known leaders, or leaders that they're familiar with from their own industry or work environment. Learners should make reference to a minimum of 3 leaders.	Learner report Assignment Discussion
2.3	Learners will need to demonstrate an understanding of their own leadership style and assess the impact that this has on work groups. Learners could complete a leadership-style questionnaire to support this. Working groups – Own team or a team brought together for a specific purpose such as a project or a team you are familiar with. Please note a team consists of at least three people.	Learner report Assignment Discussion

Unit 01 Principles of management and leadership (R/602/1366) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	<p>Learners need to select appropriate theories of management and leadership and identify the management and leadership requirements in given situations. Learners could consider key areas of theory, which include:</p> <ul style="list-style-type: none"> trait behavioural (Lewin, Blake and Mouton) contingency and situational (Fielder, Hersey and Blanchard) power and influence (French and Raven) transformational leadership (Burns, Bass). <p>Learners should make reference to a minimum of 3 leadership theories and 3 situations.</p>	Learner report Assignment Discussion Case study
3.2	Learners should report on the usefulness of the theories researched for 3.1. They could consider the strengths and limitations of each theory.	Learner report Assignment Discussion Case study
4.1	Learners need to assess the skills required by a leader in a given situation. Methods of assessment could include a skills audit or an assessment of leadership style. Learners could consider current issues impacting on the role of leaders, such as remote teams, restructuring, partnerships, or virtual teams when assessing the skills required.	Learner report Assignment Discussion Case study
4.2	Learners should produce a plan for the development of the skills identified. It should include the methods for development, such as training, mentoring or coaching.	Learner report Assignment Discussion Case study
4.3	Learners are required to provide justified evaluations for the methods within the plan produced.	Learner report Assignment Discussion Case study

Unit 02 Management of change (A/602/1443)

Unit summary	This unit covers the need for innovation and change within an organisation, and how an organisation's culture can promote innovation. Learners will study key principles, theories and models relating to change, as well the role of communication and relationship management within change processes.
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Be able to identify issues requiring change

The learner can:

- 1.1 Research the need for change
- 1.2 Use models of change management to illustrate why change is required

The learner will:

- 2 Be able to plan for change

The learner can:

- 2.1 Develop a plan for change using feedback from relevant/appropriate sources
- 2.2 Report on the potential impact of change on resources
- 2.3 Communicate the plan for change to key stakeholders

The learner will:

- 3 Be able to implement the change process

The learner can:

- 3.1 Propose ways of overcoming resistance to planned change
- 3.2 Develop systems for monitoring implementation of a plan for change
- 3.3 Implement a plan for change
- 3.4 Evaluate the progress of a change implementation plan against SMART objectives

Unit 02 Management of change (A/602/1443) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners need to select an organisation and use research tools to consider the need for change, such as SWOT analysis and PESTLE analysis.	Case study Assignment Learner report Discussion
1.2	Models of change management could include: Kurt Lewin's force field analysis Kubler-Ross's change curve Kotter's 8-step change model Prosci's ADKAR model Burke-Litwin's causal model of change. Learners should refer to a minimum of 3 models of change management to demonstrate why change is necessary in their selected organisation.	Case study Assignment Learner report Discussion
2.1	Learners should develop a plan for change based on feedback from different sources – this could include both internal and external sources. The plan for change should include: reason for change type or scope of change measurable aims and objectives (SMART) timescale and budget communication contingency stakeholder involvement.	Case study Assignment Learner report
2.2	Resources that may be impacted on by change could include: human resources physical resources financial resources.	Case study Assignment Learner report Discussion
2.3	Learners will need to have a communication plan in place which reflects the relevant stakeholders and methods of communication. Stakeholders could include: team customers manager shareholders suppliers.	Case study Assignment Learner report Observation Witness testimony Discussion (supported with work product)

Unit 02 Management of change (A/602/1443) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	Learners need to identify resistance that may occur to the plan for change – they could also make reference to where this resistance can occur. Ways of overcoming resistance could include: communication the participation and involvement of others negotiation.	Case study Assignment Learner report Discussion
3.2	Learners should develop systems for monitoring the plan for change. This could include: feedback systems and processes reporting mechanisms quantitative and qualitative measures.	Case study Assignment Learner report Discussion
3.3	Learners need to implement the plan for change.	Case study Assignment Learner report Observation Witness testimony
3.4	Learners should evaluate the progress of the plan's implementation. This evaluation should include an analysis of information gained through use of monitoring systems, enabling learners to evaluate progress against the SMART objectives within the plan.	Case study Assignment Learner report Discussion

Unit 03 Management activities (D/602/1449)**Unit summary**

Learners will understand a range of concepts, tools and models used to manage business activities, including customer orientation and project management techniques. They'll develop work plans leading to setting specific work objectives and an investigation of quality.

Learners will also examine the benefits and barriers to the delegation of work and decide on what to delegate and to whom. They'll also consider health and safety legislation and how it has to be considered when managing any business activity.

Guided learning hours	60
Credit value	10
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Understand how organisational context affects business activities

The learner can:

- 1.1 Explain how the **mission** of an organisation has influenced its structure
- 1.2 Explain how the **culture** of an organisation has developed
- 1.3 Evaluate the suitability of an organisational context to current requirements for a selected work group

The learner will:

- 2 Understand the techniques used to manage activities

The learner can:

- 2.1 Discuss the extent to which an operational area of an organisation is customer oriented
- 2.2 Evaluate the use of operational management techniques in a specific context
- 2.3 Explain how project management techniques could improve business activities

The learner will:

- 3 Be able to develop work plans

The learner can:

- 3.1 Develop work plans to achieve given organisational objectives
- 3.2 Develop objectives which are specific, measurable, achievable, realistic and time-bound
- 3.3 Evaluate the suitability of existing quality standards for a given business activity

Unit 03 Management activities (D/602/1449) (cont'd)

The learner will:

- 4 Be able to manage business activities

The learner can:

- 4.1 Explain factors to be taken into account when making decisions about delegating work
 - 4.2 Evaluate the process used to delegate work in a selected work group
 - 4.3 Evaluate methods used to monitor work activities in a selected work group
-

The learner will:

- 5 Be able to fulfil health and safety requirements when managing business activities

The learner can:

- 5.1 Explain the impact of health and safety legislation on a given business activity
 - 5.2 Carry out a health and safety risk assessment in a given situation
 - 5.3 Evaluate adherence to health and safety legislation for a given business activity
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Key words

- 1.1 a **mission** can be defined as a declaration of an organisation's core purpose and focus
 - 1.2 the **culture** of an organisation can be defined as shared values and beliefs that impact on the behaviour of people within an organization
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Unit 03 Management activities (D/602/1449) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners should consider how the mission has impacted on the structure of the organisation. They could also consider how well the mission is accepted throughout the organisation and any variances that exist.	Assignment Learner report Case study Discussion
1.2	Learners need to explain how the culture of an organisation has developed and what's influenced this development. Learners could consider Handy's 4 types of organisational culture: power task person role.	Assignment Learner report Case study Discussion
1.3	Learners need to select a work group and evaluate the suitability of organisational context to their requirements. Organisational context could include: size structure culture.	Assignment Learner report Case study Discussion
2.1	Learners could consider the following when discussing the extent to which an operational area is customer-orientated: feedback from internal and external customers 'inside out' v 'outside in' approach segmentation of customer base.	Assignment Learner report Case study Discussion
2.2	Learners are required to evaluate the use of operational management techniques in a specific context, referring to at least 2 techniques which could include: management by objectives (MBO) lean management techniques business process modelling.	Assignment Learner report Case study Discussion
2.3	Project management techniques could include the use of project initiation documents, Gantt charts, or well-established project management methodologies such as Prince 2.	Assignment Learner report Case study Discussion
3.1	When developing a work plan, learners could consider organisational constraints and priorities, legal constraints and resources required. Learners should demonstrate how the work plan is aligned to organisational objectives.	Assignment Learner report Case study Discussion

Unit 03 Management activities (D/602/1449) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.2	When developing objectives, learners need to ensure these are SMART and they could refer to Locke and Latham's 5 principles.	Assignment Learner report Case study Discussion
3.3	When evaluating quality standards, learners could consider alignment to existing quality principles such as total quality management (TQM), Kaizen, or external quality standards such as ISO 9001. The evaluation could incorporate an organisational viewpoint and customer perspective.	Assignment Learner report Case study Discussion
4.1	Factors taken into account when delegating could include: responsibility, authority and accountability experience, knowledge and skills of staff current workloads barriers to delegation.	Assignment Learner report Case study Discussion
4.2	When evaluating the process of delegation within a selected work group, learners could consider good practice guidelines such as: definition of task selection of the right individual communication including feedback SMART objectives.	Assignment Learner report Case study Discussion
4.3	Learners are required to evaluate methods used to monitor work activities in a selected work group. When monitoring work activities, learners could consider the importance of agreed outcomes, feedback and review.	Assignment Learner report Case study Discussion
5.1	Learners need to consider the impact of health and safety legislation in relation to a specific business activity. They should consider generic legislation alongside that which is industry- or sector-specific.	Assignment Learner report Case study Discussion
5.2	Learners are required to carry out a risk assessment, which should consider legal and organisational requirements.	Assignment Learner report Case study Observation Witness testimony Discussion (supported by work product)
5.3	Learners are required to evaluate adherence to health and safety regulation for the selected business activity.	Assignment Learner report Case study Discussion

Unit 04 Developing successful business teams (D/602/1466)

Unit summary	This unit enables learners to examine the characteristics of a successful business team and how to use these characteristics to develop successful business teams. Learners will be able to monitor team activities, reflect on how they work, and look for ways of improving their performance.
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Understand the features of successful business teams

The learner can:

- 1.1 Describe the characteristics of successful business teams
- 1.2 Assess the importance of team roles in successful business teams
- 1.3 Analyse the value of using theoretical models when building successful business teams

The learner will:

- 2 Be able to support team development

The learner can:

- 2.1 Explain the stages of team development
- 2.2 Plan how to motivate team members to achieve given objectives
- 2.3 Encourage open communication between team members to support team development
- 2.4 Evaluate ways of resolving conflict between team members

The learner will:

- 3 Be able to monitor the performance of teams

The learner can:

- 3.1 Monitor the performance of a team against given objectives
- 3.2 Recommend how to improve performance against given objectives

Unit 04 Developing successful business teams (D/602/1466) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	When describing the characteristics of business teams, learners could refer to the following team types: functional cross-functional self-directed project.	Learner report Assignment Case study Discussion
1.2	When assessing the importance of team roles, learners could consider team role theory such as Belbin and Myers-Briggs in creating balanced teams.	Learner report Assignment Case study Discussion
1.3	Learners are required to analyse the benefit of using theoretical models such as Belbin team roles and Myers-Briggs when building successful teams. They should highlight the model's pros and cons and discuss any similarities and differences.	Learner report Assignment Case study Discussion
2.1	When explaining the stages of team development, learners should refer to theories such as Tuckman's stages of team development.	Learner report Assignment Case study Discussion
2.2	When planning the motivation of team members to achieve objectives, learners should refer to theories of motivation, such as: Maslow's Hierarchy of Needs McGregor's Theory X and Theory Y Herzberg Hygiene Factors Vroom's expectancy theory.	Learner report Assignment Case study Discussion
2.3	Learners need to demonstrate how they've encouraged open communication between team members to support development. This could include team meetings, buzz sessions and one-to-one meetings.	Learner report Assignment Case study Discussion Witness testimony Observation
2.4	When evaluating ways to resolve conflict, learners could refer to: Bell and Hart's 8 causes of conflict (identification of the cause can often inform the strategy applied to resolve the conflict) Fisher and Ury's interest-based relational approach.	Learner report Assignment Case study Discussion Witness testimony Observation

Unit 04 Developing successful business teams (D/602/1466) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	<p>Learners need to monitor the performance of a team against objectives using methods relevant to the team. Objectives could be quantitative, qualitative, or both.</p> <p>Methods of monitoring performance could include comparing performance against a set of standards.</p> <p>Methods of collecting information relating to performance could include reports, feedback from others or observation.</p>	<p>Learner report Assignment Case study Discussion Witness testimony Observation</p>
3.2	<p>Learners need to recommend how to improve performance and could consider:</p> <ul style="list-style-type: none"> involving the team in reviewing performance re-setting of SMART objectives celebration of achievement giving effective feedback. 	<p>Learner report Assignment Case study Discussion Witness testimony Observation</p>

Unit 05 Personal development (J/602/1431)

Unit summary	This unit introduces the concept of implementing and monitoring personal professional development plans. It focuses on understanding how to enhance the skills needed for effective management to meet work and personal objectives, as well as improving performance for future career development. Learners will identify their own development needs by carrying out a skills audit to inform the personal development planning process.
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Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Be able to review time management skills

The learner can:

- 1.1 Explain the benefits of effective time management
- 1.2 Review time management skills to achieve organisational and personal objectives
- 1.3 Use appropriate tools to conduct a time management analysis to recognise areas for improvement

The learner will:

- 2 Be able to complete a skills audit

The learner can:

- 2.1 Explain the importance of continual self-development
- 2.2 Use appropriate methods to assess skills and competencies against organisational and personal objectives
- 2.3 Make suggestions for filling identified skills gaps

The learner will:

- 3 Be able to produce a personal development plan

The learner can:

- 3.1 Produce a personal development plan against SMART objectives
- 3.2 Plan resources needed to implement the personal development plan

Unit 05 Personal development (J/602/1431) (cont'd)

The learner will:

- 4 Be able to implement a personal development plan

The learner can:

- 4.1 Describe the importance of monitoring a personal development plan
 - 4.2 Use appropriate techniques to review the aims and objectives of a personal development plan
 - 4.3 Update the aims and objectives of a personal development plan
-

Unit 05 Personal development (J/602/1431) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners should define the concept of time management and explain its benefits. They could relate this to both home and work and explore the influence on achievement of a work-life balance.	Learner report Assignment Case study Discussion
1.2	Learners are required to review time management skills and could complete a self-assessment questionnaire. Time management skills could include: goal setting (eg setting SMART objectives) prioritising managing interruptions delegation planning tools.	Learner report Assignment Case study Discussion
1.3	Learners need to use appropriate tools such as an activity log to conduct a time management analysis and identify areas for improvement.	Learner report Assignment Case study Discussion
2.1	Learners need to explain the importance of self-development and could refer to: achievement of organisational goals development of learning culture responding to change career progression performing to role requirements.	Learner report Assignment Case study Discussion
2.2	Learners need to assess skills and competencies against organisational and personal objectives using appropriate methods such as: SWOT analysis learning styles analysis 360 degree feedback appraisal feedback psychometric testing.	Learner report Assignment Case study Discussion
2.3	Learners need to suggest ways of filling the skill gaps identified in the assessment of skills and competencies.	Learner report Assignment Case study Discussion

Unit 05 Personal development (J/602/1431) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	Using the information identified from the skills audit and the ways to fill skill gaps, learners will produce a personal development plan which must include: development need identified SMART objectives resources needed review of progress.	Learner report Assignment Case study Discussion
3.2	Resources could include: training (on/off-the-job training, in-house/external) shadowing mentoring.	Learner report Assignment Case study Discussion
4.1	Learners need to describe the importance of monitoring a personal development plan. They could consider the concept of plan–do–review.	Learner report Assignment Case study Discussion
4.2	Learners should use appropriate techniques to review the aims and objectives of their development plan, such as: reflective practice regular review of plan feedback from colleagues, mentors or coaches use of the development plan as a working document.	Learner report Assignment Case study Case study Discussion
4.3	Learners need to update the personal development plan following a progress review.	Learner report Assignment Case study Discussion

Unit 06 Recruitment and selection (J/602/1879)

Unit summary	This unit covers the impact of legislation on the recruitment and selection process. Learners will understand how to effectively conduct the selection process, and will evaluate and propose justified improvements to the recruitment and selection process within an organisation.
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Be able to analyse personnel requirements for job vacancies

The learner can:

- 1.1 Analyse the personnel requirements for a specific vacancy within an organisation
- 1.2 Produce a **job description** for a specific vacancy within an organisation
- 1.3 Produce a **person specification** for a specific vacancy within an organisation

The learner will:

- 2 Understand how employment legislation affects the recruitment of personnel

The learner can:

- 2.1 Explain the purpose of current employment legislation when recruiting personnel
- 2.2 Evaluate how employment legislation is incorporated into organisational policies and procedures for the recruitment and selection of personnel

The learner will:

- 3 Be able to participate in recruitment and selection activities

The learner can:

- 3.1 Prepare documentation for a selection interview for a specific vacancy
- 3.2 Participate in a selection interview for a specific vacancy

Unit 06 Recruitment and selection (J/602/1879) (cont'd)

The learner will:

- 4 Be able to propose improvements to recruitment and selection processes in an organisation

The learner can:

- 4.1 Critically evaluate the recruitment and selection process in an organisation
 - 4.2 Propose justified improvements to the recruitment and selection process in an organisation
-

Key words

- 1.2 a **job description** is a broad, general and written statement of a specific role based on the results of a job analysis. A job description usually includes a purpose, job title, line reporting, duties and responsibilities, and the scope of the role.
 - 1.3 a **person specification** is a description of the qualifications, skills, experience, knowledge and other attributes required to perform the job role
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Unit 06 Recruitment and selection (J/602/1879) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	When analysing the requirements for a specific vacancy, learners should use job analysis methods such as observation, questionnaire or interview. They should also consider organisational requirements and how these will be met.	Learner report Assignment Case study Discussion
1.2	The job specification should be produced based on the analysis of the job requirements.	Learner report Assignment Case study Discussion Work product
1.3	The person specification should be produced based on the analysis of job requirements. Learners could consider using 'essential' and 'desirable' when considering qualifications, skills, experience etc.	Learner report Assignment Case study Discussion Work product
2.1	When explaining the purpose of current legislation, learners could consider: employment rights and responsibilities data protection equality and diversity pay bullying and harassment discrimination.	Learner report Assignment Case study Discussion
2.2	Organisational policies and procedures could include those which relate to: equality and diversity discipline and grievance recruitment.	Learner report Assignment Case study Discussion
3.1	Learners are required to participate in recruitment and selection activities and should also prepare documentation such as: interview techniques interview questions shortlisting and selection criteria roles of the interviewers.	Observation Witness testimony Learner report Discussion (supported by work product)

Unit 06 Recruitment and selection (J/602/1879) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.2	Learners are required to participate in recruitment and selection activities and should participate in the interview process. They should demonstrate the ability to use a range of interview techniques, which could include questioning techniques and showing the ability to assess against selection criteria.	Observation Witness testimony Learner report Discussion (supported by work product)
4.1	Learners are required to critically evaluate the recruitment process within an organisation. As part of the evaluation learners could consider: rates of attrition methods of recruitment and selection performance of new employees use of resource feedback from interviewees.	Learner report Assignment Case study Discussion
4.2	Following the evaluation, learners need to propose justified improvements. Consideration could be given to industry standards in relation to recruitment and selection.	Learner report Assignment Case study Discussion

Unit 07 Financial awareness for managers (K/602/1440)

Unit summary	This unit introduces learners to the nature, role and importance of financial information in organisations. Learners will look at the principles of accounting, expected standards, and the concepts and conventions that influence the presentation of financial information. Finally, learners will examine how financial information can be interpreted through ratio analysis and how costs in an organisation can be monitored and controlled.
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Know the key elements of accounting

The learner can:

- 1.1 Identify **principles** of accounting
- 1.2 Describe the **standards** of accounting
- 1.3 Outline accounting **conventions**

The learner will:

- 2 Understand financial information

The learner can:

- 2.1 Explain types of financial information
- 2.2 Analyse methods of comparing financial information
- 2.3 Discuss the purpose of the reporting of information

The learner will:

- 3 Be able to interpret financial information

The learner can:

- 3.1 Apply accounting ratios correctly
- 3.2 Report accurately on financial ratios
- 3.3 Evaluate the impact of financial ratios on the organisation and stakeholders

Unit 07 Financial awareness for managers (K/602/1440) (cont'd)

Key words

- 1.1 **principles** of accounting refers to broad underlying concepts which guide accountants when preparing financial information
 - 1.2 **standards** ensure that all financial statements are reported fairly and accurately
 - 1.3 accounting **conventions** are generally accepted practice in relation to the preparation of accounts
-

Unit 07 Financial awareness for managers (K/602/1440) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners should identify the principles of accounting that affect the organisation. These could relate to: accounting systems financial statements.	Learner report Assignment Case study Discussion
1.2	Learners should describe standards relating to accounting, referring to regulatory issues that affect the management of financial resources in an organisation, which could include: financial reporting standards statements of recommended practice international standards.	Learner report Assignment Case study Discussion
1.3	Learners need to demonstrate an awareness of accounting conventions that are important to the organisation when dealing with financial information, such as profit and loss accounts and balance sheets.	Learner report Assignment Case study Discussion
2.1	Learners need to explain the types of financial information used within an organisation. They could refer to users of financial information (internal or external users) and the purpose of financial information (to plan, control and make decisions).	Learner report Assignment Case study Discussion
2.2	Learners must provide an analysis of methods used to compare financial information, such as: past performance time periods actual against budget.	Learner report Assignment Case study Discussion
2.3	Learners need to discuss the purpose of reporting financial information and could refer to planning and control.	Learner report Assignment Case study Discussion
3.1	Learners are required to apply accounting ratios correctly. The ratios could include: efficiency profitability liquidity.	Learner report Assignment Case study Discussion
3.2	Learners are required to report accurately on financial ratios. They should compare and contrast at least 2 sets of data to identify any variations.	Learner report Assignment Case study Discussion
3.3	Learners are required to evaluate the impact of financial ratios on the organisation and key stakeholders. They could consider the relevance of ratios to different stakeholders.	Learner report Assignment Case study Discussion

Unit 08 Marketing principles for managers (K/602/1485)

Unit summary	In this unit, learners will understand the marketing strategies that can help managers to achieve marketing and organisational goals in a competitive marketplace focused on satisfying customer needs. The development of effective marketing mix strategies, careful segmentation and targeting of customers are crucial tools in helping organisations to achieve both organisational and marketing objectives.
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Understand the contribution of marketing principles in achieving organisational aims and objectives

The learner can:

- 1.1 Explain how marketing principles can be used to achieve organisational aims and objectives
- 1.2 Analyse the contribution of marketing principles in a given organisation to the achievement of their aims and objectives

The learner will:

- 2 Be able to produce marketing mix proposals for marketing opportunities

The learner can:

- 2.1 Analyse the marketing mix of an identified marketing opportunity
- 2.2 Develop a proposal to meet the needs of a defined group in the marketing mix
- 2.3 Apply the concept of **segmentation** to a target market

The learner will:

- 3 Be able to develop strategies for implementing marketing mix proposals

The learner can:

- 3.1 Identify the resources required to implement a marketing mix proposal
- 3.2 Use marketing tools to inform the approach to branding in a marketing mix proposal
- 3.3 Create a strategy for implementing a marketing mix proposal

Unit 08 Marketing principles for managers (K/602/1485) (cont'd)

Key words

- 2.3** **segmentation** involves dividing a target market into segments which have common needs and wants.
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Unit 08 Marketing principles for managers (K/602/1485) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners should give an explanation of how marketing principles can be used to achieve organisational aims and objectives, providing practical examples from an organisation. Learners could consider links to the organisation's mission statement and demonstrate understanding of the key principle used.	Learner report Assignment Case study Discussion
1.2	Learners should analyse the contribution of marketing principles towards achievement of the organisation's aims and objectives. Learners should demonstrate evidence of research to support their analysis.	Learner report Assignment Case study Discussion
2.1	Learners should identify a marketing opportunity within an organisation and analyse the marketing mix (product, place, price and promotion).	Learner report Assignment Case study Discussion
2.2	Learners must develop a proposal to meet the needs of a specific group.	Learner report Assignment Case study Discussion Work product
2.3	Learners need to apply the concept of segmentation to a target market.	Learner report Assignment Case study Discussion
3.1	Learners need to identify the resources needed to implement the proposal, eg: human financial physical.	Learner report Assignment Case study Discussion
3.2	Learners need to use marketing tools to inform the approach to branding.	Learner report Assignment Case study Discussion
3.3	Learners need to create a strategy to implement the proposal, which could include: marketing plan SWOT/PESTLE analysis target market product development branding pricing marketing objectives.	Learner report Assignment Case study Discussion Work product

Unit 09 Management decision-making (K/602/2054)

Unit summary	This unit covers the role of information in strategic decision-making and how information systems can support business activity. Learners will identify the ICT systems that can provide information and use this knowledge to identify issues where a proactive decision is required.
Guided learning hours	60
Credit value	10
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Understand how information and knowledge inform management decision-making

The learner can:

- 1.1 Explain how current information and knowledge needs for management decision-making can be analysed
- 1.2 Describe sources of information and knowledge that can support management decision-making
- 1.3 Evaluate the importance of information and knowledge in the management decision-making process

The learner will:

- 2 Understand how Information and Communication Technology (ICT) supports management decision-making

The learner can:

- 2.1 Identify the ICT systems that can provide information to support management decision-making
- 2.2 Assess the benefits of using information from ICT systems when making management decisions
- 2.3 Explain how data protection legislation affects the use of information from ICT systems in the management decision process

Unit 09 Management decision-making (K/602/2054) (cont'd)

The learner will:

- 3 Be able to take management decisions

The learner can:

- 3.1 Analyse stakeholder needs and expectations
 - 3.2 Use current information and knowledge to identify an issue where a proactive decision is required
 - 3.3 Establish the outcomes that need to be achieved when making a management decision
 - 3.4 Justify the basis for making a management decision
 - 3.5 Take a management decision
 - 3.6 Communicate a management decision to stakeholders
-

The learner will:

- 4 Be able to plan improvements to a management decision-making system

The learner can:

- 4.1 Review a management decision-making system
 - 4.2 Analyse the strengths and weaknesses of a management decision-making system
 - 4.3 Plan justified improvements to a management decision-making system
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Unit 09 Management decision making (K/602/2054) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners should explain how management and information needs for decision-making can be analysed.	Learner report Assignment Case study Discussion
1.2	Learners should provide a description of the sources of information that can support management decision-making. They could consider both internal and external sources of information in addition to both quantitative and qualitative data. Learners could also consider official v unofficial information, and primary and secondary sources.	Learner report Assignment Case study Discussion
1.3	Learners are required to provide an evaluation of the importance of information and knowledge in the decision-making process. Learners should consider the reliability of information in terms of making valid decisions.	Learner report Assignment Case study Discussion
2.1	Learners should identify ICT systems within an organisation that can provide information to support the decision-making process. These could include: intranet/extranet internet MIS decision support system (DSS).	Learner report Assignment Case study Discussion
2.2	Learners need to assess the benefits of the identified ICT systems. These could include: informed decision-making provision of evidence to support decisions impact on the decision-making process in terms of speed automation of decision making through use of DSS.	Learner report Assignment Case study Discussion
2.3	Learners should consider legal and regulatory requirements and how they impact the decision-making process when using information from ICT systems, eg: Data Protection Freedom of Information Act 2000 organisational policies.	Learner report Assignment Case study Discussion

Unit 09 Management decision-making (K/602/2054) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	Learners are required to analyse stakeholder needs and expectations. They include both internal and external stakeholders, such as: customers managers directors shareholders external agencies.	Learner report Assignment Case study Discussion
3.2	Learners need to clearly define the issue and provide a rationale as to why a decision is needed. They could use information from a current work environment, or use case studies.	Learner report Assignment Case study Discussion
3.3	Learners need to establish clearly identified outcomes in relation to the decision made. They could use information from a current work environment, or use case studies.	Learner report Assignment Case study Discussion
3.4	Learners should provide a justification for the decision made. They could use information from a current work environment, or use case studies.	Learner report Assignment Case study Discussion
3.5	Learners need to demonstrate use of decision-making techniques/tools, such as: decision trees paired comparison analysis Pareto analysis force field analysis.	Learner report Assignment Case study Discussion
3.6	Learners need to provide communication to stakeholders using appropriate methods. Stakeholders could be both internal and external, eg: customers managers directors shareholders external agencies.	Learner report Assignment Case study Discussion Witness testimony Observation
4.1	Learners are required to review a management decision-making system within an organisation.	Learner report Assignment Case study Discussion
4.2	The review should include an analysis of strengths and weaknesses.	Learner report Assignment Case study Discussion
4.3	Learners need to plan improvements to the decision-making system, include SMART targets in their plan and provide a justification for suggested improvements.	Learner report Assignment Case study Discussion

Unit 10 Leadership in your organisation (M/602/1438)

Unit summary	In this unit learners will explore the attributes and skills of successful leaders in depth. They'll consider how leadership theories and models can be applied to specific situations in an organisational context and learn how leadership skills can be developed. Learners will consider the impact that organisational context has on leadership styles and will propose and evaluate the skills needed to meet specific organisational needs.
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Be able to provide leadership for a part of an organisation

The learner can:

- 1.1 Communicate direction to a work group
- 1.2 Explain how objective setting can be used to motivate others
- 1.3 Set objectives that align with those of an organisation

The learner will:

- 2 Understand how organisational context affects leadership style

The learner can:

- 2.1 Explain how the type of organisation impacts upon leadership style
- 2.2 Explain how the type of work impacts upon leadership style
- 2.3 Explain how the characteristics of employees impact upon leadership style
- 2.4 Evaluate how well the existing leadership meets the requirements of a selected work group in a given situation

The learner will:

- 3 Be able to develop leadership skills to meet organisational needs

The learner can:

- 3.1 Define the leadership skills required for given organisational situations
- 3.2 Propose methods to develop leadership skills for given organisational situations
- 3.3 Critically evaluate the use of methods of leadership development within a given organisational situation

Unit 10 Leadership in your organisation (M/602/1438) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners are required to demonstrate leadership skills by communicating direction to a work group. They should consider how this is linked to organisational aims and objectives, and consider the different forms of communication that could be used for this.	Learner report Assignment Case study Discussion Work product Observation Witness testimony
1.2	Learners must explain how objective setting can be used to motivate others. They could refer to motivation theory and consideration could also be given to involving others in the setting of objectives.	Learner report Assignment Case study Discussion
1.3	Learners are required to set objectives that align to those of an organisation.	Learner report Assignment Case study Discussion Work product Observation Witness testimony
2.1	Learners need to explain how the type of organisation impacts on leadership style. Factors to consider could include: sector of the organisation size of the organisation stage of development, ie newly formed v well- established business whether the organisation is local, national or international.	Learner report Assignment Case study Discussion
2.2	Learners need to explain how the type of work impacts on leadership style, linking theory to practice.	Learner report Assignment Case study Discussion
2.3	Learners should explain how the employee characteristics impact on leadership style, linking theory to practice.	Learner report Assignment Case study Discussion

Unit 10 Leadership in your organisation (M/602/1438) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
2.4	Learners are required to evaluate how well the existing leadership meets the requirements of a selected work group in a given situation.	Learner report Assignment Case study Discussion
3.1	Learners need to define the leadership skills required for given organisational situations, such as: stage of team development existing mix of team roles team type (eg virtual, remote) 'situations' could also refer to restructuring and redundancies.	Learner report Assignment Case study Discussion
3.2	Learners should propose methods to develop leadership skills for given situations, such as: coaching mentoring training work shadowing leadership development programmes (in-house/external).	Learner report Assignment Case study Discussion
3.3	Learners are required to provide a critical evaluation of the use of methods for leadership development within a given organisational situation.	Learner report Assignment Case study Discussion

Unit 11 Managing staff performance (M/602/1469)

Unit summary This unit considers the functions a manager carries out whilst monitoring and assessing the performance of staff. Learners will develop the skills to set detailed work objectives for staff in an organisational context and communicate these appropriately.

Learners will monitor staff performance through organisational activities and consider methods to improve the achievement of objectives. They'll also review work performance by undertaking formal or informal assessment processes, provide feedback and agree performance improvements with staff.

Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Be able to set detailed work objectives for staff

The learner can:

- 1.1 Explain the impact of the organisational context on the setting of objectives
 - 1.2 Set work objectives for staff
 - 1.3 Communicate work objectives to staff
-

The learner will:

- 2 Be able to evaluate work activities against organisational requirements

The learner can:

- 2.1 Monitor work activities against organisational requirements
 - 2.2 Explain the methods that can be used to improve achievement of objectives
 - 2.3 Evaluate quality systems in an organization
-

The learner will:

- 3 Be able to review work performance of staff

The learner can:

- 3.1 Assess the performance of staff against work objectives
 - 3.2 Provide constructive feedback to staff
 - 3.3 Agree performance improvements with staff
 - 3.4 Evaluate options for dealing with underperformance of staff
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Unit 11 Managing staff performance (M/602/1469) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners need to explain the impact of the organisational context in the setting of objectives. When explaining the impact learners could consider: industry/sector objectives and priorities legislation/regulations.	Learner report Assignment Case study Discussion
1.2	Learners are required to set work objectives for staff, with consideration to how objectives link to the organisational vision, business requirements and key performance indicators (KPIs).	Observation Witness testimony Case study Discussion (supported by work product)
1.3	Learners will communicate work objectives to staff, giving consideration to how objectives will be communicated.	Observation Witness testimony Case study Discussion (supported by work product)
2.1	Learners need to monitor work activities against organisational requirements, such as: objectives procedures attitudes and behaviours legislation/regulations KPIs.	Observation Witness testimony Case study Discussion (supported by work product)
2.2	Learners are required to provide an explanation of methods that can be used to improve achievement of objectives, such as: one-to-one meetings coaching training.	Learner report Assignment Case study Discussion
2.3	Learners need to provide an evaluation of quality systems within an organisation, which could include identification of strengths and weaknesses and the impact of these, as well as recommendations for improvement.	Learner report Assignment Case study Discussion

Unit 11 Managing staff performance (M/602/1469) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	Learners are required to assess staff performance against work objectives. They could consider different methods for doing this, such as: remote monitoring benchmarking one-to-one meeting appraisals 360 degree feedback feedback from others (eg customers or colleagues).	Observation Witness testimony Case study Discussion (supported by work product)
3.2	Learners are required to provide constructive feedback to staff based on the assessment of performance. They could give consideration to the way this is done, eg: within an appraisal meeting one-to-one during a team meeting. Learners could also make reference to good practice models in relation to giving constructive feedback.	Observation Witness testimony Discussion (supported by work product)
3.3	Learners need to agree improvements to performance with staff and should consider methods of recording the agreed improvements.	Observation Witness testimony Discussion (supported by work product)
3.4	Learners need to provide an evaluation of options when dealing with underperformance, such as: further training coaching disciplinary.	Learner report Assignment Case study Discussion

Unit 12 Customer relationship management (M/602/2055)

Unit summary	This unit provides an understanding of the importance of customer relationship management in organisations and the skills to recognise where improvements can be made. By considering customer relationship management, learners will understand how the use of customer-related activities and the associated customer involvement contributes to the achievement of organisational purposes.
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Understand the importance of customer relationship management in organisations

The learner can:

- 1.1 Explain the importance of **customer relationship management** in organisations
- 1.2 Discuss the movement from industrial to post-industrial economy in the development of customer relationship management
- 1.3 Compare the benefits of market and customer orientation processes when managing customer relationships
- 1.4 Explain the link between effective customer relationship management and competitive advantage

The learner will:

- 2 Be able to propose ways to improve the management of customer relationships in an organisation

The learner can:

- 2.1 Evaluate customer relationship management in an organisation
- 2.2 Propose ways to improve the management of customer relationships in an organization

Unit 12 Customer relationship management (M/602/2055) (cont'd)

The learner will:

- 3 Be able to evaluate improvements to the management of customer relationships in an organisation

The learner can:

- 3.1 Develop measures for monitoring a recently implemented improvement to the management of customer relationships in an organisation
 - 3.2 Monitor a recently implemented improvement to the management of customer relationships in an organisation
 - 3.3 Evaluate the outcomes of a recently implemented improvement to the management of customer relationships in an organisation
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Key words

- 1.1 **customer relationship management** (CRM) refers to practices, strategies and technology that an organisation may use to analyse customer needs and behaviour in order to build relationships with them
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Unit 12 Customer relationship management (M/602/2055) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners are required to explain the importance of CRM in organisations. They could refer to creation of positive image and customer loyalty and the links this has to revenue. Learners can refer to any CRM systems they're familiar with.	Learner report Assignment Case study Discussion
1.2	Learners are required to discuss the movement from the industrial to post-industrial economy in the development of CRM. They could refer to the developments in organisational culture, customer service, competitive advantage, and customisation of products and services.	Learner report Assignment Case study Discussion
1.3	Learners need to compare the benefits of market and customer-orientation processes when managing customer relationships. They should consider how the organisation has benefited from these processes.	Learner report Assignment Case study Discussion
1.4	Learners need to explain the link between effective CRM management and competitive advantage, ie how is the information from CRM used to gain competitive advantage (such as sales, promotion of value add/additional products).	Learner report Assignment Case study Discussion
2.1	Learners need to provide an evaluation of CRM management in a specific organisation. Evaluation tools could include use of SWOT and PESTLE analysis.	Learner report Assignment Case study Discussion
2.2	Following the evaluation of CRM management in a specific organisation, learners must propose ways to improve the management of customer relationships.	Learner report Assignment Case study Discussion
3.1	Learners need to develop measures for monitoring a recently implemented improvement to a CRM system within an organisation. Learners could consider measures such as KPIs.	Learner report Assignment Case study Discussion
3.2	Learners need to monitor the recently implemented improvement to a CRM system within an organisation using the measures developed in 3.1.	Learner report Assignment Case study Discussion
3.3	Learners need to evaluate the outcomes of the recently implemented improvement to a CRM system within an organisation. The evaluation could include cost-benefit analysis and feedback from primary and secondary sources.	Learner report Assignment Case study Discussion

Unit 13 Managing projects (R/602/1464)

Unit summary	This unit understands the principles of managing projects, including the nature and the phases of a project. Learners will cover project-planning methods, including the development of a project initiation document and use of project-planning tools. The unit also covers post-project activities such as evaluating the project outcomes and making recommendations for running other similar projects.
Guided learning hours	60
Credit value	10
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Understand the principles of project management

The learner can:

- 1.1 Explain the principles of project management
- 1.2 Explain the importance of defining success/failure criteria when managing projects
- 1.3 Compare the benefits of different systems of managing projects

The learner will:

- 2 Be able to plan a project

The learner can:

- 2.1 Draft a project initiation document
- 2.2 Plan a project using planning techniques
- 2.3 Assess risks to on-time completion of a project
- 2.4 Communicate project plan to stakeholders

The learner will:

- 3 Be able to manage the implementation of a project

The learner can:

- 3.1 Implement a project according to a project plan
- 3.2 Use project monitoring techniques to monitor the project
- 3.3 Develop contingency plans to ensure on-time completion of a project

Unit 13 Managing projects (R/602/1464) (cont'd)

The learner will:

- 4 Be able to present project outcomes to stakeholders

The learner can:

- 4.1 Evaluate the outcomes of a project
 - 4.2 Present a report of the outcomes of a project to stakeholders
 - 4.3 Make recommendations for improvements to a project
-

Unit 13 Managing projects (R/602/1464) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	When explaining the principles of project management, learners could consider the key features of projects: project initiation planning implementation review.	Learner report Assignment Case study Discussion
1.2	Learners need to provide an explanation of the importance of success/failure criteria when managing projects. They could consider the importance of: key deliverables that can be monitored and evaluated expectation setting with sponsors or stakeholders. Learners could also consider the range of success/failure criteria (eg time and cost).	Learner report Assignment Case study Discussion
1.3	Learners need to provide a comparison of different systems used in relation to managing projects within a specified organisation.	Learner report Assignment Case study Discussion
2.1	Learners are required to draft a project initiation document which should include: purpose scope identification of project lead and key stakeholders deliverables resources constraints risk analysis initial project plan including quality control.	Learner report Assignment Case study Discussion Work product
2.2	Learners are required to plan a project using planning techniques, eg: Gantt charts critical path analysis Ishikawa diagrams.	Learner report Assignment Case study Discussion Work product
2.3	Learners need to provide an analysis of risks to on-time completion of a project. When assessing the risk, learners could demonstrate use of a risk impact probability chart.	Learner report Assignment Case study Discussion Work product

Unit 13 Managing projects (R/602/1464) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
2.4	Learners are required to communicate the project plan to stakeholders, such as: project sponsors team members customers. When communicating the plan, consideration should be given to the selected methods of communication.	Learner report Assignment Case study Discussion Work product
3.1	Learners are required to implement the plan, which could include the following activities: building the project team setting objectives set-up of systems to support project delivery.	Learner report Assignment Observation Case study Discussion Work product
3.2	Learners need to demonstrate use of project monitoring techniques which could include use of project management software.	Learner report Assignment Observation Case study Discussion Work product
3.3	Learners need to develop contingency plans to ensure the on-time completion of the project.	Learner report Assignment Case study Discussion Work product
4.1	Learners need to evaluate the outcomes of the project against previously agreed success criteria.	Learner report Assignment Case study Discussion Presentation
4.2	Learners need to present the outcomes to stakeholders. Reports should be in an appropriate format which meets the needs of stakeholders.	Learner report Assignment Case study
4.3	Learners need to make recommendations for improvement to the project based on the completed evaluation. They could set out new measures of success based on the recommendations made.	Learner report Assignment Case study

Unit 14 Managing budgets (R/602/1481)

Unit summary	<p>This unit introduces learners to financial management, control and planning in an organisation. They'll look at the main issues relating to budgeting, planning and cost control, and how information derived from budgeting and associated procedures is used to inform management decision making.</p> <p>Learners will examine how organisational costs are classified, monitored and controlled, as well as the concept of break- even and how to calculate the total costs of products and services. They'll discover the value of costing techniques and will study the issues of planning and control through the preparation of cash budgets.</p>
Guided learning hours	30
Credit value	5
Level	5
Mandatory/optional	Optional

The learner will:

- 1 Understand the function of financial planning and forecasting

The learner can:

- 1.1 Explain the long-and short-term financial plans in an organisation
- 1.2 Analyse the impact of internal and external factors on financial planning
- 1.3 Explain the processes and techniques of financial forecasting for budgets

The learner will:

- 2 Understand break-even analysis

The learner can:

- 2.1 Explain types of cost
- 2.2 Discuss cost control
- 2.3 Explain break-even analysis in financial forecasting

The learner will:

- 3 Know how to compile budgets

The learner can:

- 3.1 Identify types of budgets
- 3.2 Describe types of **subsidiary** budget
- 3.3 Outline how a cash budget is compiled

Unit 14 Managing budgets (R/602/1481) (cont'd)

The learner will:

- 4 Be able to interpret budgets to establish break-even

The learner can:

- 4.1 Create cash and subsidiary budgets
 - 4.2 Carry out break-even analysis
 - 4.3 Report on the implications of budget and break-even analysis to an organisation's financial plans
-

Key words

- 3.2 **Subsidiary** budgets are budgets for various departments or functions.
-

Unit 14 Managing budgets (R/602/1481) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners need to explain the long- and short-term financial plans within an organisation. They should demonstrate an understanding of how the corporate plan is translated into a series of short-term budgets	Learner report Assignment Case study
1.2	Learners need to analyse the impact of internal and external factors of financial planning. Internal influences could include: management financial position resources. External influences could include: economic factors government environment.	Learner report Assignment Case study
1.3	Learners need to explain the processes and techniques of financial forecasting for budgets, which could include: sales forecasting negotiation organisational processes budget review.	Learner report Assignment Case study
2.1	Learners need to explain types of cost, eg: job costing batch costing standard costing marginal costing fixed costs.	Learner report Assignment Case study
2.2	Learners need to discuss cost control – cost, profit and investment centres.	Learner report Assignment Case study
2.3	Learners need to explain break-even analysis in financial forecasting (ie how revenue covers costs, and at what point the product or service makes a profit). Learners could consider how it contributes to: target profit concept of margin of safety the use – and limitations – of break-even analysis in financial forecasting.	Learner report Assignment Case study

Unit 14 Managing budgets (R/602/1481) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	Learners need to identify types of budget, which could include: sales budget production budget capital budget.	Learner report Assignment Case study
3.2	Learners need to describe types of subsidiary budget. They could use their own organisational budgets as examples.	Learner report Assignment Case study
3.3	Learners need to outline how a cash budget is compiled and could include components such as cash position, sales and expenses.	Learner report Assignment Case study
4.1	Learners need to create cash and subsidiary budgets.	Learner report Budgets Assignment Case study
4.2	Learners need to carry out a break-even analysis.	Learner report Break-even analysis Assignment Case study
4.3	Learners need to report on the implications of budget and break-even analysis to an organisation's financial plans.	Learner report Assignment Case study

Unit 15 Quality management in an organisation (Y/602/1479)

Unit summary	<p>This unit provides an understanding of integrated quality systems, particularly the concept of total quality management (TQM) and how to embed it successfully into the culture of an organisation.</p> <p>Learners will explore the origins of TQM by learning about the contributions of major theoreticians. They'll learn how important this is in successfully embedding TQM into an organisation and that this can be enhanced further by monitoring and controlling performance and compliance.</p>
Guided learning hours	30
Credit value	5
Level	6
Mandatory/optional	Optional

The learner will:

- 1 Understand the concept of total quality management (TQM)

The learner can:

- 1.1 Discuss the importance of quality within an organisation
- 1.2 Explain the concept of total quality management (TQM)
- 1.3 Discuss the theories of TQM
- 1.4 Analyse the difficulties associated with the implementation of TQM

The learner will:

- 2 Understand the culture needed to embed TQM

The learner can:

- 2.1 Explain the importance of teamwork in TQM
- 2.2 Discuss the role of training and development in embedding TQM into the culture of an organisation
- 2.3 Analyse the management techniques which underpin successful integration of TQM into the culture of an organisation
- 2.4 Evaluate the promotion of continuous quality improvement within an organisation's culture

Unit 15 Quality management in an organisation (Y/602/1479) (cont'd)

The learner will:

3 Understand the systems that support TQM

The learner can:

3.1 Describe methods of monitoring TQM

3.2 Explain methods of controlling TQM

3.3 Evaluate quality standards that support TQM

Unit 15 Quality management in an organisation (Y/602/1479) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	When discussing the importance of TQM, learners could consider: how quality impacts upon customer satisfaction and the reputation of an organisation the consequences of poor quality how quality is influenced by competitors.	Learner report Assignment Case study Discussion
1.2	Learners should define TQM and the concept. They could consider the concept of TQM (right first time and the requirement of long-term strategy).	Learner report Assignment Case study Discussion
1.3	Learners should refer to theories in relation to TQM, such as: PDCA cycle (Deming) 7 tools (Ishikawa) Quality trilogy (Juran) 14 steps for improvement (Crosby).	Learner report Assignment Case study Discussion
1.4	Learners need to analyse the difficulties associated with the implementation of TQM and could consider: long-term v short-term gain culture of organisations training and development needs resources and finance.	Learner report Assignment Case study Discussion
2.1	Learners need to explain the importance of teamwork in TQM and could consider the importance of teams and team building when creating a culture of TQM.	Learner report Assignment Case study Discussion
2.2	Learners need to discuss the role of training and development in embedding TQM. They could consider how training and development gives team members skills, knowledge and understanding in relation to TQM practices.	Learner report Assignment Case study Discussion
2.3	Learners need to analyse the management techniques which underpin successful integration of TQM into the culture of an organisation. They could refer to the positive and negative impacts that different techniques have in relation to the integration of TQM.	Learner report Assignment Case study Discussion
2.4	Learners need to evaluate the promotion of continuous quality improvement within an organisation's culture. Consideration could be given to achievement of objectives set, quick wins and long-term gains.	Learner report Assignment Case study Discussion

Unit 15 Quality management in an organisation (Y/602/1479) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.1	Learners need to describe methods of monitoring TQM, such as: setting of targets or standards inspections and audits quality teams.	Learner report Assignment Case study Discussion
3.2	Learners need to explain methods of controlling TQM, such as: implementation of standard operating procedures (SOPs) change management techniques.	Learner report Assignment Case study Discussion
3.3	Learners are required to evaluate quality standards that support TQM which could include: SOPs quality standards relevant to the industry or sector.	Learner report Assignment Case study Discussion

Unit 16 Principles of strategic management (A/602/1488)

Unit summary	This unit introduces operational managers to strategic management as a tool for redirecting or repositioning the organisation in what it perceives to be more advantageous areas through analysis. The importance of project planning and the contribution of a range of stakeholders to the planning process is also covered.
Guided learning hours	30
Credit value	5
Level	6
Mandatory/optional	Optional

The learner will:

- 1 Understand organisational strategic plans

The learner can:

- 1.1 Explain the processes for developing strategic elements of an organisational plan
- 1.2 Assess the strategic elements which affect an organisational plan
- 1.3 Evaluate an organisational plan for future direction

The learner will:

- 2 Understand the strategic effects of an organisational plan

The learner can:

- 2.1 Explain how an organisational plan will be implemented
- 2.2 Assess the effects of the impact of an organisational plan on stakeholders

The learner will:

- 3 Be able to develop a strategy to communicate organisational plans

The learner can:

- 3.1 Develop a strategy to communicate an organisational plan to key stakeholders

The learner will:

- 4 Be able to evaluate the implications of an organisational plan for an operational area

The learner can:

- 4.1 Create an action plan for implementing planned changes in an operational area
- 4.2 Evaluate the effects of change on an operational area

Unit 16 Principles of strategic management (A/602/1488) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners need to explain the process for developing strategic elements of an operational plan. Strategic elements could include: market conditions – local, national, international legal, regulatory, ethical considerations.	Learner report Assignment Case study Discussion
1.2	Learners need to assess the strategic elements which affect an operational plan. Tools such as SWOT, PESTLE or Porter's 5 forces could be used.	Learner report Assignment Case study Discussion
1.3	Learners need to evaluate an operational plan for future direction. The evaluation could include: mission strategic issues organisational objectives/priorities.	Learner report Assignment Case study Discussion
2.1	Learners need to explain how an organisational plan will be implemented, ie agreement at all levels, how it links to areas within the organisation (eg HR, operations, marketing), and how it aligns with departmental plans.	Learner report Assignment Case study Discussion
2.2	Learners need to assess the effects of the impact of an organisational plan on stakeholders. Consideration could be given to both internal and external stakeholders, and the benefits and limitations the plan will have.	Learner report Assignment Case study Discussion
3.1	Learners are to develop a strategy to communicate an organisational plan to key stakeholders which needs to address 'buy in', ensuring that all relevant stakeholders are involved. Channels of communication could also be considered.	Learner report Assignment Case study Discussion Work product
4.1	Learners need to create an action plan for implementing planned changes in an operational area, which should contain specific KPIs.	Learner report Assignment Case study Discussion Work product
4.2	Learners need to evaluate the overall effectiveness of the change on an operational area. They should consider effects on: working patterns systems culture resources.	Learner report Assignment Case study Discussion

Unit 17 Managing innovation in an organisation (D/602/1483)

Unit summary	<p>In this unit learners will understand that organisational innovation is a dynamic and iterative process of creating or modifying an idea and developing it to produce products and services that are new to the organisation.</p> <p>Learners will recognise the type of climate that encourages innovation and the management styles that can be applied to develop this climate. They'll recognise both the benefits and limitations of innovation and learn how limitations can be overcome.</p>
Guided learning hours	30
Credit value	5
Level	6
Mandatory/optional	Optional

The learner will:

- 1 Understand how to manage innovation in an organisation

The learner can:

- 1.1 Discuss the role of innovation in an organisation
- 1.2 Compare enterprise, **intrapreneurship** and creativity with innovation
- 1.3 Discuss the benefits and limitations of innovation within an organisation

The learner will:

- 2 Be able to measure the level of innovation in a work group or organisation

The learner can:

- 2.1 Apply innovation audits
- 2.2 Evaluate innovation audit tools

The learner will:

- 3 Understand how organisational climate can foster innovation

The learner can:

- 3.1 Explain the benefits to an organisation of being more innovative
- 3.2 Analyse the management styles needed to foster an innovative climate in an organisation
- 3.3 Discuss the features of a climate that fosters innovation in an organization

Unit 17 Managing innovation in an organisation (D/602/1483) (cont'd)

The learner will:

- 4 Understand the methods that unlock innovation

The learner can:

- 4.1 Analyse innovation models
 - 4.2 Compare idea generation models
 - 4.3 Evaluate organisational processes for selection and development of ideas
-

Key words

- 1.2 **intrapreneurship** is the act of behaving like an entrepreneur whilst working within a large organisation
-

Unit 17 Managing innovation in an organisation (D/602/1483) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners need to discuss the role of innovation in an organisation and should discuss the purpose of innovation.	Learner report Assignment Case study Discussion
1.2	Learners need to distinguish between enterprise, intrapreneurship and creativity in relation to innovation.	Learner report Assignment Case study Discussion
1.3	Learners need to discuss the benefits and limitations relating to innovation. Benefits could include: first to market increased motivation and morale of staff increased market share. Limitations could include: investment required associated risks.	Learner report Assignment Case study Discussion
2.1	Learners need to apply an innovation audit. When applying the audit learners could consider current innovation on capabilities, procedures and processes.	Learner report Assignment Case study Discussion
2.2	Learners need to complete an evaluation of the audit tool used. This could include the 5-step audit process.	Learner report Assignment Case study Discussion
3.1	Learners need to explain the benefits of innovation to an organisation. These could include positive changes to: efficiency productivity quality competitiveness market share.	Learner report Assignment Case study Discussion
3.2	Learners need to analyse the management styles required to foster an innovative climate within an organisation. They could consider styles that foster creativity, are inclusive or are democratic.	Learner report Assignment Case study Discussion

Unit 17 Managing innovation in an organisation (D/602/1483) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
3.3	When discussing the features of a climate that fosters innovation, learners could refer to theories such as Anderson and West's 4-factor theory.	Learner report Assignment Case study Discussion
4.1	Learners need to analyse innovation models and could refer to models such as Doblin's 10 types of innovation.	Learner report Assignment Case study Discussion
4.2	Learners need to compare idea-generation models such as the Disney Model (dreamer, realist and critic, mind mapping, thought showers).	Learner report Assignment Case study Discussion
4.3	Learners need to evaluate organisational processes for the selection and development of ideas. They should demonstrate understanding of the importance of the process when developing ideas.	Learner report Assignment Case study Discussion

Unit 18 Managing communications at work (F/602/1878)

Unit summary	This unit helps learners to understand the need for effective communication systems within an organisation. They'll analyse the effectiveness of communications within a selected organisation and plan justifiable improvements. As an integral part of the unit, they'll have the opportunity to reflect on their own interpersonal communication skills and plan ways to develop these.
Guided learning hours	30
Credit value	5
Level	4
Mandatory/optional	Optional

The learner will:

- 1 Understand the role of communications in an organisation

The learner can:

- 1.1 Explain the communication processes used within a selected organisation
- 1.2 Analyse the purpose of communication processes used within a selected organisation
- 1.3 Analyse communication barriers in a selected organisation

The learner will:

- 2 Be able to manage interpersonal communication skills

The learner can:

- 2.1 Audit own communication skills
- 2.2 Demonstrate use of own communication skills in an organisational setting
- 2.3 Evaluate effectiveness of own communication skills in an organisational setting
- 2.4 Produce a development plan to improve own communication skills, using feedback from others

The learner will:

- 3 Be able to manage workplace communications

The learner can:

- 3.1 Plan improvements to workplace communications
- 3.2 Implement a plan to improve workplace communications
- 3.3 Develop measures to evaluate the success of a plan to improve workplace communications

Unit 18 Managing communications at work (F/602/1878) (cont'd) Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	Learners are required to explain the communication processes used within an organisation, clarify the component parts of the communication process and explain the processes used. This could include: systems channels formal and informal internal and external social media.	Learner report Assignment Case study Discussion
1.2	Learners need to provide an analysis of the purpose of the communication processes used within an organisation. They should demonstrate an understanding of why different processes are used in different situations and the strengths and limitations of different communication processes.	Learner report Assignment Case study Discussion
1.3	Learners need to analyse the communication barriers within an organisation, which could include: organisational culture technology language.	Learner report Assignment Case study Discussion
2.1	Learners are required to complete an audit of their own communication skills which should include an audit of: reading skills writing skills (eg email/report/letter/memo writing) speaking skills (including meetings, interviews and presentations) listening skills.	Learner report Assignment Case study Discussion
2.2	Learners are required to demonstrate use of their own communication skills in an organisational setting. This could be communicated through: team meetings presentations one-to-one meetings.	Learner report Assignment Case study Discussion Observation Witness testimony
2.3	Learners are required to evaluate the use of their own communication skills in an organisational setting. Their evaluation needs to consider both positive and negative aspects of their own communication skills, highlighting areas for improvement.	Learner report Assignment Case study Discussion

Unit 18 Managing communications at work (F/602/1878) (cont'd) Assessment guidance (cont'd)

AC	Assessment guidance	Suggested assessment method
2.4	Learners are required to produce a development plan to improve their own communication skills using feedback from others. The plan should contain SMART targets and feedback could come from a range of sources, including: 360 degree feedback managers team external sources customers.	Learner report Assignment Case study Discussion Work product
3.1	Learners need to plan improvements to workplace communications. They should identify the required improvement, set objectives, identify the resources required and allocate responsibilities.	Learner report assignment Case study Discussion
3.2	Learners need to implement the plan to improve workplace communications. They could consider how to gain commitment from others, and if any training or resources are required.	Learner report Assignment Case study Discussion supported by work product
3.3	Learners need to develop measures to evaluate the success of the plan against objectives set.	Learner report Assignment Case study Discussion

Section 3

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 5 Diploma in Principles of Management and Leadership is internally assessed.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 14).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

You'll also find a variety of assessment and moderation pro-formas on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

Section 4

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment.

You can provide us with this information by emailing qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000, responding to the next survey we send you, or through the NCFE website. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

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