



Engineering Construction Industry Training Board

# LEVEL 3 NVQ CERTIFICATE IN MANAGEMENT

---

# CONTENTS

<b>1. What is an ECITB QCF qualification? .....</b>	<b>2</b>
1.1 What is the process involved in achieving a QCF qualification?.....	3
1.2 What will be assessed?.....	6
1.3 How will assessment take place?.....	6
1.4 Simulation requirements .....	7
1.5 Assessment of candidates with particular assessment requirement	8
- Access to Fair Assessment	
- Principles	
- Reasonable Adjustments	
- Special Consideration	
- Procedures	
- Monitoring and reporting	
1.6 Recommended prior learning .....	10
1.7 Credit .....	10
1.8 Rules of Combination .....	10
1.9 Career development within the engineering construction industry	10
<b>2. Qualification Structure .....</b>	<b>11</b>
2.1 Level 3 NVQ Certificate in Management.....	11
2.2 Unit summaries .....	12

<b>3. Management QCF Units</b> . . . . .	<b>16</b>
- Manage personal development . . . . .	16
- Manage own professional development within an organisation . . . . .	18
- Develop, maintain and review personal networks . . . . .	20
- Set objectives and provide support for team members . . . . .	22
- Provide leadership and direction for own area of responsibility . . . . .	24
- Ensure compliance with legal, regulatory, ethical and social requirements . . . . .	26
- Manage risk in own area of responsibility . . . . .	28
- Review risk management processes in own area of responsibility . . . . .	30
- Manage or support equality of opportunity, diversity and inclusion in own area . . . . .	32
of responsibility . . . . .	32
- Support team members in identifying, developing and implementing new ideas . . . . .	34
- Implement change in own area of responsibility . . . . .	36
- Develop working relationships with colleagues . . . . .	38
- Develop working relationships with colleagues and stakeholders . . . . .	40
- Recruit staff in own area of responsibility . . . . .	42
- Plan, allocate and monitor work of a team . . . . .	44
- Plan, allocate and monitor work in own area of responsibility . . . . .	46
- Support learning and development within own area of responsibility . . . . .	48
- Address performance problems affecting team members . . . . .	50
- Build, support and manage a team . . . . .	52
- Manage conflict in a team . . . . .	54
- Lead and manage meetings . . . . .	56
- Participate in meetings . . . . .	58
- Support individuals to develop and take responsibility for their performance . . . . .	60
- Know how to follow disciplinary procedures . . . . .	62
- Managing Grievance Procedures . . . . .	64
- Support the management of redundancies in own area of responsibility . . . . .	66
- Develop and implement a risk assessment plan in own area of responsibility . . . . .	68
- Manage physical resources . . . . .	70
- Make effective decisions . . . . .	72
- Communicate information and knowledge . . . . .	74
- Manage knowledge in own area of responsibility . . . . .	76
- Procure supplies . . . . .	78
- Manage a tendering process . . . . .	80
- Plan and manage a project . . . . .	82
- Develop and implement marketing plans . . . . .	84
- Analyse the market in which your organisation operates . . . . .	86
- Manage the achievement of customer satisfaction . . . . .	98
- Prepare and support quality audits . . . . .	90
- Manage customer service in own area of responsibility . . . . .	92

## Introduction

---

This booklet has been developed to provide anyone considering the ECITB Level 3 NVQ Certificate in Management with an introduction to the awards currently available through ECITB. This booklet contains a copy of the QCF units within the Management qualification as well as a summary of the way in which QCF qualifications are constructed; what the process is in achieving an ECITB qualification; and how it is assessed.

Should you have any queries, or require any further information regarding the awards offered by ECITB please contact the Awards & Qualification Administrator at:

HEAD OFFICE ADDRESS	CONTACT DETAILS
ECITB Blue Court Church Lane Kings Langley Hertfordshire WD4 8JP	Tel: 01923 260000 E-mail: <a href="mailto:nsvq@ecitb.org.uk">nsvq@ecitb.org.uk</a> ECITB website address: <a href="http://www.ecitb.org.uk">www.ecitb.org.uk</a>

## 1. What is an ECITB QCF qualification?

---

ECITB Qualification Credit Framework qualifications (QCF) are work-based qualifications which are based on the National Occupational Standards (NOS) of that particular sector of industry. NOS are developed by employers and professional bodies in conjunction with the Standard Setting Body and describe what is meant by occupational competence within a particular job role.

All QCF qualifications are structured in such a way that they can be broken down into the following common parts:

- Units
- Level
- Credit value
- Learner outcomes
- Assessment criteria
- Assessment requirements

Each of these parts is further described below.

Units	A qualification is divided into units, each of which describes an activity which the candidate will be expected to perform competently.
Level	The level represents the complexity, autonomy and/or range of achievement expressed within the unit.
Credit Value	The credit value represents the learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
Learner Outcomes	Learner outcomes set out what a candidate is expected to know, understand or be able to do as the result of a process of learning.
Assessment Criteria	The assessment criteria within a unit specifies the standard a candidate is expected to meet to demonstrate that the learning outcomes have been achieved in order to be deemed competent.
Assessment requirements	Details any requirements about the way a unit must be assessed.

## 1.1 What is the process involved in achieving a QCF qualification?

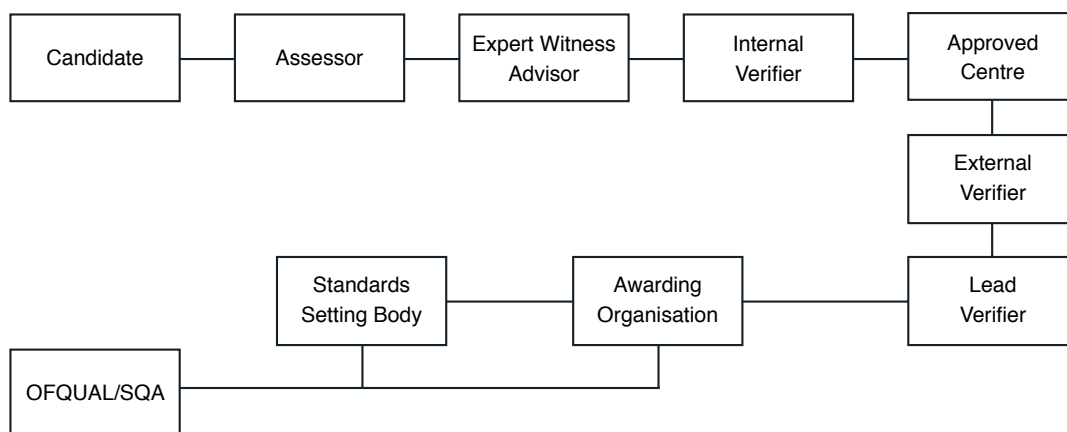
Once a candidate has been registered with the awarding organisation, in this case ECITB Awards & Qualifications, they will be ready to begin working towards their qualification. They will then be introduced to the assessor who will offer support and guidance as the candidate progresses through the stages of the qualification. The assessor will firstly introduce the candidate to the other key members of the qualification system.

These will include:-

- Expert Witness Adviser
- Internal Verifier
- Approved Centre
- Centre Co-ordinator
- External Verifier
- Lead Verifier
- Awarding Body
- Standard Setting Body
- Office of Qualifications and Examinations Regulation (Ofqual)

The assessor will also explain what roles each of these key members will play in assuring the quality of the qualifications system. This is vitally important as it helps to ensure that the assessment of qualifications is valid and reliable and that certificates are only awarded to those candidates who do successfully meet the standards required.

The diagram below illustrates the flow of information between each of the key members.



# MANAGEMENT

The following tables summarise the roles which each of the key members perform in quality assuring the regulated qualifications systems, including N/SVQ's.

Who's who	What is their role?
<p>Candidates Individuals seeking validation for their achievements and competence.</p>	<ul style="list-style-type: none"> <li>• Show they can perform to national standards in order to be awarded credit, counting towards a qualification and demonstrate the specified knowledge, understanding and skills.</li> <li>• Take some responsibility for the quality of evidence provided to assessors.</li> </ul>
<p>Assessors Appointed by an approved centre to assess a candidate's evidence. In direct contact with candidates. Holds appropriate qualification as agreed by the regulators such as D32 and D33 or A1.</p>	<ul style="list-style-type: none"> <li>• Judge candidates' evidence against the QCF units.</li> <li>• Advise candidates on opportunities to collect evidence.</li> <li>• Ensure that the evidence provided is current. (Up to and including the two year period prior to the portfolio completion date for any unit or qualification).</li> <li>• Decide whether the candidate has demonstrated competence, give feedback on the decision and record it.</li> <li>• Ensure that their assessment practice meets awarding organisation guidance.</li> </ul>
<p>Expert Witness Adviser Appointed by an approved centre to carry out direct observation as the exception when an assessor is not available.</p>	<ul style="list-style-type: none"> <li>• Can carry out direct observation of the candidate against the criteria for the mandatory assessor observation of assessment criteria and assessment requirements where the practicalities and costs of having an assessor available to observe the candidate at work are prohibitive.</li> <li>• The EWA shall meet the criteria for assessor occupational expertise as specified by the ECITB Standards Setting Body Assessment Strategy.</li> <li>• A registered EWA can provide mandatory direct observation of any candidate in the relevant qualification for any approved centre as long as the assessor/EWA procedures are followed.</li> </ul>
<p>Internal Verifiers Appointed by an approved centre to ensure consistency and quality of assessment. Holds V1 and A1 or appropriate qualification as agreed with the regulators.  Works to the ECITB Internal Verification Code of Practice.</p>	<ul style="list-style-type: none"> <li>• Work with assessors to ensure the quality and consistency of assessment.</li> <li>• Sample candidate assessments to ensure consistent assessment.</li> <li>• Ensure their own verification practice meets V1.</li> <li>• Ensure that assessment and verification records and documents are fit for purpose and meet awarding organisation requirements.</li> <li>• Ensure that requests for certificates to the awarding organisation are based on assessments of consistent quality.</li> <li>• Provide support and guidance for the centre's assessors.</li> </ul>
<p>Centre Co-ordinators May take on some internal verifier functions, particularly relating to administration. Not all centres have co-ordinators.</p>	<ul style="list-style-type: none"> <li>• Act as a contact for the awarding organisation and the external verifier.</li> <li>• Ensure that there are accurate assessment and verification records for the qualification.</li> <li>• Request certificates and credits from the awarding organisation.</li> </ul>
<p>Approved Centres Organisations approved by awarding bodies to assess and verify qualifications</p>	<ul style="list-style-type: none"> <li>• Manage assessment and verification on a day-to-day basis.</li> <li>• Have effective assessment practices and internal verification procedures.</li> <li>• Meet awarding organisation requirements for qualification delivery.</li> <li>• Have sufficient competent assessors and internal verifiers with enough time and authority to carry out their roles effectively.</li> </ul>
<p>Lead Verifiers Appointed by ECITB Awards &amp; Qualifications to manage teams of external verifiers.</p>	<ul style="list-style-type: none"> <li>• Manage the workload of the external verifiers.</li> <li>• Monitor performance of the external verifiers.</li> <li>• Provide advice and guidance to external verifiers.</li> <li>• Carry out all new centre approvals.</li> <li>• Approve post approval monitoring reports and ensure all actions are implemented.</li> <li>• Approve any recommendations for sanctions on centres.</li> <li>• Resolve disputes.</li> <li>• Approve recommendations for appointment of new assessors and internal verifiers.</li> </ul>

Who's who	What is their role?
<p><b>External Verifiers</b> Appointed by Awards &amp; Qualifications to monitor the work of approved centres. They are the key link between the awarding organisation and the centre. Holds V2 and A1 or appropriate qualification as agreed by the regulators. Works to the ECITB External Verification Code of Practice.</p>	<ul style="list-style-type: none"> <li>• Make sure that decisions on competence are consistent across centres.</li> <li>• Make sure that the quality of assessment and verification meets national standards.</li> <li>• Sample candidate assessments and monitor assessment and verification practices in centres, including interviews with assessors and internal verifiers.</li> <li>• Provide advice, guidance and feedback to centres.</li> <li>• Make regular visits to centres and assessment locations.</li> <li>• Ensure that their own verification practice meets V2 and A1.</li> </ul>
<p><b>Awarding Body / Awarding Organisations</b> An organisation approved by Ofqual or SQA to award qualifications with a framework.</p>	<ul style="list-style-type: none"> <li>• Ensure the quality and consistency of assessment for qualifications nationally.</li> <li>• Produce guidance for centres.</li> <li>• Appoint, support and develop external verifiers, allocate them to centres and monitor their work.</li> <li>• Approve and monitor centres against the approved centre criteria.</li> <li>• Award credit.</li> <li>• Collect information from centres to inform national decisions about qualification delivery.</li> <li>• Provide information to Ofqual/SQA.</li> </ul>
<p><b>Standards Setting Bodies / SSB</b> Develop the National Occupational Standards on which competence qualifications are based.</p>	<ul style="list-style-type: none"> <li>• Work with industry to develop National Occupational Standards.</li> <li>• Work with awarding organisations to produce assessment strategies.</li> <li>• Provide information about, and clarification of, the National Occupational Standards.</li> </ul>
<p><b>Sector Skills Councils / SSC</b></p>	<ul style="list-style-type: none"> <li>• Accredite qualifications put forward by awarding organisations if they meet the published criteria.</li> </ul>
<p><b>Regulatory Authorities</b> Ofqual Office of Qualifications and Examinations Regulation (Ofqual) regulate qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.</p> <p>Ofqual together with its partner regulators in Wales (DCELLS) Department for Children, Education, Lifelong Learning and Skills and (CCEA) and Council for the Curriculum Examinations and Assessment, is responsible for regulation of the Qualifications and Credit Framework (QCF)</p>	<ul style="list-style-type: none"> <li>• Ensure that organisations that offer and deliver qualifications (awarding organisations) have good systems in place, and that they are held to account for their performance.</li> <li>• Ensure that all qualifications offered by awarding organisations are fair and are comparable with other qualifications.</li> <li>• Ensure that standards in qualifications, exams and tests are monitored and the findings are reported.</li> <li>• Ensure that there is fair access to qualifications for all candidates.</li> <li>• Ensure the quality of marking of exams, tests and other assessments is high, so that learners get the results they deserve.</li> <li>• Ensure that the qualifications market provides value for money and meets the needs of learners and employers.</li> <li>• Ensure that debate about important topics, such as standards of exams and qualifications, is encouraged.</li> </ul>
<p><b>Regulatory Authorities</b> SQA Scottish Qualification Authority (SQA) accredits qualifications in Scotland.</p>	<ul style="list-style-type: none"> <li>• Accredite qualifications put forward by Awarding Bodies if they meet the published criteria.</li> <li>• Ensure the quality of the overall qualification system through work with Awarding Bodies.</li> <li>• Monitor the performance and effectiveness of Awarding Bodies through quality audits.</li> </ul>

## 1.2 What will be assessed?

---

Once the candidate has decided with the assessor which route they will take through the qualification, i.e. the units they will work towards, they are ready to begin assessment. Broadly speaking two aspects of the candidate's working practice will be assessed: their performance; and their knowledge and understanding. The assessor will work with the candidate to plan how, when and where evidence will be gathered to cover these aspects.

## 1.3 How will assessment take place?

---

There are a variety of methods through which evidence of the candidate's competence can be gathered. There are also different methods by which to collect performance and knowledge evidence.

In relation to performance evidence there are five main assessment methods:

1. Direct observation of the candidate's performance by the assessor and/or EWA.
2. Testimony from a witness such as a candidate's colleague, this is also observation of the candidate.
3. Documentary evidence (*such as permits to work, work specifications etc.*) which relate to work successfully completed by the candidate on a past occasion.
4. Demonstration of a task by the candidate at the assessor's request. This is known as 'Simulation'.
5. Questioning of the candidate to establish knowledge and understanding requirements.

These options give an assessor and the candidate some flexibility in how they are able to prove competence. However, some of these assessment methods are less reliable and as such their use may be limited within the qualification. If this is the case the guidance contained within the QCF units will provide further clarification. Direct observation of the candidate by the assessor is the most reliable, and often the most straightforward, method of gathering evidence. The approved centre and the assessment team responsible for assessing the candidate will determine whether observation or some of the other assessment methods listed above offer the best assessment solution for each individual candidate.

In relation to evidence of knowledge and understanding there are two main assessment methods:

1. Performance evidence gathered in the course of working towards the unit.
2. Questioning of the candidate.

In some instances, it will be self-evident from the candidate's performance that they have acquired the necessary knowledge and understanding e.g. where the unit requires knowledge of how to carry out a specific task and by carrying it out effectively the candidate demonstrates that they know what to do.

However, knowledge of why something is done in a certain way cannot be demonstrated through performance alone and questioning of the candidate is another assessment method that could be used.



## 1.4 Simulation requirements

---

Demonstration, as previously outlined, is one of the assessment methods available to candidates and assessors through which to observe a candidate's competence. However, its use has been limited to certain specific units in which it may be possible to gather the naturally occurring workplace evidence normally required.

Reference needs to be made to the standards to confirm the status of each unit, however, as a rule simulation is only permissible where one or more of the following characteristics apply:

- a) Health and safety could be compromised by seeking workplace evidence.
- b) The behaviour or situation under which assessment occurs happens infrequently in the workplace.
- c) The responsibility for the work rests with the candidate, but it is typically either delegated or carried out jointly with another and the candidate has limited opportunity to demonstrate it directly and individually.
- d) There would be unacceptable commercial or operational risk in securing workplace assessment.
- e) Facilities would need to be placed in an unacceptable operating state to allow for assessment to take place.

The assessment requirements detail within each unit whether or not simulation is permitted within the assessment for that unit.

Where simulation is permitted, the simulated activity must be designed to reflect the activity as it would be carried out in a typical workplace environment, including:

- a) The presence, actions and capabilities of other interacting personnel.
- b) The urgency with which the activity must be carried out and the time needed to complete it.
- c) The number and sequence of actions needed to complete the activity.
- d) The number and complexity of the factors affecting the activity.
- e) The skills and knowledge needed to carry out the activity.
- f) The nature and availability of resources needed to carry out the activity.
- g) Access to references and sources of advice and assistance that could be needed if problems arise.
- h) The type of documentation to be completed.
- i) The standards to which the activity must be carried out, including any practices and procedures which must be followed.
- j) The outcomes which the activity will produce.
- k) Access to normal/usual workplace instructions.

## 1.5 Assessment of candidates with particular assessment requirements

---

Equal Opportunities, Reasonable Adjustments and Special Considerations.

### **Access to Fair Assessment**

ECITB Awards & Qualifications requires approved centres to demonstrate a clear commitment to access to fair assessment, equal opportunities, reasonable adjustments and special considerations and to operate a Fair Assessment Policy in all matters concerning the assessment of candidates for the award of Qualifications and/or certificates or unit credits and in any appeals against approved centre decisions.

The policy must take account of full current legislation in the area of access to fair assessment and equal opportunities. This must include:

- The Race Relations Act Amendment.
- The Disability Discrimination Act.
- The Special Educational Needs and Disability Act.
- The Human Rights Act.

The approved centre must ensure that relevant staff in the assessment team receives training in the relevant sections of current legislation and that sufficient and appropriate information with regard to the content of this procedure is passed to all members of the approved centre assessment team.

The approved centre must maintain records of assessment and verification decisions, which demonstrate that:

- Assessment decisions only discriminate between candidates on the basis of the competence defined by the National Occupational Standards specified in the qualification.
- Assessment judgements are made regardless of race, gender, disability, nationality, religion, age, sexual orientation, family status or any other irrelevant factor.

### **Arrangements for candidates with particular assessment requirements**

#### **Principles**

Approved centres must ensure that there are no unnecessary barriers to assessment, which prevent candidates from effectively demonstrating their attainment. Arrangements for candidates with particular assessment requirements (special arrangements) must also ensure that such candidates are not given, or do not appear to be given, an unfair advantage. Special arrangements are generally not appropriate where the candidate's particular difficulty directly affects performance in the actual attributes that are the focus of assessment.

Approved centres must make special arrangements according to the needs of the individual candidate, reflecting the candidate's usual method of working, the assessment requirements as set out in the specification and any guidelines set down by the regulatory authorities. Any special arrangements must ensure that the validity, reliability and integrity of the assessment are preserved and that certificates accurately reflect candidate attainment.

Approved centres are only required to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. As stated above the NOS must be taken into consideration, as must any safety and health implications.

There are two ways in which access to fair assessment can be maintained

1. Through reasonable adjustments.
2. Through special consideration.

## Reasonable Adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability that places the candidate at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- Changing standard assessment arrangements, for example allowing candidates extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in Braille.
- Providing access facilitators during assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

Reasonable adjustments will not be taken into consideration during the assessment of the candidates work.

## Special Consideration

Special consideration is given following an assessment to candidates who are present for the assessment but may have been disadvantaged by temporary illness, injury or adverse circumstances, which arose at or near the time of assessment.

Special consideration should not give the candidate an unfair advantage neither should its use cause the user of the certificate to be misled regarding a candidate's achievements. The candidate's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

**Where an assessment requires a competence, criteria or standard to be met fully, it may not be possible to apply special consideration. In some circumstances it may be more appropriate to offer the candidate an opportunity to retake the assessment at a later date or to extend the registration period so that the candidate has more time to complete the assessment activity.**

Approved centres must make provision for special consideration to ensure that candidates who suffer temporary illness, injury or indisposition at the time of assessment are treated fairly. Such assessment should be made available to the candidate as soon as is reasonably practical within the guidelines of access to fair assessment. Where this is not possible, the awarding organisation will consider each individual case for special consideration, identifying the minimum requirements for an award to be made.

## Procedures

Approved centre assessment team members should refer to the written procedures provided within the ECITB Awards & Qualifications Quality Assurance Procedures Manual for further guidance and information or to their own Approved Centre Operations Manual.

## Monitoring and Reporting

The awarding organisation will monitor, evaluate and report annually on the use of special arrangements by its approved centres. Relevant data will be shared with the regulatory authorities on request.

# MANAGEMENT

---

## 1.6 Recommended prior learning

---

There is no prior knowledge, attainment or experience required for this qualification. Existing workers are expected to be competent by virtue of their length of service and experience and satisfactory performance in their roles, and will need to achieve the qualification in order to have this competence validated.

## 1.7 Credit

---

Credit is awarded to candidates for the successful achievement of the learning outcomes of a unit. The number of credit awarded will be the same as the value of the achieved unit, it is not possible for some credit to be achieved for partial completion of a unit or for candidates to be awarded credit when all learning outcomes are not achieved by virtue of any 'compensation' for stronger performance in other areas of learning/achievement.

**Credit accumulation** is the term used to describe the process of putting a combination of credits to meet the achievement requirements of a qualification. The rules of combination for a qualification determine the requirements for achievement of credits through particular units. Awarding organisations award qualifications based on this process.

**Credit transfer** describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification, credits can only be transferred between qualifications and awarding organisations subject to the rules of combination for the receiving qualification.

## 1.8 Rules of Combination

---

Rules of combination specify the credits that need to be achieved through completion of particular units for a qualification to be awarded. All accredited qualifications within the QCF must have a set of rules of combination. Rules of combination set out the credit value of the qualification, credits from mandatory units and credits from optional units, credits from equivalent units and exemptions along with time limits on the process of credit accumulation or exemptions.

**Exemptions** are detailed within the rules of combination, exemptions set out any exemption from the requirement to achieve credit for units that candidates can claim, based on certificated achievement outside the QCF deemed to be of equivalent value to a QCF unit or units.

Time limits on the process of credit accumulation or exemptions are set out for each QCF unit within the rules of combination. ECITB QCF units have a time limit of 24 months from achievement for use within a QCF qualification.

## 1.9 Career development within the engineering construction industry

---

The ECITB's Apprenticeship programme is its main vehicle for recruiting and training young people to meet the future skills requirements of the industry. Qualifications at Levels 2 and 3 are often an integral part of this scheme.

The ECITB provides an alternative training route towards qualifications for those who have not completed an apprenticeship but seek to have their competence validated. Information on the scheme is available on request from ECITB offices.

For more information about career progression you can go to the ECITB website.

## 2. Qualification Structure

### 2.1 Level 3 NVQ Certificate in Management

To achieve this qualification, candidates must attain a minimum of 25 credits made up from the following;

- All THREE of the mandatory units (14 credits), plus
- a minimum of 11 credits from the Optional units.

#### MANDATORY UNITS – candidates must achieve all THREE units to a total of 14 credits

Ref. Number	Unit Title	Credit
A2	Manage own professional development with an organisation.	4
B5	Set objectives and provide support for team members.	5
D5	Plan, allocate and monitor work for a team.	5

#### OPTIONAL UNITS – candidates must achieve a minimum of 11 credits

Ref. Number	Unit Title	Credit
A3	Develop, maintain and review personal networks.	4
B6	Provide leadership and direction for own area of responsibility.	5
B8b	Ensure compliance with legal, regulatory, ethical and social requirements.	5
B10b	Manage risk in own area of responsibility.	4
B10c	Review risk management processes in own area of responsibility.	3
A1	Manage personal development.	4
B11	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility.	4
C1	Support team members in identifying, developing and implementing new ideas.	4
C6	Implement change in own area of responsibility.	6
D2a	Develop working relationships with colleagues and stakeholders.	4
D3a	Recruit staff in own area of responsibility.	4
D1	Develop working relationships with colleagues.	3
D6	Plan, allocate and monitor work in own area of responsibility.	5
D7	Support learning and development within own area of responsibility.	5
D8	Address performance problems affecting team members.	3
D9	Build, support and manage a team.	4
D10	Manage conflict in a team.	3
D11	Lead and manage meetings.	4
D12	Participate in meetings.	2
D13	Support individuals to develop and take responsibility for their performance.	4
D14	Know how to follow disciplinary procedures.	4
D15	Managing grievance procedures.	3
E8	Manage physical resources.	3
E10	Make effective decisions.	3
D16	Support the management of redundancies in own area of responsibility.	3
E6	Develop and implement a risk assessment plan in own area of responsibility.	6
E12	Manage knowledge in own area of responsibility.	4
E11	Communicate information and knowledge.	3
E15	Procure supplies.	2
E16	Manage a tendering process.	4
F1	Plan and manage a project.	8
F4	Develop and implement marketing plans.	6
F9	Analyse the market in which your organisation operates.	5
F11	Manage the achievement of customer satisfaction.	5
F14	Prepare and support quality audits.	4
F17	Manage customer service in own area of responsibility.	4

## 2.2 Unit summaries

---

### Management

#### Mandatory Units

**Unit A2: Manage own professional development with an organisation.**

This unit helps learners to produce, implement and review a personal professional development plan that supports development.

**Unit B5: Set objectives and provide support for team members.**

This unit helps learners to set and support individuals and teams to achieve objectives.

**Unit D5: Plan, allocate and monitor work of a team.**

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

#### Optional Units

**Unit A3: Develop, maintain and review personal networks.**

This unit helps learners to develop, maintain and review networking relationships based on personal contacts.

**Unit B6: Provide leadership and direction for own area of responsibility.**

This unit helps learners to provide leadership and direction for their area of responsibility.

**Unit B8b: Ensure compliance with legal, regulatory, ethical and social requirements.**

This unit helps learners to identify and correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own areas of responsibility.

**Unit B10b: Manage risk in own area of responsibility.**

This unit will ensure that learners can evaluate and manage risk in own area of responsibility, and communicate information on risks to relevant stake holders.

**Unit B10c: Review risk management processes in own area of responsibility.**

This unit will ensure that learners are able to monitor, evaluate and improve risk management processes within own area of responsibility.

**Unit A1: Manage personal development.**

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

**Unit B11: Manage or support equality of opportunity, diversity and inclusion in own area of responsibility.**

This unit helps learners understand how to manage equality, diversity and inclusion in your area of responsibility.

**Unit C1: Support team members in identifying, developing and implementing new ideas.**

This unit helps learners to support team members in identifying, developing and implementing new ideas. It also helps learners to provide recognition for innovation.

**Unit C6: Implement change in own area of responsibility.**

This unit helps learners to implement and evaluate a plan for change in their area of responsibility.

**Unit D2a: Develop working relationships with colleagues and stakeholders.**

This unit will help learners to develop effective working relationships with colleagues and stakeholders.

**Unit D3a: Recruit staff in own area of responsibility.**

This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.

**Unit D1: Develop working relationships with colleagues.**

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

**Unit D6: Plan, allocate and monitor work in own area of responsibility.**

This unit helps learners to plan, allocate and monitor work in own area of responsibility, and made any necessary changes to original work plans.

**Unit D7: Support learning and development within own area of responsibility.**

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

**Unit D8: Address performance problems affecting team members.**

This unit will ensure that learners are able to identify, discuss, resolve and record team members' performance problems

**Unit D9: Build, support and manage a team.**

This unit will ensure that learners are able to develop and manage and disband a team through a project cycle.

**Unit D10: Manage conflict in a team.**

This unit will ensure that learners understand how to identify potential and actual conflicts within a team and take action to resolve them.

# MANAGEMENT

---

**Unit D11: Lead and manage meetings.**

This unit will ensure that learners are able to prepare for, lead and follow up issues identified in meetings.

**Unit D12: Participate in meetings.**

This unit will ensure that learners are able to prepare for, take part in and communicate information arising from meetings.

**Unit D13: Support individuals to develop and take responsibility for their performance.**

This unit will ensure that learners are able to support individuals in assessing and implementing a development plan. It also ensure learners are able to monitor an individual's progress and provide feedback.

**Unit D14: Know how to follow disciplinary procedures.**

This unit will ensure that learners understand how to follow disciplinary issues and inform individuals of expected performance

**Unit D15: Managing Grievance Procedures.**

This unit will ensure that learners can follow grievance procedures in their own organisation.

**Unit E8: Manage physical resources.**

This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

**Unit E10: Make effective decisions.**

This unit will ensure that learners understand the process of decision-making, and can identify and analyse information to enable them to come to a final decision.

**Unit D16: Support the management of redundancies in own area of responsibility.**

This unit will ensure that learners can manage redundancies, follow organisational procedures, communicate and seek support in own area of responsibility.

**Unit E6: Develop and implement a risk assessment plan in own area of responsibility.**

This unit helps learners promote, monitor and review health and safety in own area of responsibility.



**Unit E12: Manage knowledge in own area of responsibility.**

This unit will ensure that learners are able to understand how knowledge is managed, using agreed procedures and processes in own organisation.

**Unit E11: Communicate information and knowledge.**

This unit will ensure that learners are able to communicate selected information and knowledge to a target audience using appropriate communication techniques and methods.

**Unit E15: Procure supplies.**

This unit will ensure that learners are able to identify required supplies, procure supplies and monitor their delivery.

**Unit E16: Manage a tendering process.**

This unit will ensure that learners are able to manage a tendering process, including developing product or service specifications and tender guidelines, evaluating tenders and selecting a supplier to deliver the required products or services.

**Unit F1: Plan and manage a project.**

This unit helps learners to clarify the scope and objectives of a project, develop a project plan, and consult and agree the plan with others.

**Unit F4: Manage personal development.**

This unit will ensure that learners can produce a marketing strategy, implement a plan and monitor and evaluate the plan to determine future marketing activities.

**Unit F9: Analyse the market in which your organisation operates.**

This unit will ensure that learners are able to analyse an organisation's market position and trends. Learners can analyse customer needs and communicate to key stakeholders.

**Unit F11: Manage the achievement of customer satisfaction.**

This unit helps learners to understand the importance of monitoring customer service satisfaction levels to manage the achievement of customer satisfaction.

**Unit F14: Prepare and support quality audits.**

This unit will ensure that learners understand the quality standards and are able to participate in a quality audit and take corrective action.

**Unit F17: Manage customer service in own area of responsibility.**

This unit will ensure that learners are able to explain customer service standards to support staff and monitor customer service performance in own area of responsibility.

## 3. Management QCF Units

---

### Unit A1

Title	Manage personal development
Level	2
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to identify performance requirements of own work role.	The learner can: 1.1 Outline work role performance requirements with those they report to.
2. Be able to measure and progress against objectives.	2.1 Identify ways that progress will be measured against own work objectives.
3. Be able to identify gaps in skills and knowledge in own performance.	3.1 Explain knowledge and skills required for own work role. 3.2 Identify opportunities and resources available for personal development. 3.3 Produce a development plan to address own needs and agree with line manager.
4. Be able to carry out and assess activities within own development plan.	4.1 Plan activities in own development plan that address identified needs. 4.2 Collect feedback from colleagues on the result of development activities on own performance. 4.3 Assess the success of activities carried out as part of own development plan.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners can identify and assess progress against performance requirements in own work role.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC A1 Manage your own resources.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit A2

Title	Manage own professional development within an organisation
Level	3
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to Assess own career goals and personal development.	The learner can: 1.1 Identify own career and personal goals. 1.2 Assess how own career goals affect work role and professional development.
2. Be able to set personal work objectives.	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.
3. Be able to produce a personal development plan.	3.1 Identify gaps between objectives set, own current knowledge and skills. 3.2 Produce a development plan.
4. Be able to implement and monitor own personal development plan.	4.1 Plan activities identified in own development plan. 4.2 Explain how to monitor and review own personal development plan.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners can identify and assess progress against performance requirements in own work role.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC A2 Manage your own resources and professional development.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit A3

Title	Develop, maintain and review personal networks
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Understand the benefits of networking and the need for data privacy.	The learner can: 1.1 Evaluate the benefits of networking with individuals and organisations. 1.2 Identify individuals and organisations that would provide benefits to own organisation and networks. 1.3 Explain the need for confidentiality with networking contacts.
2. Be able to develop a personal network of contacts.	2.1 Develop and maintain networks that will provide personal and organisational benefit. 2.2 Develop guidelines for working with networks in line with organisational procedures.
3. Be able to review networking relationships.	3.1 Assess the value own current personal network. 3.2 Evaluate own experience with existing contacts and use these to inform future actions.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to develop, maintain and review networking relationships based on personal contacts.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC A3 Develop your personal networks.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit B5

Title	Set objectives and provide support for team members
Level	3
Credit value	5
Learning outcomes	Assessment criteria
The learner will: 1. Be able to communicate a team's purpose and objectives to the team members.	The learner can: 1.1 Describe the purpose of a team. 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). 1.3 Communicate the team's purpose and objectives to its members.
2. Be able to develop a plan with team members showing how team objectives will be met.	2.1 Discuss with team members how team objectives will be met. 2.2 Ensure team members to participate in the planning process and think creatively. 2.3 Develop plans to meet team objectives. 2.4 Set SMART personal work objectives with team members.
3. Be able to support team members identifying opportunities and providing support.	3.1 Identify opportunities and difficulties faced by team members. 3.2 Discuss identified opportunities and difficulties with team members. 3.3 Provide advice and support to team members to overcome identified difficulties and challenges. 3.4 Provide advice and support to team members to make the most of identified opportunities.
4. Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1 Monitor and evaluate individual and team activities and progress. 4.2 Provide recognition when individual and team objectives have been achieved.



Additional information	
Unit purpose and aim(s)*.	This unit helps learners to set and support individuals and teams to achieve objectives.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC B5 Provide leadership for your team.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	35

## 3. Management QCF Units

---

### Unit B6

Title	Provide leadership and direction for own area of responsibility
Level	4
Credit value	5
Learning outcomes	Assessment criteria
The learner will: 1. Be able to lead in own area of responsibility.	The learner can: 1.1 Identify own strengths and ability to lead in a leadership role. 1.2 Evaluate strengths within own area of responsibility.
2. Be able to provide direction and set objectives in own area of responsibility.	2.1 Outline direction for own area of responsibility. 2.2 Implement objectives with colleagues that align with those of the organisation.
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1 Communicate the agreed direction to individuals within own area of responsibility. 3.2 Collect feedback to inform improvement.
4. Be able to assess own leadership performance.	4.1 Assess feedback on own leadership performance. 4.2 Evaluate own leadership performance.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to provide leadership and direction for their area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC B6 Provide leadership in your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	30

## 3. Management QCF Units

---

### Unit B8b

Title	Ensure compliance with legal, regulatory, ethical and social requirements
Level	4
Credit value	5
Learning outcomes	Assessment criteria
<p>The learner will:</p> <p>1. Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.</p>	<p>The learner can:</p> <p>1.1 Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.</p>
<p>2. Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility.</p>	<p>2.1 Identify areas of non-compliance with legal, regulatory, ethical and social procedures.</p> <p>2.2 Examine reasons for non-compliance with procedures.</p> <p>2.3 Make recommendations for corrections to ensure compliance with procedures.</p>

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to identify and correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own areas of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC B8 Ensure compliance with legal, regulatory, ethical and social requirements.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

---

### Unit B10b

Title	Manage risk in own area of responsibility
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to undertake a risk evaluation for current and planned activities within own area of responsibility.	The learner can: 1.1 Identify potential risks in current and planned activities within own area of responsibility. 1.2 Assess the nature of identified risks and potential consequences. 1.3 Evaluate the probability of identified risks occurring. This unit will ensure that learners can evaluate and manage risk in own area of responsibility, and communicate information on risks to relevant stakeholders MSC B10 Manage risk.
2. Be able to minimise the impact and likelihood of potential risks occurring in own area of responsibility.	2.1 Identify ways and means of minimising the impact and likelihood of potential risks. 2.2 Allocate responsibility for risk management to relevant individuals within own area of responsibility.
3. Be able to communicate identified risks.	3.1 Provide information on identified risks to relevant stakeholders.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners can evaluate and manage risk in own area of responsibility, and communicate information on risks to relevant stake holders.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC A1 Manage your own resources.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	Management Standards Centre
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

---

### Unit B10c

Title	Review risk management processes in own area of responsibility
Level	4
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Be able to monitor and evaluate risk management processes within own area of responsibility.	The learner can: 1.1 Identify information from own area of responsibility to review the risk management process. 1.2 Assess the effectiveness of the risk management process.
2. Be able to improve the risk management process.	2.1 Implement changes to the risk management process where potential improvements have been identified.



Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to monitor, evaluate and improve risk management processes within own area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC B10 Manage risk.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit B11

Title	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility
Level	3
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies.	The learner can: 1.1 Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies. 1.2 Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility.
2. Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility.	2.1 Outline an organisation's equality, diversity and inclusion policy and procedures.
3. Be able to monitor equality, diversity and inclusion within own area of responsibility.	3.1 Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners understand how to manage equality, diversity and inclusion in your area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC B11 Promote equality of opportunity, diversity and inclusion in your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit C1

Title	Support team members in identifying, developing and implementing new ideas
Level	3
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to develop team ideas and develop the creativity of team members.	The learner can: 1.1 Encourage team members to identify ideas. 1.2 Record team member's ideas.
2. Be able to assess the viability of team members' ideas.	2.1 Assess with team members the potential benefits and risks associated with an idea, and the resources required.
3. Be able to support team members to implement ideas.	3.1 Explain how to support team members in submitting formal proposals for approval. 3.2 Explain to team members how to identify and overcome barriers to implementing an idea.
4. Be able to implement team ideas.	4.1 Monitor the implementation of ideas by own team. 4.2 Communicate the progress of implementation to relevant others own organisation.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to support team members in identifying, developing and implementing new ideas. It also helps learners to provide recognition for innovation.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC C1 Encourage innovation in your team.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit C6

Title	Implement change in own area of responsibility
Level	4
Credit value	6
Learning outcomes	Assessment criteria
The learner will: 1. Understand how to implement change in own area of responsibility.	The learner can: 1.1 Explain the main models and methods for managing change.
2. Be able to involve and support others through the change process.	2.1 Communicate the benefits of and reasons for change and how they relate to business objectives. 2.2 Implement and agree a plan to support change.
3. Be able to implement and monitor a plan for change in own area of responsibility.	3.1 Apply SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with individuals and teams to plan for change. 3.2 Assess opportunities and barriers to change. 3.3 Review action plans and activities according to identified opportunities and barriers to change.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to implement and evaluate a plan for change in their area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC C6 Implement change.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

---

### Unit D1

Title	Develop working relationships with colleagues
Level	2
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Understand the benefits of working with colleagues.	The learner can: 1.1 Describe the benefits of productive working relationships.
2. Be able to establish working relationships with colleagues.	2.1 Identify colleagues within own and other organisations. 2.2 Agree the roles and responsibilities for colleagues.
3. Be able to act in a professional and respectful manner when working with colleagues.	3.1 Explain how to display behaviour that shows professionalism.
4. Be able to communicate with colleagues.	4.1 Identify information to others clearly and concisely. 4.2 Explain how to receive and clarify own understanding of information.
5. Be able to identify potential work-related difficulties and explore solutions.	5.1 Identify potential work-related difficulties and conflicts of interest. 5.2 Explain how to resolve identified potential difficulties.



Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners can identify and assess progress against performance requirements in own work role.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D1 Develop productive working relationships with colleagues.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	15

## 3. Management QCF Units

---

### Unit D2a

Title	Develop working relationships with colleagues and stakeholders
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Know how to identify stakeholders and their relevance to an organisation.	The learner can: 1.1 Identify an organisation's stakeholders. 1.2 Evaluate the roles, responsibilities, interests and concerns of stake holders. 1.3 Assess the importance of identified stakeholders.
2. Understand how to establish working relationships with colleagues and stakeholders.	2.1 Clarify how to agree a common sense of purpose with colleagues and stakeholders. 2.2 Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders.
3. Be able to create an environment of trust and mutual respect with colleagues and stakeholders.	3.1 Review and revise the needs and motivations of colleagues and stakeholders. 3.2 Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others.

Additional information	
Unit purpose and aim(s)*.	This unit will help learners to develop effective working relationships with colleagues and stakeholders.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D2 Develop productive working relationships with colleagues and stakeholders.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	Management Standards Centre
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

### Unit D3a

Title	Recruit staff in own area of responsibility
Level	5
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to review human resource requirements to meet business objectives in own area of responsibility.	The learner can: 1.1 Examine the human resources required to meet objectives in own area of responsibility. 1.2 Identify gaps between current and required human resources to meet objectives. 1.3 Assess the options for human resource requirements to meet objectives.
2. Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements.	2.1 Explain how to ensure recruitment and selection processes are fair. 2.2 Explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met. 2.3 Explain when to seek specialist expertise throughout the recruitment process.
3. Be able to participate in the recruitment and selection process.	3.1 Consult with relevant others to produce or update job descriptions. 3.2 Agree with colleagues the stages in the recruitment and selection process for identified vacancies. 3.3 Identify the methods and criteria that will be used in the recruitment and selection process.
4. Be able to evaluate the recruitment and selection process and identify improvements for the future.	4.1 Assess and select candidates using agreed methods and criteria. 4.2 Evaluate the recruitment and selection methods and criteria used in own area of responsibility. 4.3 Identify ways of improving future recruitment and selection.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D3 Recruit, select and keep colleagues.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit D5

Title	Plan, allocate and monitor work of a team
Level	3
Credit value	5
Learning outcomes	Assessment criteria
The learner will: 1. Be able to plan work for a team.	The learner can: 1.1 Agree team objectives with own manager 1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.
2. Be able to allocate work across a team.	2.1 Discuss team plans with a team. 2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members. 2.3 Agree standard of work required by team.
3. Be able to manage team members to achieve team objectives.	3.1 Support all team members in order to achieve team objectives.
4. Be able to monitor and evaluate the performance of team members.	4.1 Assess team members' work against agreed standards and objectives. 4.2 Identify and monitor conflict within a team. 4.3 Identify cause for team members not meeting team objectives.
5. Be able to improve the performance of a team.	5.1 Identify ways of improving team performance. 5.2 Provide constructive feedback to team members to improve their performance. 5.3 Implement identified ways of improving team performance.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D5 Allocate and check work in your team.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit D6

Title	Plan, allocate and monitor work in own area of responsibility
Level	4
Credit value	5
Learning outcomes	Assessment criteria
The learner will: 1. Be able to produce a work plan for own area of responsibility.	The learner can: 1.1 Explain the context in which work is to be undertaken. 1.2 Identify the skills base and the resources available. 1.3 Examine priorities and success criteria needed for the team. 1.4 Produce a work plan for own area of responsibility.
2. Be able to allocate and agree responsibilities with team members.	2.1 Identify team members' responsibilities for identified work activities 2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback.	3.1 Identify ways to monitor progress and quality of work. 3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members.
4. Be able to review and amend plans of work for own area of responsibility and communicate changes.	4.1 Review and amend work plan where changes are needed. 4.2 Communicate changes to team members.



Additional information	
Unit purpose and aim(s)*.	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and made any necessary changes to original work plans.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit D7

Title	Support learning and development within own area of responsibility
Level	4
Credit value	5
Learning outcomes	Assessment criteria
The learner will: 1. Be able to identify the learning needs of colleagues in own area of responsibility.	The learner can: 1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding the skills. 1.2 Prioritise learning needs of colleagues. 1.3 Produce personal development plans for colleagues in own area of responsibility.
2. Understand how to develop a learning environment in own area of responsibility.	2.1 Explain the benefits of continual learning and development. 2.2 Explain how learning opportunities can be provided for own area of responsibility.
3. Be able to support colleagues in learning and its application.	3.1 Identify information, advice and guidance to support learning. 3.2 Communicate to colleagues to take responsibility for their own learning. 3.3 Explain to colleagues how to gain access to learning resources. 3.4 Support colleagues to practise and reflect on what they have learned.
4. Be able to evaluate learning outcomes and future learning and development of colleagues.	4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes. 4.2 Support colleagues when updating their personal development plan.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D7 Provide learning opportunities for colleagues.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	Management Standards Centre
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit D8

Title	Address performance problems affecting team members
Level	4
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance.	The learner can: 1.1 Identify legal requirements, industry regulations, organisational policies and professional codes concerning performance. 1.2 Explain limits of own authority relating to performance problems.
2. Be able to identify performance problems of team members.	2.1 Assess team member's performance against performance criteria 2.2 Evaluate causes of identified performance problems.
3. Be able to discuss performance problems with team members.	3.1 Identify performance problems to the attention of the team member concerned. 3.2 Explain an organisation's policies for managing performance problems to the team member concerned. 3.3 Develop a confidential record of discussions with team members about problems affecting their performance.
4. Be able to set a course of action to deal with identified problems with team members.	4.1 Explain and discuss alternative courses of action with the team member concerned. 4.2 Identify the course of action with the team member concerned. 4.3 Review and revise confidential records of discussions with team members about problems affecting their performance.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to identify, discuss, resolve and record team members' performance problems.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D8 Help team members address problems affecting their performance.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

### Unit D9

Title	Build, support and manage a team
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Understand the purpose and required attributes of a team and select those that match the team's requirements.	The learner can: 1.1 Explain the role of a team in the achievement of a specific project or activity. 1.2 Identify the attributes needed within the team to achieve its objectives. 1.3 Analyse the skills and knowledge of potential and current team members against the identified needs. 1.4 Identify individuals whose attributes most closely match the identified requirements.
2. Be able to induct team members and communicate their roles and responsibilities.	2.1 Communicate project aims and objectives to team members. 2.2 Explain how to introduce team members to each other and discuss each member's role and responsibilities.
3. Understand how to support team development.	3.1 Identify the stages of team development 3.2 Explain how to resolve conflict between team members. 3.3 Describe methods of encouraging team members to share knowledge and skills to achieve project objectives 3.4 Explain how to encourage open communication, trust and respect between team members.
4. Be able to manage team performance and understand how to disband a team.	4.1 Monitor and review the performance of a team against its purpose 4.2 Communicate project developments and to team members and support any change in roles of responsibilities. 4.3 Communicate team and individual successes to the all team members
5. Understand how to disband team.	5.1 Explain how to prepare team members for project conclusion. 5.2 Describe how a team is disbanded.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to develop and manage and disband a team through a project cycle.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D9 Build and manage teams
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

### Unit D10

Title	Manage conflict in a team
Level	3
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Be able to support team members' understanding of their role and position within a team.	The learner can: 1.1 Communicate to team members the standards of work and behaviour expected of them. 1.2 Explain how team members can work together and support each other.
2. Be able to take measure to minimise conflict within a team.	2.1 Identify issues with organisational structures, systems or procedures that are likely to give rise to conflict. 2.2 Identify potential conflict between team members. 2.3 Explain action required to avoid potential conflict and agree strategies for conflict resolution.
3. Be able to understand how to encourage team members to resolve their own conflicts.	3.1 Explain how team members can be encouraged to identify and resolve their own problems and conflicts. 3.2 Explain how respect can be developed and maintained between team members.
4. Be able to understand legal and organisational requirements concerning conflict.	4.1 Explain legal and organisational requirements concerning conflict in own team. 4.2 Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes.



Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners understand how to identify potential and actual conflicts within a team and take action to resolve them.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D10 Reduce and manage conflict in your team.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	Management Standards Centre
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit D11

Title	Lead and manage meetings
Level	3
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to prepare to lead a meeting.	The learner can: 1.1 Perform activities needed to be carried out in preparation for leading a meeting. 1.2 Produce documentation in support of activities.
2. Be able to manage meeting procedures.	2.1 Identify any formal procedures that apply in own organisation.
3. Be able to chair a meeting.	3.1 Manage the agenda in co-operation with participants to ensure meeting objectives are met. 3.2 Produce minutes of the meeting and allocate action points after discussions.
4. Be able to undertake post-meeting tasks.	4.1 Explain that the minutes of the meeting provide an accurate record of proceedings. 4.2 Communicate and follow up meeting outcomes to relevant individuals. 4.3 Evaluate whether the meeting's objectives were met and identify potential improvements.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to prepare for, lead and follow up issues identified in meetings.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D11 Lead meetings.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit D12

Title	Participate in meetings
Level	2
Credit value	2
Learning outcomes	Assessment criteria
The learner will: 1. Be able to prepare for a meeting.	The learner can: 1.1 Explain meeting objectives prior to the meeting. 1.2 Identify own role and prepare as necessary.
2. Be able to participate in a meeting.	2.1 Contribute to meeting discussions using evidence to support own opinions. 2.2 Acknowledge other viewpoints presented at a meeting 2.3 Seek clarification or confirmation of own understanding of outcomes.
3. Be able to communicate information to relevant stake holders.	3.1 Communicate information from the meeting to those who have an interest, in line with any organisational protocol.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to prepare for, take part in and communicate information arising from meetings.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D12 Participate in meetings.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	10

## 3. Management QCF Units

### Unit D13

Title	Support individuals to develop and take responsibility for their performance
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to agree their performance development needs with an individual.	The learner can: 1.1 Explain the standards of performance required for current or future role with an individual. 1.2 Identify and agree the performance development needs for the individual.
2. Be able to understand how to help an individual create a development plan.	2.1 Identify options available to support an individual in meeting desired standards of performance. 2.2 Explain specific actions needed to achieve objectives. 2.3 Explain the process for an individual to create a development plan.
3. Be able to support an individual in implementing their development plan.	3.1 Describe the opportunities provided for an individual to improve performance. 3.2 Explain the outcome to an individual for improved performance.
4. Be able to agree their performance development needs with an individual.	4.1 Explain the standards of performance required for current or future role with an individual. 4.2 Identify and agree the performance development needs for the individual.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to support individuals in assessing and implementing a development plan. It also ensures learners are able to monitor an individual's progress and provide feedback.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D13 Support individuals to develop and maintain their performance.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

### Unit D14

Title	Know how to follow disciplinary procedures
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to understand performance expectations of an organisation.	The learner can: 1.1 Explain an organisation's required standards of conduct and performance 1.2 Explain an organisation's formal disciplinary procedure.
2. Be able to identify and use communication methods to assess potential cases of misconduct or unsatisfactory performance.	2.1 Explain how to identify when an individual's performance falls below organisational standards.
3. Be able to know how to informally with cases of minor misconduct or unsatisfactory performance.	3.1 Identify the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled. 3.2 Evaluate whether a case of misconduct or unsatisfactory performance can be dealt with informally. 3.3 Assess methods available to improve performance and behaviour. 3.4 Explain the importance of recording informal disciplinary proceedings.
4. Be able to follow an organisation's formal disciplinary procedure.	4.1 Explain the importance of seeking advice and guidance from specialists prior to taking action. 4.2 Explain when to follow formal disciplinary procedures. 4.3 Assess the importance of communicating disciplinary procedures to individuals. 4.4 Explain how to record and store information throughout the disciplinary process.



Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners understand how to follow disciplinary issues and inform individuals of expected performance.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D14 Initiate and follow disciplinary procedure.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit D15

Title	Managing Grievance Procedures
Level	4
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Understand how to prevent potential grievances.	The learner can: 1.1 Identify situations that are likely to lead to grievances in an organisation. 1.2 Explain how to prevent potential grievances.
2. Understand an organisation's grievance policy and procedure and deal with concerns raised by individuals informally.	2.1 Explain an organisation's grievance policy and procedure. 2.2 Identify the circumstances where a concern may be dealt with informally 2.3 Explain the methods used to deal informally with concerns.
3. Understand how to follow grievance procedures.	3.1 Explain how to follow an organisation's written grievance procedure. 3.2 Explain the importance of communicating grievance procedures. 3.3 Identify how to seek advice and guidance from specialists or colleagues when dealing with grievances. 3.4 Explain how to record and store information throughout the grievance process.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners can follow grievance procedures in their own organisation.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D15 Initiate and follow grievance procedures.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	10

## 3. Management QCF Units

---

### Unit D16

Title	Support the management of redundancies in own area of responsibility
Level	4
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Understand how to follow redundancy policy within own area of responsibility.	The learner can: 1.1 Explain own organisation's redundancy policy, processes and any appeals procedures. 1.2 Identify how to access support from colleagues or specialists when following redundancy processes.
2. Communicate information on redundancies to those affected.	2.1 Explain how continuous communication with those affected by the redundancy processes. 2.2 Explain the form of communication required to inform individuals selected for redundancy. 2.3 Assess how to maintain the morale of remaining individuals.
3. Understand how to support those affected by redundancies.	3.1 Identify where support from colleagues or specialists may be accessed by those affected by redundancies.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners can Manage redundancies, follow organisational procedures, communicate and seek support in own area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC D16 Manage redundancies in your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	15

## 3. Management QCF Units

### Unit E6

Title	Develop and implement a risk assessment plan in own area of responsibility
Level	4
Credit value	6
Learning outcomes	Assessment criteria
The learner will: 1. Understand the legal requirements and personal responsibilities for health and safety within an organisation.	The learner can: 1.1 State the legal requirements that apply to own role in relation to health and safety. 1.2 Consult with specialist advisor(s) on health and safety policy and procedures 1.3 Explain an organisation's health and safety responsibilities. 1.4 Describe health and safety responsibilities in own area of responsibility.
2. Be able to promote the importance of health and safety practices.	2.1 Communicate an organisation's written health and safety policy to individuals within own area of responsibility.
3. Be able to ensure that hazards and risks are identified and managed in own area of responsibility.	3.1 Consult with colleagues on health and safety hazards and risks in own area of responsibility. 3.2 Assess health and safety hazards and risks in own area of responsibility. 3.3 Identify hazards and risks that require action to be taken to ensure compliance with legal and organisational requirements. 3.4 Develop and implement a plan to in own area of responsibility.
4. Be able to monitor and review health and safety performance and policy in own area of responsibility.	4.1 Establish procedures that monitor health and safety performance in own area of responsibility. 4.2 Review the health and safety performance of own area of responsibility. 4.3 Review the health and safety policy in own area of responsibility. 4.4 Communicate the review finds to relevant individuals.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners promote, monitor and review health and safety in own area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC E6 Ensure health and safety requirements are met in your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

### Unit E8

Title	Manage physical resources
Level	4
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Be able to identify resource requirements for own area of responsibility.	The learner can: 1.1 Consult with colleagues to identify their planned activities and corresponding resource needs. 1.2 Evaluate past resource use to inform expected future demand. 1.3 Identify resource requirements for own area of responsibility.
2. Be able to obtain required resources for own area of responsibility.	2.1 Submit a business case to procure required resources. 2.2 Review and agree required resources with relevant individuals. 2.3 Explain an organisation's processes for procuring agreed resources. 2.4 Explain how to order and acquire resources in own area of responsibility.
3. Understand the importance of sustainability when using physical resources.	3.1 Explain the importance of using sustainable resources. 3.2 Explain the potential impact of resource use on the environment. 3.3 Describe actions one can take to minimise any adverse environmental impact of using physical resources.
4. Be able to monitor and review the quality and usage of resources in own area of responsibility.	4.1 Monitor the quality of resources against required specifications. 4.2 Analyse the effectiveness and efficiency of resource use in own area of responsibility. 4.3 Make recommendations to improve the effectiveness and efficiency of resource use.



Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC E8 Manage physical resources.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

### 3. Management QCF Units

#### Unit E10

Title	Make effective decisions
Level	3
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Be able to identify circumstances that require a decision to be made.	The learner can: 1.1 Explain the circumstances requiring a decision to be made. 1.2 State the desired objective(s) for making a decision. 1.3 Establish criteria on which to base the decision, in line with own organisation.
2. Be able to collect information to inform decision-making.	2.1 Identify information needed to inform the decision-making process 2.2 Communicate with stakeholders affected by the decision. 2.3 Explain how to inform stakeholders about the decision-making process.
3. Be able to analyse information to inform decision-making.	3.1 Identify information for validity and relevance to the decision-making process 3.2 Analyse information and against established criteria.
4. Be able to make a decision.	4.1 Apply decision-making techniques(s) to determine a decision. 4.2 Explain the decision made in line with desired objectives. 4.3 Communicate the decision taken to relevant stakeholders.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners understand the process of decision-making, and can identify and analyse information to enable them to come to a final decision.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC E10 Take effective decisions.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	10

## 3. Management QCF Units

---

### Unit E11

Title	Communicate information and knowledge
Level	2
Credit value	3
Learning outcomes	Assessment criteria
The learner will: 1. Be able to identify the information required, and its reliability for communication.	The learner can: 1.1 Explain the information and knowledge that needs communicating. 1.2 Identify the target audience requiring the information and knowledge.
2. Be able to understand communication techniques and methods.	2.1 Identify what techniques and methods can be used to communicate information and knowledge. 2.2 Explain how to select the most appropriate technique and method.
3. Be able to communicate information and knowledge using appropriate techniques and methods.	3.1 Communicate to target audience using the appropriate techniques and methods. 3.2 Explain how the target audience has received and understood the information communicated.
4. Be able to adapt communication techniques and methods according to target audience response.	4.1 Explain how to modify communication techniques and methods in response to verbal and non-verbal feedback.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to communicate selected information and knowledge to a target audience using appropriate communication techniques and methods.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC E11 Communicate information and knowledge.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	10

## 3. Management QCF Units

### Unit E12

Title	Manage knowledge in own area of responsibility
Level	3
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to understand existing knowledge management in own area of responsibility.	The learner can: 1.1 Describe how knowledge is gained and applied in own area of responsibility. 1.2 Explain how knowledge is shared in own area of responsibility. 1.3 Outline how intellectual property is protected in own area of responsibility.
2. Be able to develop knowledge.	2.1 Identify established processes and procedures which can develop knowledge. 2.2 Explain how to support individuals to ensure knowledge development processes are followed.
3. Be able to share knowledge.	3.1 Communicate established processes and procedures which share knowledge across own area of responsibility. 3.2 Explain how to support individuals to ensure knowledge-sharing processes are followed.
4. Be able to monitor and evaluate knowledge management in own area of responsibility.	4.1 Assess the knowledge development process in own area of responsibility. 4.2 Implement any changes to improve knowledge management. 4.3 Monitor change and development in the knowledge development process.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to understand how knowledge is managed, using agreed procedures and processes in own organisation.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC E12 Manage knowledge in your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	15

## 3. Management QCF Units

---

### Unit E15

Title	Procure supplies
Level	3
Credit value	2
Learning outcomes	Assessment criteria
The learner will: 1. Be able to identify requirements for supplies.	The learner can: 1.1 Select colleagues to agree requirements for supplies. 1.2 Produce a specification for supply requirements.
2. Be able to evaluate suppliers that meet identified requirements.	2.1 Identify suppliers that meet resource, organisational and legal requirements. 2.2 Evaluate suppliers against requirements.
3. Be able to select suppliers and obtain supplies.	3.1 Select supplier(s) that best meet requirements. 3.2 Explain how to agree with the contractual terms with selected supplier(s).
4. Be able to monitor supplier performance.	4.1 Identify how to monitor supplier performance and delivery against agreed contractual terms. 4.2 Explain the procedure for dealing with breaches of contract.



Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to identify required supplies, procure supplies and monitor their delivery.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC E15 Procure supplies.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

### Unit E16

Title	Manage a tendering process
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Understand tendering processes.	The learner can: 1.1 Explain the legal requirements of a tendering process. 1.2 Explain organisational tendering policies and processes. 1.3 Explain how to seek specialist support for tendering process.
2. Be able to draw up a specification for required products or services.	2.1 Consult with colleague to identify and agree requirements for products or services. 2.2 Draw up a specification that describes the products or services required.
3. Be able to write an invitation to tender document and communicate it to prospective suppliers.	3.1 Write an invitation to tender outlining required specifications and organisational tendering processes. 3.2 Communicate the invitation to tender to prospective suppliers.
4. Understand how to respond fairly to pre-tender queries.	4.1 Explain how to respond to pre-tender queries in ways that ensure all prospective suppliers have the same information.
5. Be able to evaluate received tenders.	5.1 Establish criteria and assess any risks involved which can be used to evaluate received tenders. 5.2 Receive, record and open tenders in line with stated tendering process. 5.3 Seek clarification from prospective suppliers where necessary. 5.4 Evaluate tenders against established criteria.
6. Be able to select a supplier and provide post-tender feedback.	6.1 Offer a contract to the chosen supplier. 6.2 Inform unsuccessful suppliers of the outcome and provide feedback.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to manage a tendering process, including developing product or service specifications and tender guidelines, evaluating tenders and selecting a supplier to deliver the required products or services.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC E16 Select suppliers through a tendering process.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

### Unit F1

Title	Plan and manage a project
Level	4
Credit value	8
Learning outcomes	Assessment criteria
The learner will: 1. Understand the principles, processes, tools and techniques of project management.	The learner can: 1.1 Describe the roles and responsibilities of a project manager. 1.2 Explain how to apply principles, processes, tools and techniques of project management.
2. Be able to agree the scope and objectives of a project.	2.1 Agree SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) objectives and scope of the project with stakeholders.
3. Be able to identify the budget in order to develop a project plan.	3.1 Identify budget and time-scales in order to develop the project plan with stakeholders. 3.2 Consult with stake holders to negotiate the project plan. 3.3 Identify potential risks and contingencies. 3.4 Establish criteria and processes for evaluating the project on completion.
4. Be able to implement a project plan.	4.1 Allocate roles and responsibilities to project team members. 4.2 Provide resources identified in the project plan. 4.3 Brief project team members on the project plan and their roles and responsibilities. 4.4 Implement a project plan using project management tools and techniques.
5. Be able to manage a project to its conclusion.	5.1 Apply a range of project management tools and techniques to monitor, control and review progress. 5.2 Provide support to project team members. 5.3 Review progress against the plan and wider developments affecting the project. 5.4 Make adjustments to the plan or project activities based on the project review. 5.5 Communicate progress to the project sponsor(s), stakeholders and project team members. 5.6 Confirm completion of project with project sponsor(s) and stakeholders.
6. Be able to evaluate a project.	6.1 Evaluate the project using agreed criteria. 6.2 Identify lessons learned for future projects. 6.3 Acknowledge the contributions of project team members.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to clarify the scope and objectives of a project, develop a project plan, and consult and agree the plan with others.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC F1 Manage a project.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	30

## 3. Management QCF Units

### Unit F4

Title	Develop and implement marketing plans
Level	2
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to identify and prioritise marketing objectives for own area of responsibility.	The learner can: 1.1 Analyse the organisation's business plan to identify marketing objectives for own area of responsibility. 1.2 Explain the organisation's culture, vision and values. 1.3 Analyse and prioritise marketing objectives.
2. Be able to produce a marketing strategy in own area of responsibility.	2.1 Describe and evaluate the target markets for own organisation's products or services. 2.2 Identify and consult with marketing specialists if required. 2.3 Identify marketing tools and models to develop a strategy. 2.4 Develop a marketing strategy based on key success criteria for own area of responsibility.
3. Be able to produce and implement a marketing plan for own area of responsibility.	3.1 Evaluate the resource requirements for the marketing plan. 3.2 Produce a marketing plan based on the strategy. 3.3 Agree roles and responsibilities of stakeholders. 3.4 Communicate the marketing plan with key stakeholders.
4. Monitor and evaluate the marketing plan in own area of responsibility.	4.1 Monitor progress of the marketing plan against business objectives. 4.2 Assess and evaluate the impact of the marketing plan. 4.3 Revise future marketing plans based on the impact evaluation.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners can produce a marketing strategy, implement a plan and monitor and evaluate the plan to determine future marketing activities.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC F4 Develop and implement marketing plans for your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit F9

Title	Analyse the market in which your organisation operates
Level	4
Credit value	5
Learning outcomes	Assessment criteria
The learner will: 1. Be able to analyse customers' needs.	The learner can: 1.1 Assess the economic environment in which your organisation operates. 1.2 Evaluate your customers' needs and relate to own organisation. 1.3 Analyse customer perception of own products/services in comparison to competitors.
2. Be able to analyse the market using research tools and techniques.	2.1 Identify and utilise market research specialists if necessary. 2.2 Analyse current and future macro and micro economic trends in own sector. 2.3 Use recognised research tools to assess market trends and opportunities for growth.
3. Be able to communicate research findings to inform managerial decisions.	3.1 Produce a report based on research findings. 3.2 Communicate the report to key individuals within own organisation. 3.3 Evaluate feedback from key individuals. 3.4 Revise and communicate updated report to key individuals 3.5 Monitor the economic environment and changes in customers' needs.



Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to analyse an organisation's market position and trends. Learners can analyse customer needs and communicate to key stakeholders.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC F9 Build your organisation's understanding of its market and customers.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit F11

Title	Manage the achievement of customer satisfaction
Level	4
Credit value	5
Learning outcomes	Assessment criteria
The learner will: 1. Be able to understand customer service standards required in own organisation.	The learner can: 1.1 Explain customer service standards within own organisation. 1.2 Determine customer service best practice in own sector using research techniques.
2. Be able to implement sustainable processes for customer satisfaction.	2.1 Define sustainable processes taking into account environmental issues. 2.2 Identify sustainable processes to support customer service standards. 2.3 Produce a plan for implementation. 2.4 State customer service standards with relevant key stakeholders. 2.5 Ensure resources are provided to deliver agreed standards of customer service.
3. Be able to manage and support colleagues in delivering customer service standards.	3.1 Communicate customer service roles and responsibilities with employees in own organisation.
4. Be able to manage and develop culture in own organisation to support customer service standards.	4.1 Evaluate the culture in own organisation. 4.2 Identify techniques for improving motivation amongst employees. 4.3 Describe motivational strategies for improving customer service standards.
5. Be able to monitor customer service levels for continuous improvement.	5.1 Describe methods of measuring customer satisfaction. 5.2 Develop processes for monitoring customer satisfaction, including customer feedback mechanisms. 5.3 Review employee performance to ensure customer service standards and organisational values are met. 5.4 Analyse and monitor customer service standards in own organisation.

Additional information	
Unit purpose and aim(s)*.	This unit helps learners to understand the importance of monitoring customer service satisfaction levels to manage the achievement of customer satisfaction.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC F11 Manage the achievement of customer satisfaction.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25

## 3. Management QCF Units

### Unit F14

Title	Prepare and support quality audits
Level	4
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Understand the quality standards and procedures that apply to own area of responsibility.	The learner can: 1.1 Describe the quality standards and procedures that apply to own area of responsibility.
2. Be able to monitor work in own area of responsibility against quality standards and procedures.	2.1 Select and apply methods for monitoring work.
3. Be able to prepare for quality audit in own area of responsibility.	3.1 Prepare and organise records and documentation for the quality auditor. 3.2 Review previous quality audits and ensure agreed recommendations have been implemented.
4. Be able to discuss quality audit findings with the auditor.	4.1 Discuss with the auditor the results of the audit and identify any areas for improvement. 4.2 Agree corrective actions to remedy any identified issues, and set a date for their implementation.
5. Be able to complete agreed actions following a quality audit.	5.1 Take corrective action based on quality audit findings.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners understand the quality standards and are able to participate in a quality audit and take corrective action.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC F14 Prepare for and participate in quality audits.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	20

## 3. Management QCF Units

---

### Unit F17

Title	Manage customer service in own area of responsibility
Level	3
Credit value	4
Learning outcomes	Assessment criteria
The learner will: 1. Be able to establish and communicate measurable customer service standards for own area of responsibility.	The learner can: 1.1 State organisational, legal and regulatory requirements for customer service standards. 1.2 Explain expected standards for customer service performance to employees in own area of responsibility. 1.3 Describe measurement criteria to monitor customer service performance.
2. Be able to support staff in meeting customer service standards.	2.1 Identify staff and other resources to meet customer service standards. 2.2 Communicate roles and responsibilities to employees and provide support. 2.3 Describe how to resolve customer service queries within own organisation's policy.
3. Be able to monitor and evaluate customer service performance, systems and processes.	3.1 Monitor customer service performance against established criteria. 3.2 Analyse feedback from staff and customers on the quality of customer service. 3.3 Evaluate customer feedback and identify areas for improvement. 3.4 Recommend changes to customer service processes or standards based on performance evaluation.

Additional information	
Unit purpose and aim(s)*.	This unit will ensure that learners are able to explain customer service standards to support staff and monitor customer service performance in own area of responsibility.
Unit expiry date*.	28/02/2015
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate).	MSC F17 Manage the delivery of customer service in your area of responsibility.
Assessment requirements or guidance specified by a sector regulatory body (if appropriate).	
Support for the unit from a SSC or other appropriate body (if required).	MSC - Management Standards Centre.
Location of the unit within the subject/sector classification system.	<ul style="list-style-type: none"> <li>• 15 Business, Administration and Law.</li> <li>• 15.3 Business Management.</li> </ul>
Name of the organisation submitting the unit.	MSC - Management Standards Centre.
Availability for use.	Shared.
Unit available from.	01/01/2010
Unit guided learning hours.	25









