

# Qualification handbook

## BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF)

601/4602/3

Version 1.2

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## **1. About the BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF)**

### **BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF)**

This qualification has been developed by Skills CFA in conjunction with employers. BIIAB has obtained accreditation to deliver the qualification on the Qualifications and Credit Framework (QCF). The qualification has a unique Qualification Accreditation Number (QAN) which is shown below.

Each unit within the qualification will also have a QCF unit accreditation number (UAN).

The QAN code will be displayed on the final certificate for the qualification.

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>
BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF)	601/4602/3

BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF) has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work in a Management role. It is also a key component part of the Skills CFA Higher Level Apprenticeship Framework in Management.

## **2. About this pack**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **3. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

### **4. What are Rules of Combination (ROC)?**

Under the Qualifications and Credit Framework (QCF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC for this qualification have been set by Skills CFA, through consultation with an industry steering group and meet the requirements of the QCF. The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The minimum credit which must be achieved at the level or above the level of the qualification.

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **5. BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF) Rules of Combination (ROC) and structure**

To achieve the BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF) learners **must** gain a **total of 53** credits. This **must** consist of:

- **Minimum total** credit: **53**
- Mandatory group A **minimum** credit: **22**
- Optional groups B and C **minimum** credit: **31**. This **must** consist of:
  - Optional group B **minimum** credit: **23**
  - Optional group C a **maximum** credit of: **8**
- A **minimum of 30** credits **must** be achieved through the completion of units at **Level 4** and above.
- Minimum GLH: **237**
- Maximum GLH: **318**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### **Mandatory Group A**

<b>Unit no</b>	<b>UAN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
M&L 45	A/506/2046	Contribute to the development of a strategic plan	5	5	31
M&L 49	D/506/2055	Design business processes	5	5	23
M&L 50	H/506/2056	Manage strategic change	7	5	25
M&L 26	L/506/1953	Provide leadership and management	5	4	28

# BIIAB Level 5 NVQ Diploma in Management and Leadership (QCF)



## Optional Group B

Unit no	UAN	Unit Title	Credit	Level	GLH
M&L 46	J/506/2048	Establish business risk management processes	5	5	29
M&L 47	R/506/2053	Promote equality of opportunity, diversity and inclusion	5	5	26
M&L 51	T/506/2059	Develop and manage collaborative relationships with other organisations	5	5	28
M&L 52	F/506/2064	Optimise the use of technology	6	5	29
M&L 53	Y/506/2068	Manage product and/or service development	5	5	23
M&L 54	L/506/2293	Manage strategic marketing activities	7	5	28
M&L 25	J/506/1949	Develop and maintain professional networks	3	4	15
M&L 27	/506/1955	Develop and implement an operational plan	5	4	24
M&L 28	M/506/1962	Encourage learning and development	3	4	16
M&L 31	A/506/1981	Discipline and grievance management	3	4	26
M&L 32	F/506/1982	Develop working relationships with stakeholders	4	4	20
M&L 33	L/506/1984	Manage a tendering process	4	4	21
M&L 34	K/506/1989	Manage physical resources	4	4	26
M&L 35	J/506/2907	Manage the impact of work activities on the environment	4	4	30
M&L 36	K/506/1992	Prepare for and support quality audits	3	4	17
M&L 37	T/506/1994	Conduct quality audits	3	4	21
M&L 38	A/506/1995	Manage a budget	4	4	26
M&L 40	R/506/1999	Manage a project	7	4	38
M&L 41	L/506/2004	Manage business risk	6	4	27
M&L 42	A/506/2032	Manage knowledge in an organisation	5	4	34
M&L 43	R/506/2909	Recruitment, selection and induction practice	6	4	33
M&L 44	M/506/2044	Manage redundancy and redeployment	6	4	39
M&L 64	D/506/2959	Lead the development of a knowledge management strategy	7	7	33
M&L 65	J/506/2101	Lead the development of a quality strategy	4	7	20
M&L 66	F/506/2114	Lead the development of a continuous improvement strategy	5	7	28

**Optional Group C**

<b>Unit no</b>	<b>UAN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
CFAQ90	D/504/4056	Manage health and safety in own area of responsibility	5	4	15
B&A 64	A/506/1950	Contribute to the design and development of an information system	5	4	23
B&A 69	M/506/1959	Manage events	6	4	49
CS 34	M/506/2898	Manage customer service operations	7	4	23
CS 36	F/506/2176	Review the quality of customer service	4	4	20
CFAQ92	A/502/8656	Developing sales proposals	5	4	30
CFAQ93	D/502/8651	Prioritising information for sales planning	3	4	20

## **6. Age Restriction**

This qualification is appropriate for use in the following age ranges:

- 18+
- 19+.

## **7. Entry requirements and progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in Management. Learners may choose to take qualifications for specific areas of skills or knowledge that they need, at any level of the qualifications framework.

Achievement of the qualification offers opportunities for career progression.

## **8. Assessment**

### **Overview of assessment strategy**

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### **Assessment process**

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.



An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Strategy**

All assessment must adhere to the current Skills CFA assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team leading qualification. Centres should also refer to the full strategy available at [www.skillsca.org](http://www.skillsca.org).

### **Skills CFA assessment strategy**

#### **Requirements of assessors, external and internal verifiers**

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

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

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current Management competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

## Evidence from Workplace Performance

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

## Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **9. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## **10. Delivery**

Centres **must** refer to the QCF units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

## 11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template.
- Access to the QCF units.

All of these resources are available for download via the HUB on [centrezon.bii.org](http://centrezon.bii.org)

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

### **Access to the QCF units**

QCF units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by Skills CFA, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org)

### **Summative Reflective Account**

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **12. Design and delivery**

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager are giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

### **13. Format of QCF Units**

All QCF units within this qualification will be presented in a standard format that is consistent with the format for all QCF units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

#### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

#### **Unit Code / Unique Accreditation Number (UAN)**

This is the unique code that the unit is given. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within.

#### **QCF Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the QCF level descriptors.

#### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

#### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

#### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## 14. Mandatory QCF Units

The following QCF units are mandatory for this qualification. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org)



<b>Title</b>	Contribute to the development of a strategic plan	
<b>Skills CFA Reference</b>	M&L 45	
<b>Level</b>	5	
<b>Credit Value</b>	5	
<b>GLH</b>	31	
<b>Unit Reference No.</b>	A/506/2046	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Understand the principles of strategic planning	1.1 Evaluate a range of strategic planning models 1.2 Evaluate the advantages and limitations of a range of analytical techniques 1.3 Analyse a range of perspectives of and approaches to business strategy	
2. Be able to analyse the factors affecting the development of strategic plans	2.1 Evaluate political, economic, social, technological, legal and ethical factors affecting the development of strategic plans 2.2 Evaluate the market factors that may influence strategic planning decisions 2.3 Evaluate the application of scanning tools to strategy development	
3. Be able to make a contribution to a strategic plan	3.1 Analyse the relationship between strategic intentions, strategic choice and strategy formulation 3.2 Make viable contributions that are consistent with strategic objectives and resource constraints 3.3 Evaluate the impact of a proposed strategy on a business	

<b>Additional Information about the unit</b>	
Unit expiry date	31 August 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> <li>CFAM&amp;LBA6 Develop strategic business plans</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the	15.3

subject/sector classification system	
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit available from	31 August 2014

<b>Title</b>	Design business processes
<b>Skills CFA Reference</b>	M&L 49
<b>Level</b>	5
<b>Credit Value</b>	5
<b>GLH</b>	23
<b>Unit Reference No.</b>	D/506/2055
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Understand techniques and tools that support the design of business processes	1.1 Analyse the principles of business change and business process re-engineering 1.2 Evaluate the concept and application of workflow patterns and usability testing 1.3 Evaluate a range of modelling tools 1.4 Analyse the factors to be taken into account when evaluating the effectiveness of business processes
2. Be able to develop business processes	2.1 Evaluate the scope for business process improvement and constraints 2.2 Generate ideas that meet defined business needs 2.3 Test a proposed process through a modelling exercise 2.4 Evaluate the feasibility and viability of a proposed process against agreed criteria 2.5 Establish the degree of overlap between a proposed process and existing processes and systems 2.6 Resolve tensions between existing and proposed systems and processes 2.7 Adhere to organisational policies and procedures, legal and ethical requirements when developing business processes
3. Be able to evaluate the effectiveness of business processes	3.1 Analyse valid information using techniques that are appropriate to the process being evaluated 3.2 Assess the cost and benefit of a business process to the organisation 3.3 Justify recommendations for the rejection, adoption or enhancements to processes with evidence

<b>Additional Information about the unit</b>	
Unit expiry date	31 August 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> <li>• CFAM&amp;LFA3 Manage business processes</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15.3
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit available from	31 August 2014

<b>Title</b>	Manage strategic change
<b>Skills CFA Reference</b>	M&L 50
<b>Level</b>	5
<b>Credit Value</b>	7
<b>GLH</b>	25
<b>Unit Reference No.</b>	H/506/2056
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Understand the management and evaluation of change	<p>1.1 Evaluate the characteristics and application of a range of change management models for different organisational structures</p> <p>1.2 Analyse stakeholder mapping techniques used for managing and evaluating change</p> <p>1.3 Analyse techniques to evaluate change</p> <p>1.4 Evaluate the relationship between change management, business continuity and crisis management</p>
2. Be able to plan for strategic change	<p>2.1 Assess the reasons for, scope and inherent risks of a required change</p> <p>2.2 Evaluate the influences of the internal and external environment on a change</p> <p>2.3 Analyse the ethical dimensions of a change</p> <p>2.4 Identify viable alternative strategies for achieving a desired change</p> <p>2.5 Justify with evidence the selected strategy to be taken to manage a change</p> <p>2.6 Develop a plan that specifies specific, measurable, achievable, realistic and time-bound objectives and resources</p> <p>2.7 Develop a stakeholder engagement plan that addresses their needs and concerns</p> <p>2.8 Specify mechanisms for the management of risks and interdependencies that are capable of meeting strategic objectives</p>
3. Be able to manage strategic change	<p>3.1 Allocate resources and responsibilities in accordance with the plan</p> <p>3.2 Take action to ensure the change plan is implemented in accordance with</p>

	<p>organisational values and procedures</p> <p>3.3 Take action to ensure operational plans are not compromised by the introduction of change and remain capable of delivering the strategy</p> <p>3.4 Take into account the on-going commitment of stakeholders to a change and its implications</p> <p>3.5 Manage friction between stakeholders' needs and interdependencies in accordance with the change plan</p>
4. Be able to evaluate strategic change	<p>4.1 Establish valid evaluation criteria that are capable of measuring the effects of change</p> <p>4.2 Select and use evaluation tools and techniques that are appropriate to the nature of change</p> <p>4.3 Evaluate aspects of change that were successful and ascertain why other aspects were not successful</p> <p>4.4 Justify recommendations made with valid evidence</p> <p>4.5 Identify the implications for knowledge management systems and processes</p>

<b>Additional Information about the unit</b>	
Unit expiry date	31 August 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>Management &amp; Leadership (2012) National Occupational Standards:</p> <ul style="list-style-type: none"> <li>• CFAM&amp;LCA1 Identify and evaluate opportunities for innovation and improvement</li> <li>• CFAM&amp;LCA2 Plan change</li> <li>• CFAM&amp;LCA3 Engage people in change</li> <li>• CFAM&amp;LCA4 Implement change</li> <li>• CFAM&amp;LCA5 Evaluate change</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15.3
Name of the organisation submitting the	Skills CFA

unit	
Availability for use	Shared
Unit available from	31 August 2014

<b>Title</b>	Provide leadership and management
<b>Skills CFA Reference</b>	M&L 26
<b>Level</b>	4
<b>Credit Value</b>	5
<b>GLH</b>	28
<b>Unit Reference No.</b>	L/506/1953
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Understand the principles supporting leadership and management	<p>1.1 Analyse how leadership and management theories may be applied</p> <p>1.2 Assess the influence of an organisation's culture on its leadership styles and management practices</p> <p>1.3 Assess the influence of an organisation's structure on its leadership styles and management practices</p> <p>1.4 Analyse how theories of motivation may be applied in the practice of leadership</p> <p>1.5 Evaluate the role of stakeholder engagement in leadership and management</p> <p>1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation</p>
2. Be able to engage and inspire stakeholders and colleagues	<p>2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals</p> <p>2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values</p> <p>2.3 Identify who stakeholders are and the nature of their interest</p> <p>2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives</p> <p>2.5 Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour</p> <p>2.6 Take action to maintain morale through difficult times</p> <p>2.7 Take action to secure the on-going</p>



	commitment of colleagues and other key stakeholders
3. Be able to deliver results	<p>3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise</p> <p>3.2 Use delegation techniques whilst delivering targets</p> <p>3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters</p> <p>3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities</p>

<b>Additional Information about the unit</b>	
Unit expiry date	31 August 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none"> <li>• CFAM&amp;LBA2 Provide leadership in your area of responsibility</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15.3
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit available from	31 August 2014

## 15. Initial registration

### Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org) . Please refer to BIIAB's Centre Guidance for using ORCS.

### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qa documents>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qa documents>.

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject appertaining to the operation of licensed premises and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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