

# Qualification handbook

## BIIAB Level 3 Diploma in Management (QCF)

Q601/3744/7

Version 1.2

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## 1. About the BIIAB Level 3 Diploma in Management (QCF)

### BIIAB Level 3 Diploma in Management (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.

Qualification title	Qualification Accreditation Number (QAN)
BIIAB Level 3 Diploma in Management (QCF)	601/3744/7

The BIIAB Level 3 Diploma in Management (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 Advanced 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 3 Diploma in Management (QCF) Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Diploma in Management (QCF) learners **must** gain a **total of 55** credits. This **must** consist of:

- **Minimum total** credit: **55**
- Mandatory group A **minimum** credit: **31**
- Optional groups B and C **minimum** credit: **24**. This **must** consist of:
  - Optional group B **minimum** credit: **17**
  - Optional group C a **maximum** credit of: **7**
- A **minimum of 41** credits **must** be achieved through the completion of units at **Level 3** and above.
- Minimum GLH: **284**
- Maximum GLH: **371**

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

Unit no	UAN	Unit Title	Credit	Level	GLH	Assessment method
M&L 9	T/506/2952	Manage personal and professional development	3	3	12	Portfolio
M&L 11	A/506/1821	Manage team performance	4	3	21	Portfolio
M&L 15	F/506/2596	Principles of leadership and management	8	3	50	Assessment Knowledge Module (AKM)
M&L 24	R/506/1937	Principles of people management	6	3	34	Assessment Knowledge Module (AKM)
B&A 59	D/506/1942	Principles of Business	10	3	74	Assessment Knowledge Module (AKM)

## BIIAB Level 3 Diploma in Management (QCF)



### Optional Group B

Unit no	UAN	Unit Title	Credit	Level	GLH	Assessment method
M&L 10	T/506/1820	Promote equality, diversity and inclusion in the workplace	3	3	15	Portfolio
M&L 12	J/506/1921	Manage individuals' performance	4	3	20	Portfolio
M&L 13	L/506/1922	Manage individuals' development in the workplace	3	3	10	Portfolio
M&L 14	Y/506/1924	Chair and lead meetings	3	3	10	Portfolio
M&L 16	J/506/2292	Encourage innovation	4	3	14	Portfolio
M&L 17	K/506/1927	Manage conflict within a team	5	3	25	Portfolio
M&L 18	M/506/1928	Procure products and/or services	5	3	35	Portfolio
M&L 19	T/506/1929	Implement change	5	3	28	Portfolio
M&L 20	K/506/1930	Implement and maintain business continuity plans and processes	4	3	25	Portfolio
M&L 21	M/506/1931	Collaborate with other departments	3	3	14	Portfolio
M&L 22	A/506/1933	Support remote or virtual teams	4	3	18	Portfolio
M&L 23	F/506/1934	Participate in a project	3	3	19	Portfolio
M&L 25	J/506/1949	Develop and maintain professional networks	3	4	15	Portfolio
M&L 27	Y/506/1955	Develop and implement an operational plan	5	4	24	Portfolio
M&L 28	M/506/1962	Encourage learning and development	3	4	16	Portfolio
M&L 31	A/506/1981	Discipline and grievance management	3	4	26	Portfolio
M&L 32	F/506/1982	Develop working relationships with stakeholders	4	4	20	Portfolio
M&L 34	K/506/1989	Manage physical resources	4	4	26	Portfolio
M&L 35	J/506/2907	Manage the impact of work activities on the environment	4	4	30	Portfolio
M&L 36	K/506/1992	Prepare for and support quality audits	3	4	17	Portfolio
M&L 37	T/506/1994	Conduct quality audits	3	4	21	Portfolio
M&L 38	A/506/1995	Manage a budget	4	4	26	Portfolio
M&L 40	R/506/1999	Manage a project	7	4	38	Portfolio
M&L 41	L/506/2004	Manage business risk	6	4	27	Portfolio
M&L 42	A/506/2032	Manage knowledge in an organisation	5	4	34	Portfolio
M&L 43	R/506/2909	Recruitment, selection and induction practice	6	4	33	Portfolio
M&L 44	M/506/2044	Manage redundancy and redeployment	6	4	39	Portfolio

### Optional Group C

Unit no	UAN	Unit Title	Credit	Level	GLH	Assessment method
B&A 35	M/506/1895	Buddy a colleague to develop their skills	3	2	19	Portfolio
B&A 41	D/506/1911	Contribute to the improvement of business performance	6	3	33	Portfolio
B&A 42	H/506/1912	Negotiate in a business environment	4	3	18	Portfolio
B&A 43	K/506/1913	Develop a presentation	3	3	11	Portfolio
B&A 44	M/506/1914	Deliver a presentation	3	3	17	Portfolio
B&A 46	A/506/1916	Contribute to the development and implementation of an information system	6	3	21	Portfolio
CS 30	K/506/2169	Resolve customers' problems	4	3	19	Portfolio
CS 31	R/506/2151	Resolve customers' complaints	4	3	22	Portfolio
CS 32	D/506/2170	Gather, analyse and interpret customer feedback	5	3	24	Portfolio
B&A 39	L/506/1905	Employee rights and responsibilities	2	2	16	Assessment Knowledge Module (AKM)
CFAQ3	T/505/4673	Health and safety procedures in the workplace	2	2	16	Portfolio
B&A 69	M/506/1959	Manage events	6	4	49	Portfolio
CS 36	F/506/2176	Review the quality of customer service	4	4	20	Portfolio

### Barred units

#### This unit

M&L 23 Participate in a project (F/506/1934)

#### Is barred against this unit

M&L 40 Manage a project (R/506/1999)

## 6. Age Restriction

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

- 16-18
- 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. It also will allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Management (QCF)
- Career progression.

## **8. Assessment**

### **Overview of assessment strategy**

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). 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.

### Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

### 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.
- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the QCF units.

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

## Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the QCF unit **not** the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

## Assessment Guidance for each of the AKMs

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the QCF unit **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

## 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 [centrezon.bii.org](http://centrezon.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>	Manage personal and professional development	
<b>Skills CFA Reference</b>	M&L 9	
<b>Level</b>	3	
<b>Credit Value</b>	3	
<b>GLH</b>	12	
<b>Unit Reference No.</b>	T/506/2952	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Be able to identify personal and professional development requirements	1.1 Compare sources of information on professional development trends and their validity 1.2 Identify trends and developments that influence the need for professional development 1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation	
2. Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development 2.2 Explain the basis on which types of development actions are selected 2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis 2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives 2.5 Execute the plan within the agreed budget and timescale 2.6 Take advantage of development opportunities made available by professional networks or professional bodies	
3. Be able to maintain the relevance of a personal and professional development plan	3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives 3.2 Obtain feedback on performance from a range of valid sources 3.3 Review progress toward personal and professional objectives 3.4 Amend the personal and professional	

	development plan in the light of feedback received from others
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<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;LAA1 Manage yourself</li> <li>• CFAM&amp;LAA2 Develop your knowledge, skills and competence</li> <li>• CFAM&amp;LAA3 Develop and maintain your professional networks"</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 team performance	
<b>Skills CFA Reference</b>	M&L 11	
<b>Level</b>	3	
<b>Credit Value</b>	4	
<b>GLH</b>	21	
<b>Unit Reference No.</b>	A/506/1821	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Understand the management of team performance	1.1 Explain the use of benchmarks in managing performance 1.2 Explain a range of quality management techniques to manage team performance 1.3 Describe constraints on the ability to amend priorities and plans	
2. Be able to allocate and assure the quality of work	2.1 Identify the strengths, competences and expertise of team members 2.2 Allocate work on the basis of the strengths, competences and expertise of team members 2.3 Identify areas for improvement in team members' performance outputs and standards 2.4 Amend priorities and plans to take account of changing circumstances 2.5 Recommend changes to systems and processes to improve the quality of work	
3. Be able to manage communications within a team	3.1 Explain to team members the lines of communication and authority levels 3.2 Communicate individual and team objectives, responsibilities and priorities 3.3 Use communication methods that are appropriate to the topics, audience and timescales 3.4 Provide support to team members when they need it 3.5 Agree with team members a process for providing feedback on work progress and any issues arising 3.6 Review the effectiveness of team communications and make improvements	

<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;LDB2 Allocate work to team members</li> <li>• CFAM&amp;LDB3 Quality assure work in your team</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>	Principles of leadership and management	
<b>Skills CFA Reference</b>	M&L 15	
<b>Level</b>	3	
<b>Credit Value</b>	8	
<b>GLH</b>	50	
<b>Unit Reference No.</b>	F/506/2596	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Understand the principles of effective decision making	1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken 1.2 Assess the importance of analysing the potential impact of decision making 1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making 1.4 Explain the importance of aligning decisions with business objectives, values and policies 1.5 Explain how to validate information used in the decision making process 1.6 Explain how to address issues that hamper the achievement of targets and quality standards	
2. Understand leadership styles and models	2.1 Explain the difference in the influence of managers and leaders on their teams 2.2 Evaluate the suitability and impact of different leadership styles in different contexts 2.3 Analyse theories and models of motivation and their application in the workplace	
3. Understand the role, functions and processes of management	3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work 3.2 Explain how managers ensure that team objectives are met 3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives 3.4 Analyse theories and models of management	

	<p>3.5 Explain how the application of management theories guide a manager's actions</p> <p>3.6 Explain the operational constraints imposed by budgets</p>
4. Understand performance measurement	<p>4.1 Explain the relationship between business objectives and performance measures</p> <p>4.2 Explain the features of a performance measurement system</p> <p>4.3 Explain how to set key performance indicators (KPIs)</p> <p>4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance</p> <p>4.5 Explain the use of management accounts and management information systems in performance management</p> <p>4.6 Explain the distinction between outcomes and outputs</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;LBA2 Provide leadership in your area of responsibility</li> <li>• CFAM&amp;LDB4 Manage people's performance at work</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	N/A
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>	Principles of people management	
<b>Skills CFA Reference</b>	M&L 24	
<b>Level</b>	3	
<b>Credit Value</b>	6	
<b>GLH</b>	34	
<b>Unit Reference No.</b>	R/506/1937	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Understand the principles of workforce management	1.1 Explain the relationship between Human Resources (HR) functions and other business functions 1.2 Explain the purpose and process of workforce planning 1.3 Explain how employment law affects an organisation's HR and business policies and practices 1.4 Evaluate the implications for an organisation of utilising different types of employment contracts 1.5 Evaluate the implications for an individual of different types of employment contracts	
2. Understand equality of opportunity, diversity and inclusion	2.1 Explain an organisation's responsibilities and liabilities under equality legislation 2.2 Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations 2.3 Explain the language and behaviour that support commitments to equality of opportunity, diversity and inclusion 2.4 Explain how to measure diversity within an organisation	
3. Understand team building and dynamics	3.1 Explain the difference between a group and a team 3.2 Outline the characteristics of an effective team 3.3 Explain the techniques of building a team 3.4 Explain techniques to motivate team members	

	<p>3.5 Explain the importance of communicating targets and objectives to a team</p> <p>3.6 Examine theories of team development</p> <p>3.7 Explain common causes of conflict within a team</p> <p>3.8 Explain techniques to manage conflict within a team</p>
4. Understand performance management	<p>4.1 Identify the characteristics of an effective performance management system</p> <p>4.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities</p> <p>4.3 Describe best practice in conducting appraisals</p> <p>4.4 Explain the factors to be taken into account when managing people's wellbeing and performance</p> <p>4.5 Explain the importance of following disciplinary and grievance processes</p>
5. Understand training and development	<p>5.1 Explain the benefits of employee development</p> <p>5.2 Explain the advantages and limitations of different types of training and development methods</p> <p>5.3 Explain the role of targets, objectives and feedback in employee development</p> <p>5.4 Explain how personal development plans support the training and development of individuals</p> <p>5.5 Explain how to make use of planned and unplanned learning opportunities to meet individuals' preferred learning styles</p> <p>5.6 Explain how to support individuals' learning and development</p>
6. Understand reward and recognition	<p>6.1 Describe the components of 'total reward'</p> <p>6.2 Analyse the relationship between motivation and reward</p> <p>6.3 Explain different types of pay structures</p> <p>6.4 Explain the risks involved in the management of reward schemes</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;LBA7 Promote equality of opportunity, diversity and inclusion</li> <li>• CFAM&amp;LDB1 Build teams</li> <li>• CFAM&amp;LDB4 Manage people's performance at work</li> <li>• CFAM&amp;LDB8 Manage conflict in teams</li> <li>• CFAM&amp;LDC2 Support individuals' learning and development</li> <li>• CFAM&amp;LDC5 Help individuals address problems affecting their performance</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	N/A
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>	Principles of business	
<b>Skills CFA Reference</b>	B&A 59	
<b>Level</b>	3	
<b>Credit Value</b>	10	
<b>GLH</b>	74	
<b>Unit Reference No.</b>	D/506/1942	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
The learner will:	The learner can:	
1. Understand business markets	1.1 Explain the characteristics of different business markets 1.2 Explain the nature of interactions between businesses within a market 1.3 Explain how an organisation's goals may be shaped by the market in which it operates 1.4 Describe the legal obligations of a business	
2. Understand business innovation and growth	2.1 Define business innovation 2.2 Explain the uses of models of business innovation 2.3 Identify sources of support and guidance for business innovation 2.4 Explain the process of product or service development 2.5 Explain the benefits, risks and implications associated with innovation	
3. Understand financial management	3.1 Explain the importance of financial viability for an organisation 3.2 Explain the consequences of poor financial management 3.3 Explain different financial terminology	
4. Understand business budgeting	4.1 Explain the uses of a budget 4.2 Explain how to manage a budget	
5. Understand sales and marketing	5.1 Explain the principles of marketing 5.2 Explain a sales process 5.3 Explain the features and uses of market research 5.4 Explain the value of a brand to an organisation 5.5 Explain the relationship between sales and marketing	

<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)	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> <li>• CFABAA112 Contribute to innovation in a business environment</li> </ul>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	N/A
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	15.2
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://centrezone.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://centrezone.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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