



! "#\$!

%

&

Introduction .....	4
About this Qualification (Description, Objectives, Aims, Purpose) .....	5
Structure (Credit, Rules of Combination, Guided Learning Hours) .....	5
Delivery .....	7
Assessment.....	7
Age range and Geographical Coverage.....	7
Learner entry requirements.....	7
Progression.....	7
Tutor requirements.....	7
Centre Requirements.....	7
Unit 1: Manage own professional development within an organisation L/600/9586.....	8
Unit 1 Guidance on Delivery and Assessment.....	9
Unit 2: Set objectives and provide support for team members M/600/9600.....	10
Unit 2 Guidance on Delivery and Assessment.....	11
Unit 3: Plan, allocate and monitor work of a team Y/600/9669.....	12
Unit 3 Guidance on Delivery and Assessment.....	13
Unit 4: Manage the achievement of customer satisfaction A/600/9793.....	14
Unit 4 Guidance on Delivery and Assessment.....	15
Unit 5: Support individuals to develop and take responsibility for their performance D/600/9690.....	16
Unit 5 Guidance on Delivery and Assessment.....	17
Unit 6: Manage customer service in own area of responsibility D/600/9804.....	18
Unit 6 Guidance on Delivery and Assessment.....	19
Unit 7: Manage personal development F/600/9469.....	20
Unit 7 Guidance on Delivery and Assessment.....	21
Unit 8: Address performance problems affecting team members F/600/9679.....	22
Unit 8 Guidance on Delivery and Assessment.....	23
Unit 9: Build, support and manage a team F/600/9682.....	24
Unit 9 Guidance on Delivery and Assessment.....	25
Unit 10: Make effective decisions F/600/9715.....	26
Unit 10 Guidance on Delivery and Assessment.....	27
Unit 11: Ensure compliance with legal, regulatory, ethical and social requirements H/600/9609.....	28
Unit 11 Guidance on Delivery and Assessment.....	29
Unit 12: Develop working relationships with colleagues H/600/9660.....	30
Unit 12 Guidance on Delivery and Assessment.....	31
Unit 13: Plan, allocate and monitor work in own area of responsibility H/600/9674.....	32
Unit 13 Guidance on Delivery and Assessment.....	33
Unit 14: Participate in meetings H/600/9688.....	34
Unit 14 Guidance on Delivery and Assessment.....	35
Unit 15: Know how to follow disciplinary procedures H/600/9691.....	36
Unit 15 Guidance on Delivery and Assessment.....	37
Unit 16: Communicate information and knowledge H/600/9724.....	38
Unit 16 Guidance on Delivery and Assessment.....	39
Unit 17: Manage a tendering process H/600/9738.....	40
Unit 17 Guidance on Delivery and Assessment.....	41
Unit 18: Plan and manage a project J/600/9750.....	42
Unit 18 Guidance on Delivery and Assessment.....	43
Unit 19: Develop working relationships with colleagues and stakeholders K/600/9661.....	44

Unit 19 Guidance on Delivery and Assessment.....	45
Unit 20: Managing grievance procedures K/600/9692 .....	46
Unit 20 Guidance on Delivery and Assessment.....	47
Unit 21: Manage physical resources K/600/9711 .....	48
Unit 21 Guidance on Delivery and Assessment.....	49
Unit 22: Develop and implement marketing plans K/600/9790.....	50
Unit 22 Guidance on Delivery and Assessment.....	51
Unit 23: Manage risk in own area of responsibility L/600/9619 .....	52
Unit 23 Guidance on Delivery and Assessment.....	53
Unit 24: Review risk management processes in own area of responsibility L/600/9622 .....	54
Unit 24 Guidance on Delivery and Assessment.....	55
Unit 25: Support team members in identifying, developing and implementing new ideas L/600/9636.....	56
Unit 25 Guidance on Delivery and Assessment.....	57
Unit 26: Develop and implement a risk assessment plan in own area of responsibility L/600/9703.....	58
Unit 26 Guidance on Delivery and Assessment.....	59
Unit 27: Procure supplies L/600/9734 .....	60
Unit 27 Guidance on Delivery and Assessment.....	61
Unit 28: Manage or support equality of opportunity, diversity and inclusion in own area of responsibility M/600/9628.....	62
Unit 28 Guidance on Delivery and Assessment.....	63
Unit 29: Implement change in own area of responsibility M/600/9659 .....	64
Unit 29 Guidance on Delivery and Assessment.....	65
Unit 30: Support learning and development within own area of responsibility M/600/9676.....	66
Unit 30 Guidance on Delivery and Assessment.....	67
Unit 31: Support the management of redundancies in own area of responsibility M/600/9693.....	68
Unit 31 Guidance on Delivery and Assessment.....	69
Unit 32: Manage the environmental impact of work activities M/600/9712.....	70
Unit 32 Guidance on Delivery and Assessment.....	71
Unit 33: Analyse the market in which your organisation operates M/600/9791 .....	72
Unit 33 Guidance on Delivery and Assessment.....	73
Unit 34: Develop, maintain and review personal networks R/600/9587 .....	74
Unit 34 Guidance on Delivery and Assessment.....	75
Unit 35: Manage conflict in a team R/600/9685 .....	76
Unit 35 Guidance on Delivery and Assessment.....	77
Unit 36: Provide leadership and direction for own area of responsibility T/600/9601 .....	78
Unit 36 Guidance on Delivery and Assessment.....	79
Unit 37: Recruit staff in own area of responsibility T/600/9663 .....	80
Unit 37 Guidance on Delivery and Assessment.....	81
Unit 38: Manage knowledge in own area of responsibility T/600/9730 .....	82
Unit 38 Guidance on Delivery and Assessment.....	83
Unit 39: Lead and manage meetings Y/600/9686 .....	84
Unit 39 Guidance on Delivery and Assessment.....	85
Unit 40: Prepare for and support quality audits Y/600/9798.....	86
Unit 40 Guidance on Delivery and Assessment.....	87
Appendix A.....	88
Appendix B - Additional Requirements for Qualifications that use the title NVQ within the QCF .....	90
Resources.....	94

' % ( %

IQ is approved by the UK's national regulator of qualifications Ofqual and by the Scottish regulator SQA Accreditation. It was launched in 2011 to provide users and learners with the objective of achieving the highest levels of assessment integrity, customer service and sector engagement. Uniquely, it is a membership based awarding organisation bringing together the best of UK vocational education in a not for profit environment.

Further information can be found on the IQ web-site [www.industryqualifications.org.uk](http://www.industryqualifications.org.uk)

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, IQR (IQ's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the IQ QMS Centre guide available from the website.

Website: [www.industryqualifications.org.uk](http://www.industryqualifications.org.uk))

Enquiries: 01952 457452

) \* + % , % - . \*/ %- ) %- & %

The IQ Level 3 NVQ Certificate in Management (QCF) is a qualification aimed at individuals who work as managers. It provides formal recognition of their competence in leadership and management and as a generic qualification it is applicable to a variety of sectors.

In the mandatory units, all learners will cover the essentials of managing their own professional development, setting objectives, providing support for team members and how to plan, allocate and monitor team work. There are a range of optional units allowing learners scope to choose those areas most relevant to them, including, but not limited to, customer satisfaction, compliance and quality audits, performance, team leadership, market analysis, grievance and disciplinary procedures, risk assessment and management, recruitment, meetings, tendering processes, implementing change, professional relationships, resources, equality and diversity, learning and development and the environmental impact of work activities. Objectives of the qualification include preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding, meeting relevant programmes of learning, preparing learners for employment and supporting a role in the workplace.

This qualification is the competence component of the Advanced Apprenticeship in Management.

' - % \* - 0 ' ' 1 %

To achieve this qualification, learners must achieve a minimum of 25 credits. 14 credits must come from all the units in the Mandatory Group and a minimum of 11 credits mus

Quality Management System  
600/6418/3 Specification

14	Participate in meetings	2	2	10
15	Know how to follow disciplinary procedures	4		



Quality Management System  
600/6418/3 Specification

2 # 5 %% ' 5 + % ! !67\$

Guided Learning Hours: 20  
Unit Level: 3  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	) %% %% 8 4+	
1. Be able to assess own career goals and personal development	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

Quality Management System  
600/6418/3 Specification

2 # 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence in managing their own professional development within an organisation, including the ability to assess their career goals and personal development, set personal work objectives and also produce, implement and monitor their own personal development plan.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC A2 Manage your own resources and professional development.

Quality Management System  
600/6418/3 Specification

2 : \*/ % ' ' % \* % ! !6

Guided Learning Hours: 35  
Unit Level: 3  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to communicate a team's purpose and objectives to the team members	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 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.

2 : 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to set objectives and provide support for team members. They should be able to communicate a team's purpose and objectives to the team members, develop a plan with them showing how the team objectives will be met and support them in identifying opportunities. It covers the ability to monitor and evaluate progress and recognise individual and team achievement.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC B5 Provide leadership for your team.

Quality Management System  
600/6418/3 Specification

2 & - ' 5 9 ;! 16 6

Guided Learning Hours: 25  
Unit Level: 3  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

8 4+ 5	)%% %% 8 4+	
1. Be able to plan work for a team	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

2 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to plan, allocate and monitor the work of a team. This includes allocating work across the team, managing team members in order to achieve team objectives, monitoring and evaluating the performance of each member and the ability to improve the performance of the team.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D5 Allocate and check work in your team.

Quality Management System  
600/6418/3 Specification

2 " + + % % % )! !6<6

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

	8 4+	5	)%% %%	8 4+
1. Be able to understand customer service standards required in own organisation	1.1	Explain customer service standards within own organisation		
	1.2	Describe 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		

Quality Management System  
600/6418/3 Specification

2 " 0 ' , ( ' )%% %%

, (

This unit develops the learners competence to manage the achievement of customer satisfaction. It covers understanding customer service standards, implementing sustainable processes, managing and supporting colleagues in delivering customer service standards, managing and developing culture in the organisation and monitoring customer service levels for continuous improvement.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evide

Quality Management System  
600/6418/3 Specification

2 7 ' ' % ' ' 9 % % \* ( + ,! !6 6

Guided Learning Hours: 20  
Unit Level: 4  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to agree their performance development needs with an individual	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

2 70 ' , ( ' )%% %%

, (

This unit develops the learner's competence in supporting individuals to develop and take responsibility for their performance. They should be able to agree their performance development needs with an individual, understand how to help an individual create a development plan, support an individual in implementing their development plan and evaluate an individual's progress against a development plan, providing feedback for continual performance improvement.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D13 Support individuals to develop and maintain their performance.

Quality Management System  
600/6418/3 Specification

2 % % 5 % % \* ( , ! !6\$ "

Guided Learning Hours: 25  
Unit Level: 3  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5

Quality Management System  
600/6418/3 Specification

2 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to manage customer service in their own area of responsibility. It includes the ability to establish and communicate measurable customer service standards for their area of responsibility, supporting staff in meeting customer service standards and monitoring and evaluating customer service performance, systems and processes.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC F17 Manage the delivery of customer service in your area of responsibility.

Quality Management System  
600/6418/3 Specification

2 < % ' ! !6" 6

Guided Learning Hours: 20  
Unit Level: 2  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to identify and agree performance requirements of own work role	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		

2 < 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to manage personal development. The learner should be able to identify and agree the performance requirements of their own work role, measure and progress against objectives, identify gaps in skills and knowledge in their performance and be able to carry out and assess activities within their own development plan.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC A1 Manage your own resources.

Quality Management System  
600/6418/3 Specification

2 \$ ) ' ' %% \* % ! !6 <6

Guided Learning Hours: 20  
Unit Level: 4  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand legal requirements, industry regulations, organisational policies and professional codes concerning performance	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.

2 \$ 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to address performance problems affecting team members. They should understand legal requirements, industry regulations, organisational policies and professional codes concerning performance. It covers the learner's ability to identify performance problems of team members, discuss the problems with them and to set a course of action to deal with the identified problems with team members.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D8 Help team members address problems affecting their performance.

Quality Management System  
600/6418/3 Specification

2 6 = ' - % ' ! !6 \$:

Guided Learning Hours: 20  
Unit Level: 4  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand the purpose and required attributes of a team and select those that match the team's requirements	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 or 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 team is disbanded

2 6 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence in building, supporting and managing a team, including understanding how to support team development and the purpose and required attributes of the team, selecting them accordingly. It covers the ability to induct team members, communicate their roles and responsibilities, manage team performance and understand how to disband a team.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D9 Build and manage teams.

Quality Management System  
600/6418/3 Specification

2 # 9 ' % % ! !6<#7

Guided Learning Hours: 10  
Unit Level: 3  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to identify circumstances that require a decision to be made	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 technique(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

2 # 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to make effective decisions. It includes identifying circumstances that require a decision to be made, collecting and analysing information to inform the decision-making and the ability to make the decision.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC E10 Take effective decisions.

Quality Management System  
600/6418/3 Specification

2 ## > % 5 + - (- + ' % 3 % ! !6 6

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1	Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements
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	2.1	Identify

2 ## 0 ' , ( ' )%% %%

Quality Management System  
600/6418/3 Specification

2 #: , 5 9 %+ % 5 + % 1! !6

Guided Learning Hours: 15  
Unit Level: 2  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand the benefits of working with colleagues	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

2 #: 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to develop working relationships with colleagues, including understanding the benefits of working with colleagues. It covers the ability to establish working relationships with colleagues, act in a professional and respectful manner when working with them, communicate with them and identify and explore solutions to potential work-related difficulties.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D1 Develop productive working relationships with colleagues.

Quality Management System  
600/6418/3 Specification

2 # & - ' 5 9 5 % % \* ( 1! !6 <"

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

	8 4+	5	)%% %%% 8 4+
1. Be able to produce a work plan for own area of responsibility	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	

2 # 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to plan, allocate and monitor work in their own area of responsibility. They should be able to produce a work plan for their own area of responsibility, allocate and agree responsibilities with team members and monitor the progress and quality of work in this area of responsibility and provide feedback. It includes the ability to review and amend plans of work for own area of responsibility and communicate changes.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management ~~tem5~~jj5GqUd bershot

Quality Management System  
600/6418/3 Specification

2 # & % 1! !6 \$\$

Guided Learning Hours: 10  
Unit Level: 2  
Unit Credit: 2

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5 )%% %%

Quality Management System  
600/6418/3 Specification

2 # 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to participate in meetings. It includes meeting preparation, participation and the ability to communicate information to relevant stakeholders.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of

Quality Management System  
600/6418/3 Specification

2 #7 ? 5 + 5 5 ' % ( ' % 1! !6 6#

Guided Learning Hours: 20  
Unit Level: 4  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+
----------	-------------

1. Be able

2 #7 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence in knowing how to follow disciplinary procedures. It includes being able to understand the performance expectations of an organisation, identifying and using communication methods to assess potential cases of misconduct or unsatisfactory performance, how to informally deal with cases of minor misconduct or unsatisfactory performance and the ability to follow an organisation's formal disciplinary procedure.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D14 Initiate and follow disciplinary procedure.

Quality Management System  
600/6418/3 Specification

2 # ' 9 5 ' 1! !6<:"

Guided Learning Hours: 10  
Unit Level: 2  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to identify the information required, and its reliability, for communication	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

2 # 0 ' , ( ' )%% %%

, (

This unit develops the learner's ability to communicate information and knowledge. It includes identifying the information required and its reliability for communication, understanding communication techniques and methods, communicating information and knowledge using appropriate techniques and methods and ability to adapt communication techniques and methods according to target audience response.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC E11 Communicate information and knowledge.

Quality Management System

2 #< 0 ' , ( ' )%% %%  
, (

This unit develops the learner's knowledge and competence to manage a tendering process, including understanding tendering processes and how to respond fairly to pre-tender queries. It covers the ability to draw up a specification for r

Quality Management System  
600/6418/3 Specification

2 # \$ & ' / @ ! !6<7

Guided Learning Hours: 30  
Unit Level: 4  
Unit Credit: 8

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand the principles, processes, tools and techniques of project management	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 project sponsor(s) and 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 stakeholders 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.

Quality Management System  
600/6418/3 Specification

2 # \$ 0 ' , ( ' ) % % % %

, (

This unit develops the learner's knowledge and competence to plan and manage a project, including understanding the principles, processes, tools and techniques of project management. It covers the ability to agree the scope and objectives of a project, to identify the budget in order to develop a project plan, implement the plan and manage it to its conclusion.

) % % % %

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC F1 Manage a project.

Quality Management System  
600/6418/3 Specification

2 #6 , 5 9 %+ % 5 + % ' % 9 + ' % ?! !6 #

Guided Learning Hours: 20  
Unit Level: 4  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Know how to identify stakeholders and their relevance to an organisation	1.1	Identify an organisation's stakeholders
	1.2	Evaluate the roles, responsibilities, interests and concerns of stakeholders
	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

2 #6 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to develop working relationships with colleagues and stakeholders. They should know how to identify stakeholders and their relevance to an organisation, understand how to establish working relationships with colleagues and stakeholders and be able to create an environment of trust and mutual respect with colleagues and stakeholders.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D2 Develop productive working relationships with colleagues and stakeholders.

2 : ' % ?! !6 6 :

Guided Learning Hours: 10  
Unit Level: 4  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand how to prevent potential grievances	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

Quality Management System  
600/6418/3 Specification

2 : 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge of managing grievance procedures. It includes understanding how to prevent potential grievances, an organisation's grievance policy and procedure and deal with concerns informally raised by individuals and how to follow grievance procedures.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D15 Initiate and follow grievance procedures.

Quality Management System  
600/6418/3 Specification

2 :# +(% % % ?! !6<##

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand the importance of sustainability when using physical resources	1.1	Explain the importance of using sustainable resources
	1.2	Explain the potential impact of resource use on the environment
	1.3	Explain how to use resources effectively and efficiently
	1.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources
2. Be able to identify resource requirements for own area of responsibility	2.1	Consult with colleagues to identify their planned activities and corresponding resource needs
	2.2	Evaluate past resource use to inform expected future demand
	2.3	Identify resource requirements for own area of responsibility
3. Be able to obtain required resources for own area of responsibility	3.1	Submit a business case to procure required resources
	3.2	Review and agree required resources with relevant individuals
	3.3	Explain an organisation's processes for procuring agreed 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

2 :# 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to manage physical resources, including understanding the importance of sustainability when using physical resources. It covers the ability to identify resource requirements, obtain required resources and monitor and review the quality and usage of resources within their own area of responsibility.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC E8 Manage physical resources.

Quality Management System  
600/6418/3 Specification

2 :: , ' 9 % ?! !6<6

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+
1. Be able to identify and prioritise marketing objectives for own area of responsibility	1.1 Analyse the organisation's business plan to identify marketing objectives for own area
	1.2 Explain the organisation's culture, vision and values
	1.3 Analyse and prioritise marketing

2 : : 0 ' , ( ' ) % % % %

, (

This unit develops the learner's competence to develop and implement marketing plans. Within their own area of responsibility, they should be able to identify and prioritise marketing objectives, produce a marketing strategy, produce and implement a marketing plan and monitor and evaluate the marketing plan in own area of responsibility.

) % % % %

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC F4 Develop and implement marketing plans for your area of responsibility.

Quality Management System  
600/6418/3 Specification

2 : %9 5 % % \* ( ! !6 #6

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to undertake a risk evaluation for current and planned activities within own area of responsibility	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
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

2 : 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to manage risk in own area of responsibility. Within their own area of responsibility, they should be able to undertake a risk evaluation for current and planned activities, minimise the impact and likelihood of potential risks occurring and communicate any identified risks.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC B10 Manage risk.

Quality Management System  
600/6418/3 Specification

2 : " 5 %9 % % % 5 % % \* ( ! !6 ::

Guided Learning Hours: 20  
Unit Level: 4  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	) % % % 8 4+	
1. Be able to monitor and evaluate risk management processes within own area of responsibility	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

2 : " 0 ' , ( ' ) % % %

, (

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

) % % %

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC B10 Manage risk.

Quality Management System  
600/6418/3 Specification

2 :7 \* % ' ( - ' ' 5 ' % ! !6

Guided Learning Hours: 20  
Unit Level: 3  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+				
1. Be able to develop team ideas and develop the creativity of team members	<table border="1"> <tr> <td data-bbox="815 523 887 568">1.1</td> <td data-bbox="887 523 2024 568">Encourage team members to identify ideas</td> </tr> <tr> <td data-bbox="815 568 887 609">1.2</td> <td data-bbox="887 568 2024 609">Record</td> </tr> </table>	1.1	Encourage team members to identify ideas	1.2	Record
1.1	Encourage team members to identify ideas				
1.2	Record				

2 :7 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to support team members in identifying, developing and implementing new ideas, covering the ability to develop team ideas and the creativity of team members, assess the viability of team members' ideas and support them in implementing their ideas.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC C1 Encourage innovation in your team.



Quality Management System  
600/6418/3 Specification

2 : 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to develop and implement a risk assessment plan for their own area of responsibility. Within this area of responsibility, it covers the ability to promote the importance of health and safety practices, ensure that hazards and risks are identified and managed and to monitor and review health and safety performance and policy. They should understand the legal requirements and personal responsibilities for health and safety within an organisation.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Quality Management System  
600/6418/3 Specification

2 :< & % % ! !6< "

Guided Learning Hours: 20  
Unit Level: 3  
Unit Credit: 2

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to identify requirements for supplies	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

2 :< 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to procure supplies. This includes the ability to identify supply requirements, evaluate and select suppliers that meet the identified requirements, obtain the supplies and monitor the supplier's performance.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC E15 Procure supplies.

Quality Management System  
600/6418/3 Specification

2 :\$ % 3 ( (- ' % ( ' % 5 % % \* ( ! !6 :\$

Guided Learning Hours: 20  
Unit Level: 3  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies	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

2 :\$ 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to manage or support equality of opportunity, diversity and inclusion in their own area of responsibility, covering their ability to communicate an organisation's written equality, diversity and inclusion policy and procedures and to monitor them. It develops their understanding of their responsibilities under equality legislation, relevant codes of practice and organisational policies.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC B11 Promote equality of opportunity, diversity and inclusion in your area of responsibility.

Quality Management System  
600/6418/3 Specification

2 :6 + 5 % % \* ( ! !6 76

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 6

Unit grid: Learning outcomes/Assessment Criteria

	8 4+	5	)%% %%%	8 4+
1. Understand how to implement change in own area of responsibility	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		

2 :6 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to implement change in their own area of responsibility, including the ability to implement and monitor a plan for change in their own area of responsibility. It covers understanding how to implement change, involving and supporting others throughout the change process.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence

2 ' ' 5 + 5 % % \* ( ! !6 <

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to identify the learning needs of colleagues in own area of responsibility	1.1	Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and 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

2 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to support learning and development within their own area of responsibility. It covers the ability to identify the learning needs of colleagues, support colleagues in learning and its application and the ability to evaluate learning outcomes and future learning and development of colleagues. The learner should understand how to develop a learning environment in own area of responsibility.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D7 Provide learning opportunities for colleagues.

Quality Management System  
600/6418/3 Specification

2 # + ' ' % 5 % % \* ( ! !6 6

Guided Learning Hours: 15  
Unit Level: 4  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

	8 4+	5	)%% %%	8 4+
1. Understand how to follow redundancy policy within own area of responsibility	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 policy		
	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		

2 # 0 ' , ( ' )%% %%  
, (

This unit develops the learner's knowledge and competence to support the management of redundancies in their own area of responsibility. Within their area of responsibility, they should understand how to follow redundancy policy and support those affected by any redundancies, being able

Quality Management System  
600/6418/3 Specification

2 : + 5 9 % ! !6<#:

Guided Learning Hours: 10  
Unit Level: 4  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand the legal requirements and environmental policies that impact on own area of responsibility	1.1	Explain the legal requirements that impact on own area of responsibility
	1.2	Explain the environmental policies that impact on own area of responsibility
2. Understand how to assess the impact of work activities on the environment and how this can be minimised	2.1	Explain what specialist advice is available to manage the environmental impact of work activities
	2.2	Explain how to assess the impact of work activities and resources on the environment
	2.3	Explain how to minimise the environmental impact of work activities
3. Be able to assess and report on the environmental impact of work activities in own area of responsibility	3.1	Assess the environmental impact of work activities and resource use
	3.2	Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement
4. Be able to organise work activities and resource use to minimise environmental impact	4.1	Adapt the use of resources in

2 : 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to manage the environmental impact of work activities. It covers the ability to assess and report on the environmental impact of work activities within their area of responsibility, organise work activities and resource use to minimise environmental impact and to promote on-going improvement in environmental performance. The learner should understand the legal requirements and environmental policies that impact on their own area of responsibility, how to assess the impact of work activities on the environment and how this can be minimised.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC E9 Manage the environmental impact of your work.

Quality Management System  
600/6418/3 Specification

2 ) (% + 9 5+ + ( % % ! !6<6#

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	) %% %% 8 4+	
1. Be able to analyse customers' needs	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

2 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to analyse the market in which their organisation operates. It includes the ability to analyse customers' needs, analyse the market using research tools and techniques and to communicate research findings to inform managerial decisions.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC F9 Build your organisation's understanding of its market and customers.

Quality Management System  
600/6418/3 Specification

2 " , - ' 5 % 5 9% ! 167\$<

Guided Learning Hours: 25  
Unit Level: 4  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand the benefits of networking and the need for data privacy	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 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

2 " 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to develop, maintain and review personal networks. They should understand the benefits of networking and the need for data privacy. The unit covers the ability to develop a personal network of contacts and review networking relationships.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC A3 Develop your personal networks.

Quality Management System  
600/6418/3 Specification

2 7 ! !6 \$7

Guided Learning Hours: 20  
Unit Level: 3  
Unit Credit: 3

Unit grid: Learning outcomes/Assessment Criteria

	8 4+	5	)%% %%	8 4+
1. Be able to support team members' understanding of their role and position within a team	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 measures 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		

2 70 ' , ( ' )%% %%

, (

This unit develops the learner's competence to manage conflict in a team, covering the ability to support team members' understanding of their role and position within a team and take measures to minimise conflict within the team. It should improve understanding of how to encourage team members to resolve their own conflicts.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D10 Reduce and manage conflict in your team.

Quality Management System  
600/6418/3 Specification

2 & ' ' %+ ' ' 5 % % \* ( 4! !6 #

Guided Learning Hours: 30  
Unit Level: 4  
Unit Credit: 5

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %%% 8 4+	
1. Be able to lead in own area of responsibility	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

2 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence in providing leadership and direction for their own area of responsibility. Within this area of responsibility, the learner should be able to lead, provide direction and set objectives. It covers the ability to communicate the direction for their area of responsibility, collect feedback to inform improvement and assess their own leadership performance.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC B6 Provide leadership in your area of responsibility.

Quality Management System  
600/6418/3 Specification

2 < % 5 % % \* ( 4! !6

Guided Learning Hours: 25  
Unit Level: 5  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to review human resource requirements to meet business objectives in own area of responsibility	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.

2 < 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to recruit staff in their own area of responsibility. It covers the ability to review human resource requirements to meet business objectives, participate in and evaluate the recruitment and selection process, identifying improvements for the future. The learner should understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D3 Recruit, select and keep colleagues.

Quality Management System  
600/6418/3 Specification

2 \$ 9 5 ' 5 % % \* ( 4! !6<

Guided Learning Hours: 15  
Unit Level: 3  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to understand existing knowledge management in own area of responsibility	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

Quality Management System  
600/6418/3 Specification

2 \$ 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to manage knowledge in their own area of responsibility. It includes the ability to understand existing knowledge management, develop knowledge, share it and monitor and evaluate knowledge management within their area of responsibility.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC E12 Manage knowledge in your area of responsibility.

Quality Management System  
600/6418/3 Specification

2 6 ' ' % ;! !6 \$

Guided Learning Hours: 20  
Unit Level: 3  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Be able to prepare to lead a meeting	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

Quality Management System  
600/6418/3 Specification

2 6 0 ' , ( ' )%% %%

, (

This unit develops the learner's competence to lead and manage meetings, covering the ability to prepare to lead the meeting, manage meeting procedures, chair a meeting and undertake post-meeting tasks.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC D11 Lead meetings.

Quality Management System  
600/6418/3 Specification

2 " & ' % 3 ( ' % ;! !6<6\$

Guided Learning Hours: 20  
Unit Level: 4  
Unit Credit: 4

Unit grid: Learning outcomes/Assessment Criteria

. 8 4+ 5	)%% %% 8 4+	
1. Understand the quality standards and procedures that apply to own area of responsibility	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 a 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

Quality Management System  
600/6418/3 Specification

2 " 0 ' , ( ' )%% %%

, (

This unit develops the learner's knowledge and competence to prepare for and support quality audits. It covers their ability to monitor work in their own area of responsibility against quality standards and procedures, prepare for the audit, discuss findings with the auditor and complete any agreed actions following the audit. The learner should understand the quality standards and procedures that apply to own area of responsibility.

)%% %%

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio.

Simulation is not allowed for any performance evidence within this unit (further guidance can be found in the Assessment Strategy Management & Leadership Standards August 2011). See section 4.1 of Appendix A at the end of this document.

9%

This unit is based on the National Occupational Standards unit MSC F14 Prepare for and participate in quality audits.

) ' A )  
)%% %% ( ' %+ ' '%  
) % : ##  
# ' )

1.1 The Management & Leadership Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Management & Team Leading NVQs/SVQs and competence-based qualifications.

: >A 3 (

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Management & Team Leading NVQs/SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations will regularly carry out standard risk assessments in each Management & Team Leading NVQ/SVQ and competence-based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Management & Team Leading NVQ/SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations will supply the CfA: Business Skills @ Work (CfA) with quarterly reports on:

- Registration and achievement data at qualification level, and unit level where available

)%% %%

3.1 Assessment of all units at any level of Management & Team Leading NVQs/SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Units which have been imported by the CfA in their Management & Team Leading NVQs/SVQs and competence-based qualifications will be assessed in compliance with the imported assessment strategies.

" ! %

4.1 Simulation must not be used, except in exceptio

- Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland.

5.2 **Assessors** must be occupationally competent to make Management & Team Leading assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 **External Moderators/Verifiers or Internal Moderators /Verifiers** must be occupationally competent to make Management & Team Leading moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations will supply information on the requirements for internal and external moderation / verification activities to Management & Team Leading assessment centres.

5.5 The CfA and awarding organisations requires all assessors, moderators and verifiers to maintain current Management & Team Leading competence to deliver these functions. The CfA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Management & Team Leading assessment centres.



- & % ' .
1. The purpose of this document is to make clear what additional requirements are needed to assess and quality assure qualifications that use the title NVQ within the QCF.
  2. When an SSC/SSB and awarding organisation wants to use the title NVQ in the naming of a qualification within the QCF, the awarding organisation is required to make sure this qualification is assessed and quality assured in accordance with these additional requirements and other requirements described in the SSC/SSB assessment strategy.
  3. The aims of these additional requirements are to
    - ensure that all competence based qualifications that use the title NVQ within the QCF are
      - assessed consistently
      - quality assured consistently
    - maintain the integrity of qualifications that use the title NVQ within the QCF
    - establish the NVQ brand within the QCF
    - keep bureaucracy associated with assessment and quality assurance of qualifications that use the title NVQ within the QCF to a minimum.

- = 9 ' .
4. <sup>1</sup> “At the heart of an NVQ is the concept of occupational competence; the ability to perform to the standards required in employment across a range of circumstances and to meet changing demands. NVQs are first and foremost about what people can do. They go beyond technical skills to include planning, problem solving, dealing with unexpected occurrences, working with other people and applying the knowledge and understanding that underpins overall competence”.
  5. NVQs are based entirely on National Occupational Standards (NOS) developed by an SSC/SSB, which describe the competence needed in an occupational role.
  6. Qualifications that use the title NVQ within the QCF must comply with the rules of combination determined by the SSC/SSB. Awarding organisations are not allowed to develop another qualification that does not use the title NVQ within the QCF, if it uses the same rules of combination as a qualification that does use the title NVQ within the QCF.
  7. The QCF offers increased flexibility in the way occupational competence can be assessed and demonstrated. Qualifications that use the title NVQ in the title within the QCF are just one way of assessing and demonstrating occupational competence. SSCs/SSBs are free to work with their awarding organisations to agree what qualifications will be used to assess occupational competence. Qualifications that use the title NVQ within the QCF, are not a preferred method for assessing occupational competence and all qualifications accredited through the QCF have equal status.
  8. When developing a qualification for the QCF, including qualifications that use the title NVQ within the QCF, an awarding organisation must be a recognised awarding organisation and must meet the Qualification Requirements in the Regulatory Arrangements for the Qualifications and Credit Framework, published by The Office of the Qualifications and Examinations Regulator (Ofqual) in August 2008.
  9. The qualification regulators confirmed that a group of SSCs and SSBs would be free to develop specific, additional requirements about the way in which qualifications that use the title NVQ within the QCF will be assessed and quality assured. For those recognised awarding organisations that want to assess occupational competence through the use of qualifications that use the title NVQ within the QCF, it has been agreed by SSCs and SSBs that the following additional requirements must be met.

) ' ' 3 % 3 % + % + 5 + +

10. Qualifications that use the title NVQ within the QCF must be assessed and quality assured in accordance with the following additional requirements.

---

<sup>1</sup> NCVQ's NVQ Criteria and Guidance 1995.  
Page 91 of 94

)%% %% 3 %

11. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how learners are to be assessed.

12. Assessment methodologies must meet the assessment strategy developed in partnership between the relevant SSC or SSB and awarding organisations for the qualification. The assessment strategy must be published and made available separately and will include the requirements for assessment of qualifications that use the title NVQ within the QCF. The assessment criteria for each unit will be part of the units that make up the qualification.

13. Learners must complete real work activities in order to produce evidence to demonstrate they have met the NOS and are occupationally competent.

14. When a learner cannot complete a real work activity, simulation is allowed.

15. Simulation is allowed when:

- a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
- a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
- the safety of a learner, other individuals and/or resources will be put at risk.

16. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.

17. Units that must not be assessed by simulation must be identified by the SSC/SSB in the assessment strategy for the qualification or family of qualifications.

18. Learners must be assessed by assessors

- who are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment strategy for that qualification
- <sup>2</sup>who must hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners
- must be fully conversant with the unit(s) against which the assessments and verification are to be undertaken.

19. All assessors must carry out assessment to the standards specified in the A units.

20. All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation.

21. Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

( %% 3 %

22. When a qualification uses the title NVQ within the QCF, awarding organisations are required to make sure their recognised assessment centres understand how the qualification will be quality assured.

23. Qualifications that use the title NVQ within the QCF, must be verified

---

<sup>2</sup> Currently an assessor could hold unit A1 and/or unit A2. Or from the past unit D32 and/or unit D33. SSCs also identify other suitable equivalent qualifications.

- internally by an internal verifier, who is accountable to the assessment centre
- externally by an external verifier, who is accountable to the awarding organisation or an agent of the awarding organisation.

24. With reference to internal verification, internal verifiers must

- <sup>3</sup> hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems and requirements for this qualification.

25. Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

26. With reference to external verification, external verifiers must

- <sup>4</sup> hold or be working towards a suitable external verification qualification to confirm they understand and are able to carry out external verification
- have no connections with the assessment centre, in order to maintain objectivity
- have sufficient and relevant technical/occupational understanding in the unit(s) being verified
- be fully conversant with the standards and performance criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems for this qualification.

27. Trainee external verifiers must have a plan, which is overseen by the awarding organisation, to achieve the external verifier qualification within an agreed timescale.

28. Awarding organisations must decide the frequency of external monitoring activities. Any decision must be based on

- the risks associated with a qualification that is designed to help a learner demonstrate occupational competence
- an evaluation of the centre's performance and past record.

29. Awarding organisations will have in place suitably constituted audit processes, which are supported by naturally occurring quality assurance and monitoring systems that already exist in workplace assessment environments.

---

<sup>3</sup> Currently an internal verifier needs to hold unit V1. Or from the past unit D34. SSCs also identify other suitable equivalent qualifications

<sup>4</sup> Currently an external verifier needs to hold unit V2. Or from the past unit D35.

Quality Management System  
600/6418/3 Specification

% %

4 % %

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

IQ endorses published training resources and learner support materials by submitting the materials to [tojTqTdmbO5jRUH\)72\)2ndQbR5L](mailto:tojTqTdmbO5jRUH)72)2ndQbR5L)