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| City & Guilds Level 3 Diploma for Team Leaders (8411-31/33) |

August 2022 Version 1.5

Qualification at a glance

|  |  |
| --- | --- |
| Subject Area | Leadership & Management |
| ILM Number | 8411-31 – Full Payment route  8411-33 – Unit Payment route |
| Age Group Approved | 16+ |
| Qualification Entry Requirements | Active or aspirational Team Leader/Supervisor who have opportunity to undertake Team Leader/Supervisor activities in a real-work environment. |
| Assessment | Portfolio and/or Unit Assignments |
| Approvals | Available from February 2022 |
| Apprenticeship Standard | [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) |
| Registration & Certification | Consult the [Walled Garden/Online Catalogue](https://www.walled-garden.com/login?returnUrl=%2f&pinged=true) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title & Level | ILM Number | Ofqual Accreditation Number | GLH | TQT |
| City & Guilds Level 3 Diploma for Team Leaders | 8411-31/33 | 610/0175/2 | 345 | 472 |
|  |  |  |  |  |

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| --- | --- | --- |
| Version & Date | Change Detail | Section |
| V1.0 January 2022 | Handbook created |  |
| V1.1 January 2022 | Corrected unit 320 title to ‘Team Development and Resource Management’ | Page 20, 115, 121, 133, 160. |
| V1.2 February 2022 | Amended guidance on Presentation with Questions and Answers | Page 20 |
| V1.3 February 2022 | Updated Digital Credential | Page 16 |
| V1.4 April 2022 | Unit 321 Learning Outcome 5 corrected. | Page 43, 164, 182 |
| V1.5 August | Unit 321 relationship to standard corrected; unit 323 relationship to standard corrected (removed S3.1 and added S3.3); unit 324 relationship to standard corrected; unit 325 relationship to standard added S5.2 |  |
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1 Introduction

This document tells you what you need to do to deliver the qualification:

|  |  |
| --- | --- |
| Area | Description |
| Who is the **qualification** for? | Active or aspirational Team Leaders or Supervisors who must be in a first line management role, with operational/project responsibilities or responsibility for managing a team, to deliver clearly defined outcomes.  Responsibilities include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.  Apprentices must be active in a Team Leader/Supervisor, Project Officer, Shift Supervisor, Foreperson, or Shift Manager role. |
| What does the qualification cover? | This qualification allows learners to develop and practise the skills required by Team Leaders/Supervisors.  It supports on-programme delivery for [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) . |
| What opportunities for progression are there? | This qualification supports learner progression onto the following ILM/City & Guilds qualifications:   * Level 4 Award, Certificate and Diploma in Leadership and Management * Level 5 Diploma for Operational Leaders and Managers * Level 5 Award, Certificate and Diploma in Leadership and Management * Level 3 Award & Certificate in Effective Coaching/Mentoring * Level 5 Certificate & Diploma in Effective Coaching & Mentoring |
| Who did we develop the qualification with? | Leadership and Management subject matter experts and ILM customers. |
| Is it part of an apprenticeship pathway? | This qualification provides full coverage for the on-programme delivery of the Apprenticeship standard which has been created by the employer-led Trailblazer group and approved by the Institute for Apprenticeships and Technical Education (IfATE). |

Structure

To achieve the Level 3 Diploma for Team Leaders, learners must pass allnine units.

|  |  |  |  |
| --- | --- | --- | --- |
| **ILM unit number** | **Unit title** | **Level** | **Guided Learning Hours (GLH)** |
| 8411-320 | Team Development and Resource Management | 3 | 60 |
| 8411-321 | Building a High Performance Team | 3 | 88 |
| 8411-322 | Managing Self | 3 | 29 |
| 8411-323 | Communication and Interpersonal Skills | 3 | 24 |
| 8411-324 | Organisational Culture and Strategy | 3 | 29 |
| 8411-325 | Problem Solving and Decision Making | 3 | 43 |
| 8411-326 | Data Management | 3 | 23 |
| 8411-327 | Organisational Governance | 3 | 27 |
| 8411-328 | Project Management | 3 | 22 |

Total Qualification Time

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

TQT is comprised of the following two elements:

* The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
* An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike guided learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Extract from Ofqual: *Total Qualification Time Criteria for All Qualifications*

| **Title and level** | **GLH** | **TQT** | |
| --- | --- | --- | --- |
| City & Guilds Level 3 Diploma for Team Leaders | 345 | | 472 | |

The Guided Learning Hours (GLH) and TQT are based on unitised delivery and can be reduced through holistic delivery. See [Appendix A](#AppendixAGuidanceforDelivery) for guidance on how content could be delivered efficiently.

2 Centre Requirements

Approval

Centres must be approved by ILM to offer this qualification before commencing delivery. Centres should liaise with their Account Manager to obtain approval.

Existing ILM customers currently offering Level 3 Diploma for Managers (8410) wishing to offer this qualification will be able to apply for fast track approval. ILM Centres who are not approved for 8410 will need to complete the qualification approval process. Organisations which are not already ILM approved centres will need to complete both centre approval and qualification approval processes.

To offer this qualification new Centres will need to gain both Centre and Qualification approval. Centre staff must familiarise themselves with the structure, content, and assessment requirements of the qualification before designing a course programme. Please refer to the *City & Guilds/ILM Quality Assurance Standards, Centre Document Library,* and *Centre Approval Process* documents for further information.

Once approved, the qualification will be listed on a Centre’s Walled Garden Catalogue.

Centre Staffing Requirements

Staff delivering these qualifications must be able to demonstrate that they meet the occupational expertise requirements. They should:

* Be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered.
* Have recent relevant experience in the specific area they will be assessing.
* Have credible experience of providing training.

Centre staff may undertake more than one role, e.g., Tutor and Assessor or Internal Quality Assurer but cannot internally quality assure their own assessments.

Further information is available in *City & Guilds/ILM Quality Assurance Standards, Centre Document Library,* and *Centre Approval Process* documents.

Learner Entry Requirements

Centres must ensure that learners have the potential and opportunity to gain the qualification successfully. As this qualification is work-based, learners must have the opportunity to undertake the activities of a Team Leader/Supervisor to enable them to fulfil the requirements of this qualification.

Gaps in opportunity to undertake activities within their day-to day role must be identified by the Centre at the start of the qualification. The employer **must** provide opportunities for the learner to achieve the required evidence. Evidence must come from activities within a real work environment within their organisation.

Age Restrictions

City & Guilds cannot accept registrations for learners under 16 as these qualifications are not approved for under 16s.

Time Constraints

Qualification registration is valid for three years.

3 Delivering the Qualification

Initial Assessment

An initial assessment of each learner must be made before the start of their programme to identify:

* If the learner has any specific training needs.
* The appropriate type and level of qualification.
* Support and guidance they may need when working towards their qualification.
* Any units they have already completed which are relevant to the qualification.

Centres are required to demonstrate commitment to equal opportunities when recruiting learners. The *City & Guilds/ILM Centre Document Library* has guidance on making arrangements for learners requiring reasonable adjustments or special considerations in respect of assessment. This should be done as early as possible in the programme and needs to be approved by ILM before implementation.

Induction

Centres must provide an induction so learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the Centre. This information can be recorded on a learning contract.

Each programme must include the following, which must be supported by written information for learners covering:

* An outline of the qualification and the related learner support available.
* The aim of the City & Guilds Level 3 Diploma for Team Leaders.
* Expectations of, and benefits to, the learner and where relevant, their employer.
* Format of the programme – content, hours, attendance, delivery methods, etc.
* The Assessment Criteria, including the Assessment Requirements (Sufficiency).
* Roles and responsibilities of Centre staff, learners and ILM.
* Learning and study skills, including reference to use of library, internet and any open or online learning to be used, and access to The Institute of Leadership & Management Student Membership and benefits.
* Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity, and plagiarism.

Recommended for this qualification:

|  |  |
| --- | --- |
| Induction | Tutorial Support |
| Two hours induction (minimum) | At least 9 hours of tutorial support as part of the Guided Learning Hours (GLH). |

Guidance for Delivery

The Guided Learning Hours (GLH) and TQT are based on unitised delivery and can be reduced through holistic delivery. See [Appendix A](#AppendixAGuidanceforDelivery) for guidance on how content could be delivered efficiently.

Each unit also includes suggested delivery methods.

Support Materials

|  |  |
| --- | --- |
| Description | How to access |
| Fast track approval form | ILM Website & Quality Team |
| E-Workbooks | ILM Account Manager |
| Student Membership from The Institute of Leadership of Management: Learning resources, diagnostic tools, Edge Magazine | [www.institutelm.com](http://www.institutelm.com) |

Email updates

Sign up to receive tailored emails covering ILM updates and events:

[www.i-l-m.com/trainers-and-centres/email-updates](http://www.i-l-m.com/trainers-and-centres/email-updates)

Suggested Learning Resources

These suggestions are current at the time of publication.

General

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

The following resources could be used to support learning in all of the subject areas:

Management and Leadership Theory

* The Essential Drucker; Drucker, Peter; Butterworth-Heinemann; 2007; 9780750685061
* The 7 Habits Of Highly Effective People: Revised and Updated: 30th Anniversary Edition: Covey, Stephen R.; Simon and Schuster; 2020; 9781471195204
* Management: A Very Short Introduction; Hendry, John; Oxford University Press, 2013, 9780199656981
* The Essential Managers Handbook: The Ultimate Visual Guide to Successful Management; DK; 2016; 9780241274255
* Leadership: A Very Short Introduction: Grint, Keith; Oxford University Press; 2010; 9780199569915 – leadership theories
* How to Lead Others: Eight lessons for beginners; Adair, John; Bloomsbury; 2018; 9781472956972
* Leadership: A Very Short Introduction: Grint, Keith; Oxford University Press; 2010; 9780199569915

**Coaching**

* Brilliant Coaching: How to be a brilliant coach in your workplace; Starr, Julie; Pearson; 2017; 9781292139074

**Change**

* Our Iceberg is Melting: Changing and Succeeding Under Any Conditions; Kotter, John and Rathgeber, Holger; Macmillan; 2017; 9781509830114
* Who Moved My Cheese; Johnson, Spencer; Vermilion; Ebury Publishing; 2002; 9780091883768

**Team Management**

* Management Teams; Belbin, R Meredith; Elsevier; 2010; 9781856178075

**Emotional Intelligence**

* Emotional Intelligence: 25th Anniversary Edition; Goleman, Daniel; Bloomsbury; 2020; 9781526633620

**Communication**

* Improve Communication Skills: A Practical guide to Improving your social skills using 4 essential keys to effective communication; Bulhovski, Dan; Marketing Vision; 2020; 0781914054075

**People Management**

* Managing Conflict: A Practical Guide to Resolution in the Workplace; Liddle, David; Kogan Page; 2017; 9780749480882
* Leading, Managing and Developing People; Rees, Gary and French, Raymond; CIPD; 9781843984122
* Building an Inclusive Organization: Leveraging the Power of a Diverse Workforce; Frost, Stephen and Alidina, Raafi-Karim; Kogan Page; 2019

**Self-development**

* A Manager's Guide to Self-Development; Pedler, Mike, Burgoyne, John and Boydell, Tom; McGraw-Hill; 2013; 9780077149888

**Organisations and Strategy**

* Organisations: A Very Short Introduction; Hatch, Mary Jo; Oxford University; 2011; 9780199584536
* Short Introduction to Strategic Management; Andersen, Torben Juul; Cambridge University; 2013; 9781107671355
* Governance: A Very Short Introduction; Bevir, Mark; Oxford University; 2012; 9780199606412

**Project Management**

* Projects: A Very Short Introduction; Davies, Andrew; Oxford University; 2017; 9780198727668

4 Assessment

Assessment Method

Centres can decide whether to assess each unit by Portfolio or Unit Assignment:

* Portfolio – evidence across one or more units.
* Unit Assignment – structured evidence for a single unit.

Learners must complete a Portfolio and/or Unit Assignments which cover all the Assessment Criteria **and** Assessment Requirements, providing evidence of their knowledge, skills and behaviours in real situations.

The primary purpose of this qualification is to support on-programme delivery of the Level 3 Team Leader or Supervisor Apprenticeship Standard, so scenarios are not accepted as assessment evidence because they do not support a learner demonstrating their competence.

Gaps in opportunity to undertake activities within their day-to day role must be identified by the Centre at the start of the qualification. The employer must provide opportunity for the learner/apprentice to achieve the required evidence. Evidence must come from activities within a real work environment within their organisation.

The qualification is graded Pass or Referral (not yet competent). To achieve a Pass for the qualification the learner must Pass all nine units.

| ILM Unit Number | Unit Title | Assessment Method | Assessment Material Locations |
| --- | --- | --- | --- |
| 8411-320 | Team Development and Resource Management | Portfolio and/or Unit Assignments | This Qualification Handbook:   * Portfolio guidance in [Section 5](#Section5Portfolio), and each Unit ([Section 8](#Section8Units)). * Unit Assignments guidance in [Section 6](#Section6AssignmentsGuidance), and [Appendix C](#AppendixCAssignments). |
| 8411-321 | Building a High Performance Team |
| 8411-322 | Managing Self |
| 8411-323 | Communication and Interpersonal Skills |
| 8411-324 | Organisational Culture and Strategy |
| 8411-325 | Problem Solving and Decision Making |
| 8411-326 | Data Management |
| 8411-327 | Organisational Governance |
| 8411-328 | Project Management |

Assessment Strategy

All units in this qualification are initially assessed by the Centre (internal assessment), and subject to internal and external quality assurance.

Assessment decisions can only be determined as Pass or Referral. The only acceptable reason for a referral is a failure to meet one or more Assessment Criteria.

To Pass each unit the learner **must satisfy all Assessment Criteria and Assessment Requirements** by providing sufficient and valid evidence of their own creation. Centres must ensure that learners have access to the Assessment Criteria and Assessment Requirements (Sufficiency).

ILM Assessment Terminology (Verbs)

The Assessment Criteria include a range of verbs. Definitions are available on the ILM website: [www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Authenticity

The learner must complete and sign a Declaration of Authenticity when submitting their Portfolio and/or Unit Assignments to the Centre. A blank declaration form can be found in the *City & Guilds/ILM Centre Document Library*.

Results Sheets

Result Sheets are a key auditable document found in [Appendix E](#AppendixEResultsSheets) of this Qualification Handbook. The sheets can be used for both the Unit Assignments and Portfolio. Centres may use their own version of Results Sheets as long as the same information is provided.

Assessors must provide a rationale for their assessment decision in the Results Sheet. Feedback should be rich and contextualised.

Recognition of Prior Learning (RPL)

Recognition of prior learning means using previous experience or qualifications to contribute to a new qualification. RPL is allowed for this qualification.

Apprenticeship End-point Assessment (EPA): The primary purpose of this qualification is on-programme delivery for the Level 3 Team Leader/Supervisor Apprenticeship. Prior achievement is not accepted as evidence for this apprenticeship.

Results Entry on Walled Garden

Walled Garden is the online portal for entering registrations and assessment results. For full instructions on using Walled Garden go to www.i-l-m.com/trainers-and-centres/walledgarden

When entering results, the assessment type will appear as ‘Portfolio.’ Unit Assignment results can also be entered under the ‘Portfolio’ assessment type.

Certificates

A printed certificate will be issued to each successful learner for units and the full qualification.

E-Certificates are a complimentary service for all City & Guilds/ILM qualifications enabling customers to view and download PDF versions of certificates.

**Digital Credentials**

A digital credential is a visual representation of knowledge and skills, and is issued online for the full qualification only, making it easy for individuals to demonstrate their competencies to employers, clients, and peers. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature, and on a CV. Please see an example below:

A picture containing text, electronics

Description automatically generated

Should the learner wish to receive a digital credential on successful completion of this qualification, as part of the registration process Centres must ensure that the learner’s unique email address is added. This will allow ILM to issue the credential directly to them. This is a complimentary service in addition to the paper certificate.

5 Assessment Guidance: Portfolio

The Portfolio is intended to be holistic, for example one piece of evidence may be provided against multiple Assessment Criteria and across more than one unit. It is not necessary for learners to have a separate piece of evidence for each Assessment Criteria.

**When compiling their Portfolio learners must refer to the Assessment Criteria and Assessment Requirements (Sufficiency) to understand the evidence required.**

Find the explanations of verbs on the ILM website: [www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

**Evidence of skills applied in real-work situations is required**; scenarios to demonstrate skills and behaviours are not accepted because they do not support a learner demonstrating their competence.

Learners must ensure that they provide multiple examples/references when required by the Assessment Criteria.

Where demonstrating knowledge, learners may refer to their own organisation, or another they are familiar with.

The Portfolio for this qualification will be a range of materials and documents generated over the period of the qualification which demonstrate knowledge and application of leadership and management concepts.

The Portfolio must be provided electronically, unless agreed otherwise under the Special Consideration policy.

**Apprenticeship End-point Assessment (EPA):** Where this qualification is taken as part of the Level 3 Team Leader/Supervisor Apprenticeship, learners must review the specific requirements of the EPA assessment methods to ensure compliance.

Types of Evidence

Types of evidence could be:

* Work products, such as:
* Performance reviews.
* Project plans and documentation.
* Reports.
* Minutes of meetings.
* Demonstrations.
* Presentations.
* Research projects.
* Video or audio extracts, such as professional discussions. It is essential that the Assessor can easily identify the key pertinent points within the recording:
  + Where a criterion is being met it must be identified in the Evidence Matrix, e.g., can be found from four minutes within the recording (timestamped)
  + Which individual is the learner – an introduction at the beginning of each recording identifying who is involved and the date of the recording. This could be further supported with an annotated or written summary.
* Witness testimony from a reliable, authentic witness giving their account of what the learner has carried out in their job role. Statements must be dated and signed by the witness and include their relationship to the learner.
  + Feedback must focus only on direct observation of evidence rather than opinions.

Evidence must be clear and unambiguous – an initial profile page and supporting context statements are recommended to support evidence that does not stand alone.

Evidence **must** not:

* Include case studies or scenarios
* Include reflective accounts by the learner
* Require access to hyperlinks.

Selecting Evidence

All evidence must be of the learner’s own work and any teamwork presented must clarify and focus on the learner’s contribution.

The Guidance for Delivery in [Appendix A](#AppendixAGuidanceforDelivery) may help learners understand where evidence can be used for multiple Assessment Criteria.

In summary, there are two questions that a learner should consider when selecting work for their Portfolio:

1. Which pieces holistically (most efficiently) provide evidence that together cover multiple Assessment Criteria?
2. Is this the best evidence I have, showing that I have met all of the Assessment Criteria **and** Assessment Requirements?

Preparing Evidence

Evidence should be presented as follows:

* With a header or footer containing the learner’s name, the date the evidence was produced, and an evidence reference number.
* The content of the Portfolio must be mapped to the relevant Assessment Criteria using an Evidence Matrix such as provided in [Appendix D](#AppendixDPortfolioMatrix).
* External sources must be clearly referenced using a recognised system.

Confidentiality and data protection requirements must be adhered to, e.g., permissions for use of video/images containing identifiable individuals (such as colleagues and clients), anonymisation of documentation, and permission when submitting sensitive information.

6 Assessment Guidance: Unit Assignments

Unit Assignments provide learners with a structure for presenting their evidence for a single unit. They can be found in [Appendix C](#AppendixCAssignments).

The Assignments each cover the Learning Outcomes and Assessment Criteria for one unit.

**When completing their assignment learners must refer to the Assessment Criteria and Assessment Requirements (Sufficiency) to understand the evidence required.**

Find the explanations of verbs on the ILM website: [www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

**Evidence of skills applied in real-work situations is required**; scenarios to demonstrate skills and behaviours are not accepted because they do not support a learner demonstrating their competence.

Learners must ensure that they provide multiple examples/references when required by the Assessment Criteria.

The Assignments are designed for use by learners from any industry.

Where demonstrating knowledge, learners may refer to their own organisation, or another they are familiar with.

Assignments can be in written form, recorded Presentation, or a recorded Professional Discussion. Learners can combine all three methods in an Assignment. Supporting work-product evidence should be included in Appendices/Annexes.

Typical word counts and timings reflect the expectation that learners can produce concise evidence. Where assessment methods are combined word counts and timings should be adjusted proportionately.

**Apprenticeship End-point Assessment (EPA):** Where this qualification is taken as part of the Level 3 Team Leader/Supervisor Apprenticeship, learners must review the specific requirements of the EPA assessment methods to ensure compliance. If Unit Assignments are submitted as part of the Portfolio of Evidence for EPA, the apprentice must ensure that work-product evidence is provided in the Appendices/Annexes to demonstrate the skills and/or behaviours.

7 How this Qualification Links to Level 3 Team Leader/ Supervisor End-point Assessment

This qualification is designed to support apprentices during the on-programme part of the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) . It can be used to support progression, providing confidence in the apprentice’s competence and readiness to go through to End-point Assessment (EPA).

Achievement of this qualification is independent of EPA and does not guarantee success at EPA.

Centres may choose assessment through Portfolio and/or Unit Assignments, however apprentices may benefit from Portfolio assessment for the four units which map to the EPA Professional Discussion.

If using ILM as the EPA organisation, Centres must refer to the *ILM Level 3 Team Leader/Supervisor End-point Assessment Pack* and *Recording Forms* for detailed guidance on using ILM/City & Guilds for EPA.

Mapping to the Standard

[Appendix B](#AppendixBMappingtoStandard) shows where each Knowledge, Skill, Behaviour (KSB) and Pass Grading Descriptor maps to this qualification.

The Units in [Section 8](#Section8Units) include reference to the Knowledge, Skills and Behaviours (KSBs).

The combined Assessment Criteria **and** Assessment Requirements (Sufficiency) provide full coverage of the KSBs and Pass Grading Descriptors.

Distinction Grading Descriptors are not covered.

End-point Assessment

The [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) has two assessment methods:

* Professional Discussion, underpinned by a Portfolio of Evidence.
* Presentation with questions and answers.

Prior to Gateway, Centres should support apprentices by developing their skills for the Professional Discussion, Presentation and Questioning.

Apprentices should review the EPA Distinction Grading Descriptors as part of their preparation for EPA.

**Portfolio of Evidence**

The Portfolio generated for this qualification **must be reviewed by the apprentice, employer, and provider before submission at Gateway** to ensure it meets the requirements of EPA, including:

* Limits on the number of pieces of evidence.
* Duration restrictions for recordings.
* Only the KSBs and Grading Descriptors for the Professional Discussion must be evidenced.
* Evidence must by generated during the on-programme element of the apprenticeship.
* An Evidence Matrix mapping to the KSBs.
* If Unit Assignments are submitted as part of the Portfolio of Evidence for EPA, the apprentice must ensure that work-product evidence is provided in the Appendices/Annexes to demonstrate the skills and/or behaviours.

**Presentation with Questions and Answers**

For the Level 3 Team Leader/Supervisor Assessment Plan the apprentice will be given their presentation title by ILM after Gateway.

The Presentation is completed in its entirety **after Gateway**, whichcannot be changed by ILM.

8 Units

This qualification is comprised of nineUnits. A unit describes what is expected of a competent Team Leader/Supervisor in their job role:

* **Learning Outcomes** describe the skills and knowledge that a learner will possess on completion of the qualification.
* **Assessment Criteria (AC)** specify what knowledge, skills and behaviours must be evidenced:
  + Learners must ensure that they provide sufficient evidence, for example where the AC asks for evidence of more than one model/activity.
  + **The Knowledge, Skills and Behaviours shown in blue** map to the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03).](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2)
  + An AC may cover underpinning knowledge or all/part of a KSB. A KSB may be split across ACs in order to fully cover the requirements.
* **Depth** defines the minimum breadth or scope which a Centre should deliver in order to adequately prepare the learner.
  + The Depth includes examples of models and theories which Centres could cover within a topic. Relevant alternatives can be used.
  + Additional content can be delivered as long as it is relevant to the Assessment Criteria and the job role.
* **Assessment Requirements (Sufficiency)** detail how a learner **must** demonstrate their competence.
  + Numbers of theories/models provide evidence of the breadth of the subject.
* **Guided Learning Hours** reflect unitised delivery and assessment.
  + [Appendix A](#AppendixAGuidanceforDelivery) provides a suggested approach to delivery which combines Assessment Criteria into subjects.

The order of the units is only a suggestion; however, Centres can deliver in any order.

Suggestions for delivery and possible work-product evidence are included with each unit.

Unit 320 Team Development and Resource Management

|  |  |
| --- | --- |
| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 60 |
| Unit Aim: | This unit will provide learners with knowledge and skills of how to effectively support and develop individuals and teams in achieving objectives and improving performance.  Learners will also develop the skills for effectively managing resources and change. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Team Building and Development KSB grouping within the The [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * + K1.1, K3.2   + S1.2, S5.3   + B1.1   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand leadership styles and how to facilitate cross team working to support the delivery of organisational objectives.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain leadership styles and how they can be used to improve performance.  (K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance.) | Leadership styles, such as:   * Autocratic * Democratic * Laissez faire * Directing * Coaching * Supporting * Delegating   How leadership styles can be used to develop and improve individual and team performance depending on:   * Context e.g.   + the leadership style that would be best suited to the situation   + the requirements of the task and how best to facilitate effective completion * Audience e.g.   + the needs of the individual/team and how they prefer to be led   Taking into consideration the potential strengths and weaknesses of the leadership styles.  Improve Performance e.g.:   * increase motivation * improve team cohesion * reduce blame culture * improve efficiency * improve quality standards * timely achievement of objectives (personal/team) | The learner must explain at least two leadership styles, including their potential strengths and weaknesses.  For each of the leadership styles the learner must explain three ways they can be used to improve performance. |
| **AC1.2**  Explain how the facilitation of cross team working helps to drive the achievement of objectives.  (K3.2 Know how to facilitate cross team working to support delivery of organisational objectives.) | Meaning of cross team working e.g.:   * collaboration of people with different skills working together * collaboration of different departments/functions working together * sharing ideas and good practice * sharing resources   Cross team working within e.g.:   * own team * other teams * other departments/functions/sites   Facilitation of cross team working e.g.:   * plans * brainstorming * communication channels and tools * building trust * shadowing/coaching * meetings * reviewing progress * sharing access of resources and technologies * joint problem solving   Achievement of team/individual objectives e.g., meeting:   * Service Level Agreements (SLAs), Key Performance Indicator (KPI) targets * quality standards * organisational standards (behaviours conducts) * personal/training objectives * sales targets | The learner must explain three ways of facilitating cross team working.  In addition, the learner must explain two ways cross team working can drive the achievement of both personal and team objectives. |

**Learning Outcome 2**

The learner will be able to use coaching to support people in achieving objectives and improving performance.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Describe the concept of coaching and coaching models.  (K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance.) | The concept of coaching, including:  Roles:   * coach * coachee   Concept e.g.:   * two-way process * focus on learning and development * encourages coachee to take responsibility for own learning and choices * open and honest approach * facilitated process   Coaching models, such as:   * GROW model (Goals, Reality, Options, Will) * ARROW (Aims, Reality, Reflection, Opportunities, Way forward) * OSCAR (Outcome, Situation, Choices and consequences, Actions, Review) * The STAR model (Situation, Task, Action, Result) * ACHIEVE (Assess, Create, Hone, Initiate, Evaluate, Validate, Encourage) * PIGEEP (Preparation, Introduction, Goal, Explore, Evaluate, Plan) * FUEL (Frame, Understand, Explore, Lay Out) | The learner must define coaching and describe three coaching models. |
| **AC2.2**  Explain the benefits of coaching and how it can be used to support people and improve performance.  (K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance.) | The benefits of coaching and how it can be used to support people and improve performance (individual, organisational), such as:   * empowerment * improved confidence to make own decisions * increased motivation * increased job satisfaction * career development * feeling valued * enhance current skills * acquire new skills * unlock potential * contribute to a coaching culture * stimulate motivation * increased self-awareness * increased decision making skills * improved cross working relationships * achieve objectives | The learner must explain four benefits of coaching and how coaching can be used to support people and improve performance. |
| **AC2.3**  Use coaching models to support people to achieve objectives and team development.  (S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.) | Use coaching models stated in AC2.1 to support people to achieve objectives and team development, as stated in AC2.2, including:  Supporting processes e.g:   * identify purpose of coaching session * review coachee’s current situation * identify aims and aspirations * explore options * develop a plan to achieve agreed objectives * reflect * review and evaluate progress * maintain records   Coaching documentation/plan capturing e.g:   * date and time * location * attendees * duration of planned coaching sessions * setting objectives * actions and deadline dates * reflection * review and evaluation * record of achievement * updates on progress | The learner must provide:   * one coaching plan and one record of a coaching session which shows both setting and reviewing coaching objectives * coaching documents to include the use of at least one recognised coaching model. |

**Learning Outcome 3**

The learner will be able to manage a change in the workplace to deliver organisational objectives.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Describe the impact of change on individuals and teams.  (K3.2 Know how to facilitate cross team working to support delivery of organisational objectives.) | The positive impacts of change, such as:   * development opportunities e.g., added responsibilities, increased job scope * improved team working * new team/team members/skills * innovation * excitement * positive atmosphere * improved efficiencies   The negative impacts of change, such as:   * change to working practices * different working hours * job insecurity * new team/team members/personalities * fear and anxiety * decreased motivation * conflict and challenge | The learner must describe:   * two potential positive impacts and two potential negative impacts of change on individuals * two potential positive impacts and two potential negative impacts of change on teams. |
| **AC3.2**  Support a team through change.  (S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.) | Support the team through change by e.g.:   * planning change activities and support mechanisms * assessing team’s readiness for the change * using a recognised change management model to facilitate the change * selecting appropriate communication techniques * consulting and involve the team in decision making * using empathy and emotional intelligence * using appropriate leadership styles * reviewing changes within the team and getting feedback from them * identifying challenges and solutions | The learner must use at least two different approaches to support a team through a change. |
| **AC3.3**  Adapt approach to accommodate needs of individual team members.  (S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.) | Adapt approach to meet the needs of individual team members e.g.   * communicating using a different method i.e., visual/written/verbal * arranging a one to one rather than a group discussion * adapting leadership styles * choosing an appropriate environment * providing more time to digest the information * taking into consideration the positive and negative impacts on individuals and teams (as stated in AC3.1) | The learner must demonstrate how they adapted their approach to support a team through a change, accommodating specific needs of individual team members. |
| **AC3.4**  Role model organisational values and behaviours.    (S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.) | Role model organisational values and behaviours e.g.:   * honesty * openness * transparency * agility * professionalism * trust * integrity * respect * positivity | The learner must demonstrate how they role modelled organisational values and behaviours when supporting a team through change. |

**Learning Outcome 4**

The learner will be able to manage resources in a team.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC4.1**  Use resources within the team.  (S5.3 Ability to organise, prioritise and allocate work, and effectively use resources.) | Types Resources e.g.:   * people * technology * equipment * materials and other supplies * budget * time   Methods to effectively use team resources e.g.:   * confirming people’ availability and skills set * confirming technology, equipment, materials and other supplies availability meets the requirements of the project * manage expenditure * manage time to ensure milestones are met   Demonstrating drive to achieve in all aspects of work by e.g.:   * overcoming obstacles * showing motivation * focusing on objectives * showing resilience, determination * being creative and innovative * keeping positive attitude | The learner must demonstrate the effective use of at least two types of team resources and at least two ways these were managed. |
| **AC4.2**  Organise, prioritise and allocate work to team members.    (S5.3 Ability to organise, prioritise and allocate work, and effectively use resources.  B1.1 Drive to achieve in all aspects of work.) | Organise, prioritise and allocate teams workload to achieve objectives by e.g:   * completing skills scan * considering current workloads * considering rota and working hours of team members * considering urgent against important tasks in order to prioritise the work * considering Key Performance Indicators (KPIs) and Service Level Agreement (SLA) * setting clear SMART objectives * delegating tasks (verbally, written, digitally) * creating briefing sheets/production plans/action plans/work schedules * communicating tasks in team meeting/ huddles/briefings * populating office planner/task board   Demonstrating drive to achieve in all aspects of work by e.g.:   * overcoming obstacles * showing motivation * focusing on objectives * showing resilience, determination * being creative and innovative * keeping positive attitude | The learner must demonstrate how they have:   * organised and prioritised team’s workload using at least two methods * allocated work to team members using at least two methods * driven the team to achieve the work they have been allocated. |

Guidance for Delivery

Delivery could be through a blend of tutor-led leadership and change theory, including models of cross-working and resource allocation. Case studies may support good practice and provide an additional basis for group exploration of theoretical concepts and their application.

Coaching content could be delivered with a range of underlying theory and practical exercises, such as triads.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Outcomes of diagnostics to support understanding and evaluation of leadership styles and change management competencies
* Records of coaching activity in the workplace, including planning and outcomes
* Workplace evidence, including observation and witness testimony, could support
* Own leadership behaviours and application
* Effective cross working within own team and the wider organisation
* Own role in managing change including adapting to the needs of individuals.

Unit 321 Building a High Performance Team

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 88 |
| Unit Aim: | This unit will provide learners with knowledge of management models, team dynamics and motivational techniques. In addition, learners will also learn about learning styles and feedback mechanisms. Learners will be able to build a high-performing team, set operational and personal goals, monitor progress, share best practice and provide feedback. In addition, learners will also be able to build trust, actively listen, manage conflict and negotiate and influence effectively. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Building a High PerformanceTeam KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K2.1, K8.2 * S2.1, S2.2, S3.1, S3.2, S4.2 * B2.1, B4.1   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand leadership and team management models, team dynamics and motivation techniques.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain leadership theories/models  used to manage people.  (K2.1 Understand people and team management models, including team dynamics and motivation techniques.) | Leadership models/theories, such as:   * Situational Leadership * Adair’s Action Based Leadership * Lewin’s Leadership Model * Transactional Leadership * Transformational Leadership * Authentic Leadership * Servant Leadership   How leadership models/theories can be used to manage people e.g.:   * selecting the appropriate model depending on the situation, task and individual * selecting the appropriate model depending on culture of the organisation * motivating and inspiring people * encouraging innovation * encouraging personal development | The learner must explain two leadership theories/models and how they can be used to manage people. |
| **AC1.2**  Explain team management models used to manage team dynamics.  (K2.1 Understand people and team management models, including team dynamics and motivation techniques.) | Team management/dynamic models, such as:   * Belbin’s Team Roles * Tuckman’s Stages of Team Development * FIRO * Lencioni model | The learner must explain two team management/dynamic models and how these can be used to manage team dynamics. |
| **AC1.3**  Explain motivational techniques used to motivate individuals and teams with reference to recognised models/theories.  (K2.1 Understand people and team management models, including team dynamics and motivation techniques.) | Motivational techniques that can be used to motivate individuals and teams with reference to the following models/theories e.g.:   * Maslow’s Hierarchy of Needs * Herzberg’s Two-Factor Theory * Adam’s Equity Theory * McClelland’s Theory of Needs * McGregor’s X and Y Theory   Motivational techniques, such as:   * recognition * involvements * responsibility * delegation * rewards * development | The learner must explain two motivational techniques and how these can be used to motivate both teams and individuals referencing a recognised model/theory. |

**Learning Outcome 2**

The learner will understand learning styles, feedback mechanisms and how to use emotional intelligence.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain learning styles that could be considered when developing individuals.    (K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence.) | Learning styles, such as:   * Visual * Auditory * Reading * Kinaesthetic * Pragmatist * Theorist * Activist * Reflector   Selection of appropriate learning style depending on individual preferences. | The learner must explain at least three learning styles. |
| **AC2.2**  Describe mechanisms used to provide feedback.  (K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence.) | Feedback mechanisms (i.e., models/techniques), such as:   * CORBS * Situation Behaviour Impact (SBI) * Asset Based Approach * BOOST | The learner must describe two models/techniques used to provide feedback. |
| **AC2.3**  Define emotional intelligence.  (K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence.) | Define emotional intelligence considering models, such as:   * Goleman Emotional Intelligence Performance Model * Salovey and Mayer’s Emotional Intelligence Ability Model * Bar-On’s Emotional Intelligence Competencies Model | The learner must define emotional intelligence with reference to at least one model. |
| **AC2.4**  Describe how the characteristics of emotional intelligence can be applied.  (K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence.) | Characteristics, such as:   * self-awareness * social awareness * being aware of the emotions of others/empathy * self-control/stress management * self-motivation * how we cope with change and facilitate change for teams   How the characteristics can be applied e.g.:   * to read people feelings * to influence people positively * to prevent effect from negative behaviours/environment * to build relationships * to stay calm under pressure | The learner must describe the following:   * three characteristics of emotional intelligence * how each of the three characteristics can be applied in a team. |

**Learning Outcome 3**

The learner will be able to build a high performing team to achieve operational and personal goals and objectives.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Set operational goals and objectives for a team.  (S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.) | Goals and operational objectives linked to the strategy and team purpose.  Set overarching goals for the team including e.g.:   * desired outcome * desired timescales   Set SMART operational objectives:   * Specific * Measurable * Agreed * Realistic * Timebound   Methods of setting goals and operational objectives e.g.:   * team meetings * presentations * briefings * action plans | The learner must set two:   * operational goals for the team * SMART operational objectives for the team. |
| **AC3.2**  Set achievable personal goals and objectives for team members.  (S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.) | Personal goals and objectives relating to individual performance and development.  Set personal goals for team members including e.g.:   * desired outcome * desired timescales   Set SMART personal objectives:   * Specific * Measurable * Agreed * Realistic * Timebound   Methods of setting personal goals and objectives e.g.:   * 1:1 performance meetings * Appraisals * Coaching meetings * Training plans | The learner must set two:   * personal goals for individuals * SMART personal objectives for team members. |
| **AC3.3**  Support and develop team members to improve their performance and achieve operational and personal goals and objectives.  (S2.1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.  B4.1 Sets an example, and is fair, consistent and impartial.) | Support team members by e.g.:   * being approachable * having an open-door policy * informal catch ups to discuss any concerns * flexing to meet their individual needs * leading by example, being a role model   Develop team members by e.g.:   * training * coaching * mentoring * giving feedback | The learner must demonstrate how individual team members have been:   * supported to improve their performance * developed to improve their performance.   The learner must demonstrate how this has lead the individuals to achieve:   * operational goals and objectives * personal goals and objectives. |
| **AC3.4**  Use motivational techniques to improve performance and achieve goals and objectives.  (S2.1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve.) | Use motivational techniques from AC1.3 to motivate team members to improve performance and achieve goals and objectives. | The learner must demonstrate how two motivational techniques from at least one model/theory have been used to improve performance, and achieve goals and objectives. |
| **AC3.5**  Use active listening with team members.    (S4.2 Use of active listening and provision of constructive feedback.) | Use active listening e.g.:   * verbal nods * body language (e.g., facial expressions to show interest) * asking questions to gain more information * reflecting back information to check understanding * summarising understanding from the conversation | The learner must demonstrate how active listening has been used with team members. |
| **AC3.6**  Monitor progress towards the achievement of operational and personal goals and objectives.  (S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.  S4.2 Use of active listening and provision of constructive feedback.) | Monitor progress towards the achievement of operational and personal goals and objectives by:  Operational goals and objectives e.g.:   * reviewing targets, goals KPIs * team meetings/huddles to discuss progress, any risks/obstacles, resource requirements   Personal goals and objectives e.g.:   * 1:1 meetings * appraisals * development reviews * coaching reviews | The learner must demonstrate how they have monitored:   * one operational objective for a team * one personal objective for a team member. |
| **AC3.7**  Provide guidance, direction and constructive feedback.  (S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.  S4.2 Use of active listening and provision of constructive feedback.  B4.1 Sets an example, and is fair, consistent and impartial.) | Provide constructive feedback using the feedback mechanisms from AC2.2, whilst remaining:   * fair * consistent * impartial   Provide guidance and direction by e.g.:   * where to obtain information/resources * provide information/instructions * points of contact * how to resolve problems * coaching, mentoring, training | The learner must use at least one recognised feedback model/technique to give constructive feedback to a team/individual demonstrating a fair, impartial and consistent approach.  The learner must demonstrate how guidance and direction was provided to a team/individual. |

**Learning Outcome 4**

The learner will be able input into discussions, provide feedback more widely and share good practice across teams.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC4.1**  Contribute to discussions within the workplace.  (S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.) | Types of discussions, such as:   * problem solving * decision making * introducing changes e.g. (new systems, procedures, working practices) * client feedback * continuous improvement   Using techniques, such as:   * communicating effectively using clear language * using questioning and listening skills to support and further develop points being made * reflecting back information to check understanding * summarising key points and actions agreed | The learner must demonstrate own input into at least two workplace discussions. |
| **AC4.2**  Give feedback following these discussions to team and more widely.  (S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.) | More widely across the organisation, such as:   * teams in other areas of the business * sales teams * customer service teams * marketing teams * management teams * other branches/sites   Using methods, such as:   * creating reports * giving an update to stakeholders * following up information * emailing actions agreed * delivering presentations | The learner must demonstrate feedback has been provided:   * across teams following input into discussions in AC4.1 * to the wider organisation following input into discussions in AC4.1. |
| **AC4.3**  Identify and share good practice across teams.  (S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams.) | Good practice e.g.:   * efficient/effective practices that could benefit own team/other departments * Methods to identify good practice such as: * observation * feedback from others * quality checks * audits   Share good practice using methods, such as:   * meetings * emails * process documents * presentations * briefings * demonstrations | The learner must demonstrate at least one area of good practice has been identified and shared across teams. |

**Learning Outcome 5**

The learner will be able to build relationships and trust within and across own team

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC5.1**  Develop trust within own team.  (S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.  B2.1 Open, approachable, authentic, and able to build trust with others.) | Develop trust using methods, such as:   * maintaining confidentiality * keeping promises * involving and listening to team members * being open and honest * standing by team members agreements made with others * protecting the team * being authentic * being approachable * remaining fair and consistent | The learner must demonstrate how trust has been built within own team using at least four methods, three of which must be being open, honest and authentic. |
| **AC5.2**  Use negotiation and influencing skills to achieve acceptable outcomes.  (S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.) | Influence and negotiate effectively to achieve acceptable outcomes taking into consideration e.g.:   * the needs and wants of other parties * what you want to achieve * what you are willing to concede * a negotiation plan/strategy * how to achieve a ‘win-win’ outcome   Influencing styles, such as:   * persuading * asserting * bridging * attracting   Negotiating skills such as:   * assertive communication * active listening * building rapport * effective verbal and non-verbal communication * setting out objectives and potential benefits for all involved * respect and understand the other person’s views * consider the problem/situation not the person * give the other person chance to talk * focus on the facts * explore and agree options/outcomes together | The learner must demonstrate how:   * at least one influencing style has been applied within the team to reach acceptable outcomes * at least one negotiating skill has been used within the team to reach acceptable outcomes. |
| **AC5.3**  Manage conflict within the workplace.  (S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts.) | Types of conflict in business, such as:   * task conflict * relationship conflict * value conflict   Conflict management techniques, such as:   * Thomas-Kilmann Conflict Mode Instrument (TKI)   + competing   + collaborating (seeking a win/win outcome)   + compromising   + avoiding   + accommodating * Strength Development Inventory (SDI) * CUDSA (confront, understand, define, seek agreement and take action) * Interest-based Relational Approach (IBR) * Mediation | The learner must demonstrate how at least one recognised conflict management technique has been used to manage a conflict situation within the workplace. |

Guidance for Delivery

Delivery could be through a blend of underlying theory covering leadership, team management techniques, motivational theories, supporting and developing people and objective setting. Tutor led learning, case studies, reflective practice and group learning are all appropriate to the content.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Outcomes of diagnostics to support understanding and evaluation of leadership styles, trust-quotients and team development
* Team objective setting, such as KPIs, work allocation, skill/will matrices, team gap analysis
* Records of having provided feedback
* Minutes and outcomes from meetings.

Workplace evidence, including observation and witness testimony, could support:

* Goals and objective setting, including the use of SMART
* Providing guidance and direction
* The support and development provided to teams and individuals
* Giving constructive feedback
* Active listening, including consideration of its effectiveness

Supporting motivation - giving feedback based on meeting outcomes, and the identification and sharing of good practice.

Unit 322 Managing Self

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 29 |
| Unit Aim: | This unit will provide learners with the knowledge and skills required to plan and manage their own personal development, including feedback from others, and to promote effective time management for self and others. The unit will also provide learners with a knowledge of how to be self-aware and understand unconscious bias and inclusivity. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Managing Self KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K8.1, K9.1 * S8.1, S9.1 * B2.2. B4.2   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand self-awareness and unconscious bias and how to promote inclusivity in the workplace.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Describe the concept of and the activities involved in developing own self-awareness.  (K8.1 Know how to be self-aware and understand unconscious bias and inclusivity) | The meaning of self-awareness and the activities to develop own self-awareness, such as:   * open and honest personal reflection * seeking feedback from others e.g., 360 degree feedback * Johari window * SWOT * learning styles questionnaire * psychometric tests * personality trait assessments e.g., Myers Briggs * audits and observation of performance * analysis of job description and competence frameworks | The learner must describe the concept of self-awareness and two activities involved in developing own self-awareness. |
| **AC1.2**  Explain the concept and implications of unconscious bias.    (K8.1 Know how to be self-aware and understand unconscious bias and inclusivity) | The concept and different types of unconscious bias e.g.:   * Halo and Horns * gender * affinity * beauty * conformity and similarity   The implications of unconscious bias in the workplace e.g.:   * unfairness * lack of transparency * unethical decision making * lack of diversity * discrimination * favouritism * stereotyping | The learner must explain:   * the concept of unconscious bias including two types * three implications of unconscious bias. |
| **AC1.3**  Explain the approaches to promote inclusivity in the workplace.    (K8.1 Know how to be self-aware and understand unconscious bias and inclusivity) | Approaches to promote inclusivity, such as:   * implementing equality diversity and inclusion policies, procedures, practices * providing equality diversity and inclusion training * challenging inappropriate behaviours * acting on results of employee satisfaction surveys * making reasonable adjustments * flexible working practices | The learner must explain three approaches to promote inclusivity in the workplace. |

**Learning Outcome 2**

The learner will be able to reflect upon own performance and seek feedback from others to create a Personal Development Plan making timely changes.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Undertake self-assessment activities.  (K8.1 Know how to be self-aware and understand unconscious bias and inclusivity.  B4.2 Open and honest.) | Self-assessment activities such as:   * open and honest personal reflection * Johari window * SWOT * skills scan/ analysis of job description/competence frameworks * personality trait assessments e.g., Myers Briggs * Continuous Professional Development (CPD) log | The learner must carry out two self-assessment activities. |
| **AC2.2**  Seek feedback from others on own performance.  (S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.  B2.2 Seeks views of others.) | Seek feedback on own performance from different sources e.g.:   * peers * team members * managers * customers * different departments * mentor   The types of feedback e.g.:   * informal/formal/written/verbal * 1-to-1/appraisals/Personal Development Review * 360 degree * customer feedback * professional bodies | The learner must seek feedback on own performance from at least two different sources. |
| **AC2.3**  Reflect on the outcomes of self-assessment activities and feedback from others on own performance.  (S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.) | Reflect on own performance using self-assessment activities and feedback from others; understanding why things have happened, identifying own strengths, weaknesses and select opportunities for development e.g.:   * training * shadowing * coaching * mentoring * research | The learner must reflect on outcomes of self-assessment activities and feedback from others:   * showing an understanding of why things have happened * identifying two strengths, two weaknesses and two opportunities for development. |
| **AC2.4**  Create a personal development plan.  (S9.1 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.) | As a result of the reflection and feedback sought, produce a SMART Personal Development Plan to meet identified needs including:   * development needs * tasks to be completed * resources/support required such as time, finance, equipment, people etc. * target dates for completion * how success will be measured | The learner must produce a personal development plan which addresses the weaknesses and opportunities identified in AC2.3. |
| **AC2.5**  Make timely changes to own performance.    (S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.) | Make timely changes to own performance by applying learning from self-assessment activities and feedback received e.g.:   * change working practices * change in behaviours * improve performance | The learner must apply learning from self-assessment activities and feedback to make two timely changes to own performance. |

**Learning Outcome 3**

The learner will be able to manage own workload and that of others using time management tools and techniques.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain time management tools and techniques to plan and prioritise workload.  (K9.1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning.) | **AC3.1, AC3.2 & AC3.3:**  Explain and apply a range of relevant time management tools/techniques such as:   * Lakein’s ABC Priority System * 4 Ds of Time Management * Pareto Analysis * Eisenhower Matrix * time blocking method * to do lists * Pomodoro Technique * activity logs * effective email management * delegation * Covey’s Urgency vs Importance Matrix * electronic calendar | The learner must explain a minimum of three time-management tools/ techniques to plan and prioritise workload effectively. |
| **AC3.2**  Use time management tools and techniques to manage own workload and pressure.  (S9.1 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.) | The learner must select and use a minimum of two tools/techniques to manage own workload and pressure. |
| **AC3.3**  Use time management tools and techniques to manage others workload.  (S9.1 Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.) | The learner must select and use a minimum of two tools/techniques to manage the workload of others. |

Guidance for Delivery

This unit could be delivered using a blend of tutor-led theory, combined with group activities to share practice. Activities to support reflective practice would be appropriate. Workplace good practice in terms of own feedback and the processes to access such feedback could also be explored.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Evidence of gathering feedback on own performance, such as appraisal records, supervision or coaching records, questionnaires, 360 degree appraisal, customer feedback or critical incident review
* Personal SWOT analysis
* Personal Development Plan
* Records of development activities completed
* Reflective statement on personal development process
* Diagnostics to support self-awareness and recognition of unconscious bias
* Evidence of effective time management, such as diary entries, rotas and work allocation records, staffing matrices and evidence of utilizing time to meet KPIs or balanced scorecard outcomes.

Workplace evidence, including observation and witness testimony, could support:

* Management of inclusivity
* How feedback has been gathered, reflected on, and used to inform future development
* Time management of own and others’ workload.

Unit 323 Communication and Interpersonal Skills

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 24 |
| Unit Aim: | This unit will provide learners with the knowledge and skills required to effectively communicate using a range of formats and adaptions to build relationships with customers, teams and management. This unit will also give an insight of how to manage challenging conversations, raise concerns and provide constructive feedback. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Communication KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K4.1, K4.2 * S3.3, S4.1   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will be able to communicate to build and manage customer relationships.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain forms and styles of communication when interacting with customers.  (K4.1 Understand different forms of communication and their application.) | Forms of communication verbal, written, digital, such as:   * email * letter * written report * on-line meeting * phone call * face-to-face meeting * presentation * briefing   How styles (formal and informal) relate to different forms of communication.  The potential strengths and weaknesses of each form and style of communication.  How to choose an appropriate communication form according to the situation and audience.  The conventions associated with each form (e.g., organisation templates, policies/procedures, format, culture).    The potential impact(s) of using the wrong form of communication.  Customers may be internal (e.g., team members, different departments) and/or external. | The learner must be able to explain each of the following forms of communication, along with how and when to apply them when interacting with at least one internal and one external customer.   * verbal * written * digital. |
| **AC1.2**  Build working relationships with customers.  (S3.3 Building relationships with customers and managing these effectively.) | The use of conversation control techniques, including effective questioning and listening to establish customers’ wants and needs resulting in:   * creation of rapport with the customers and learn their motivators * building of trust with the customers * promoting a positive approach and image of the organisation * needs being met and influencing the customers to achieve a successful outcome | The learner must provide evidence that they have built a positive working relationship with more than one customer.  The evidence must demonstrate the customers’ needs have been identified and considered within the approach taken. |
| **AC1.3**  Manage existing customers’ relationships.  (S3.3 Building relationships with customers and managing these effectively.) | Manage effective relationships with customers using timely communication, positive language and emotional intelligence to effectively manage interactions with the customer by, for example:   * responding to customers’ queries, meeting SLAs and ensuring customer satisfaction * responding to customers’ complaints and resolving them to achieve a satisfactory outcome * recording interactions with customers and maintaining accurate records | The learner must provide evidence that they have managed more than one existing customer relationship.  There must be evidence of maintaining customers’ records and the customers being satisfied with the outcome. |
| **AC1.4**  Adapt communication style and approach to suit purpose and customers.    (S3.3 Building relationships with customers and managing these effectively.) | Adapting approach to meet customer’s expectation considering:   * the communication purpose and objectives * the type of customer and their preferred style * formal and informal communication * tone and style of communication * structuring the communication to aid understanding   Select the correct channel(s) to suit the audience and achieve the communication purpose. | The learner must provide evidence that they adapted their approach and style in at least two situations to suit the customer and meet their needs. |

**Learning Outcome 2**

The learner will be able to chair meetings and present information to the audience whilst facilitating the contribution of others.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Describe how to chair meetings.  (K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.) | **AC2.1, AC2.2, & AC2.5:**  Prepare effectively for a meeting, ensuring that, for example:   * relevant stakeholders have been invited to suit the purpose of the meeting * the venue/environment is suitable * minutes are taken by appropriate person * the timing and length of meeting is appropriate * all relevant attendees can attend * all attendees have the resources to contribute effectively * procedures and protocols have been considered and attendees are aware of them * attendees have been considered e.g., any issues, hidden agendas, challenging personalities * documentation/information to be discussed is circulated e.g., agenda, previous minutes (in a timely manner to maximise contributions from others) * confidentiality requirements are adhered to   During the meeting, for example:   * managing time, based on the agenda and meeting objectives * using effective communication skills to ensure all participants contribute to a successful meeting (questioning, listening, body-language, rapport building) * regulating the flow of discussion so that relevant people contribute (those with expertise, drawing out opinions from quieter people, minimising dominant participants) * acknowledging other opinions positively and providing an alternative option * using non-confrontational approaches when challenging others (e.g., tact, reduce conflict, encourage collaboration) * guiding the meeting to address each agenda item fully and ensuring that all intended points are covered effectively * clarifying and summarising discussions to agree actions * working with the minute taker to ensure all key information is recorded   After the meeting, for example:   * agreeing and finalising the minutes of the meeting with the minute taker * distributing information after a meeting * communicating the actions agreed at the meeting to relevant people * following up on actions as and when required * managing others in achieving their actions as and when required | The learner must describe the stages of a meeting including:   * at least three actions that need to be taken when preparing for a meeting * at least three skills that need to be used to chair a meeting * at least one action that needs to be taken after a meeting * the documents that are used at each stage. |
| **AC2.2**  Lead meetings to ensure objectives are met.    (S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management) | The learner must provide evidence that they prepared for and chaired more than one meeting effectively.  Evidence must demonstrate the following:   * preparation for the meeting * skills used to chair the meeting * actions taken after the meeting * the objectives of the meeting were met * the documents used during the full meeting process (before, during and after). |
| **AC2.3**  Present information to a team.  (S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management) | **AC2.3 & AC2.4:**  Present information to team/management by:   * considering appropriate format for the presentation of information (e.g., tables, graphs, pie chart etc), using relevant organisational templates and guidelines which will best convey the message * using a logical structure (e.g., aims and objectives, main body of presentation, summary, recommendations) to present the information in a clear and efficient way | The learner must provide evidence that they presented information to a team at least once, this could be during the meeting that they chaired in AC2.1.  Evidence must demonstrate that the information provided used language, style and format appropriate for the team. |
| **AC2.4**  Present information to management.  (S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management) | See AC2.3 | The learner must provide evidence that they presented information to management at least once.  Evidence must demonstrate that the information provided used language, style and format appropriate for management. |
| **AC2.5**  Facilitate the contributions of others.    (S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management) | See AC2.1 | The learner must provide evidence of how they facilitated the contribution of others at least once. |

**Learning Outcome 3**

The learner will understand how to manage challenging conversations, raise concerns and provide constructive feedback.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain how to prepare for difficult or challenging conversations.  (K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.) | The following factors should be considered to prepare effectively for difficult or challenging conversations:   * the desired outcome of challenging conversations * adapting personal communication style to suit the other person involved * using workplace evidence and feedback from others * planning the structure of the conversation * the role that the working environment and culture plays | The learner must explain, by giving two examples, how to prepare for difficult or challenging conversations. |
| **AC3.2**  Explain the techniques used to manage challenging conversations.  (K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.) | The following techniques should be considered:   * clarifying and understanding the situation e.g.:   + open, closed, probing questions   + active listening e.g., to respect and fully consider others’ opinions   + emotional intelligence * communication styles to use e.g., the language that is most effective when having challenging conversations, and words that should be avoided * holding the conversation in a neutral and non-emotive manner | The learner must explain two techniques used to manage challenging conversations. |
| **AC3.3**  Explain how to provide constructive feedback and raise concerns.  (K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.) | The different models and techniques that can be used to deliver constructive feedback and raise concerns, such as:   * CORBs * Situation Behaviour Impact (SBI) model * Pendleton * STAR   How to use effective open questions and listen actively to ensure feedback is a two-way process.  The difference between objective constructive information compared to subjective destructive information.  How to avoid responding defensively during the challenging conversation.  How the working environment affects the successful delivery of feedback. | The learner must explain two constructive feedback techniques and how they can be used during challenging conversations to raise concerns. |

Guidance for Delivery

This unit could be delivered through a blend of tutor-led theory, group discussion and sharing practice. Classroom exercises, for instance chairing a meeting of the group or handling a challenging conversation, would also be appropriate.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Diagnostics to support analysis of own communication style
* Customer relationship management tools, such as records of customer interactions, CRM system outcomes, customer feedback and communication with customers
* Minutes of chairing meetings, including managing outcomes and actions arising
* Presentations given to both team and management.

Workplace evidence, including observation and witness testimony, could support:

* Managing challenging conversations, raising concerns and providing constructive feedback
* How customer relations are managed by the candidate
* Effective communication
* Facilitating contribution of others.

Unit 324 Organisational Culture and Strategy

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 29 |
| Unit Aim: | This unit will provide learners with knowledge of equality, diversity and inclusion and organisational responsibilities in the workplace. Learners will explore how organisational strategy and culture are developed and will acquire the knowledge and skills to communicate the strategy, team purpose and operational plans. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Organisational Culture and Strategy KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K1.2, K5.1 * S1.1, S5.1 * B3.1   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand equality, diversity and inclusion in the workplace and the organisational responsibilities.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Define equality, diversity and inclusion in the workplace.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | Define what is meant by equality, diversity and inclusion in a workplace context, taking into consideration the nine protected characteristics:   * age * disability or impairment * gender * gender reassignment * marriage or civil partnership * pregnancy or maternity (including breastfeeding) * race * religion or beliefs * sexual orientation | The learner must:   * define equality, diversity and inclusion in the workplace * outline the nine protected characteristics within the Equality Act. |
| **AC1.2**  Explain the importance of equality, diversity and inclusion in the workplace.    (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | The importance of the following in the workplace:   * Equality e.g.:   + Fair treatment, pay, development opportunity, terms and conditions   + Prevents discrimination   + Treats people as individuals * Diversity e.g.:   + Diverse skills set background within the team   + Creative and innovative ideas * Inclusion e.g.:   + positive and secure environment for individuals   + encourages ideas sharing   + efficient and productive workforce | The learner must explain the importance of equality, diversity and inclusion in the workplace, giving two reasons for each. |
| **AC1.3**  Explain the responsibilities organisations have under the Equality Act.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | Responsibilities of organisations under the Equality Act e.g.:   * equality training * recruitment and induction * training, development and promotion * equal pay * harassment and bullying policies * working conditions and adapting working practices * flexible working * dealing with customers, suppliers and others * discipline and grievance procedures | The learner must explain four responsibilities organisations have under the Equality Act. |
| **AC1.4**  Explain the potential consequences for organisations of not adhering to the Equality Act.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | The potential consequences of not adhering to Equality Act e.g.:   * Individuals not feeling seen, heard, valued * Unfair treatment, pay, lack of development opportunity * Prosecutions and fines * Loss of organisation reputation * Low staff retention * Loss of business * Limited skills and experience within the team * Unmotivated workforce * Inefficient and unproductive workforce * Poor decision making | The learner must explain four potential consequences for organisations if the Equality Act is not adhered to. |

**Learning Outcome 2**

The learner will understand how organisational strategy and culture are developed.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Define organisational culture in the workplace.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | Define what is meant by organisational culture in a workplace context, taking into consideration e.g.:   * ethos * shared beliefs and values * behaviours and attitudes | The learner must define what is meant by organisational culture. |
| **AC2.2**  Explain the importance of organisational culture.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | The importance of organisational culture in the workplace, including, for example:   * positive image of organisation * creates a strong organisational brand * increased employee engagement, motivation and commitment * increased productivity * healthy working environment * decrease staff turnover * higher level of customer service * standardised customer service levels | The learner must explain three reasons why organisational culture is important. |
| **AC2.3**  Describe what informs and influences organisational culture.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | What informs and influences organisational culture e.g.:   * the leadership behaviours within the organisation * core values * mission statement/strategy/vision/traditions * values, beliefs and attitudes of employees * customer needs * organisational systems and processes | The learner must describe three factors that inform and influence organisational culture. |
| **AC2.4**  Describe the responsibilities of organisational culture in terms of equality, diversity and inclusion.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.) | Responsibilities of organisational culture in terms of equality, diversity and inclusion e.g.:   * ensuring relevant policies and procedures are in place * challenging inappropriate behaviours * assessing performance against organisational values * providing relevant training * embedding fairness and equal access to opportunities * creating a secure environment for individuals | The learner must describe three responsibilities of an organisational culture in terms of equality, diversity and inclusion. |
| **AC2.5**  Define organisational strategy in the workplace.  (K5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.) | Define organisational strategy in the workplace e.g.:   * actions taken to achieve long term goals * provides framework for operational activities * timescales for overall aims/plans * links to vision, mission and aims | The learner must define what is meant by organisational strategy. |
| **AC2.6**  Explain how an organisational strategy is developed.    (K5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.) | The steps involved in developing an organisational strategy including:   * evaluate current situation and position * review organisation’s vision, mission and aims * analysis and assessment of current internal and external factors (e.g., research competitors, the current market, customer needs and expectations, legislation) * strategy formulation and planning at a high-level * establishing time frames * agree strategy with key stakeholders | The learner must explain the steps involved in developing an organisational strategy as stated in AC2.6. |

**Learning Outcome 3**

The learner will be able to communicate organisational strategy, team purpose and deliver against operational plans.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Describe how operational plans relate to organisational strategy.    (K5.1 Understand how organisational strategy is developed.) | The relationship between the organisational strategy and operational plans e.g.:   * operational plans support the delivery of the overall organisational strategy * organisational strategy is translated through the operational plans * department/team objectives contribute to the achievement of operational plans * department/team contribute to the delivery of the organisational strategy | The learner must describe two ways operational plans relate to organisational strategy. |
| **AC3.2**  Describe how organisational strategy and culture are cascaded through an organisation.  (K1.2 Understand organisational cultures, equality, diversity and inclusion.  K5.1 Understand how organisational strategy is developed.) | **AC3.2 & AC3.3:**  How organisational strategy, culture and team purpose are cascaded through an organization, using the appropriate channel depending on content on context by e.g.:   * presentations delivered by higher management * team briefings/meetings/forums * newsletters/memos/emails/letters * intranet/mandatory electronic alerts   When cascading to the team, show flexibility by adapting style and content of the communication to suit the audience, to ensure team members understand the role they play in achieving organisational strategy and culture.  The following can be achieved by e.g.:   * keeping the message/language simple whilst still covering the important, relevant details required * adapting communication to meet the needs of different audiences * positively communicating the strategy to team members * checking audience understanding using questioning/feedback | The learner must describe two methods that can be used to cascade organisational strategy and culture and why they are appropriate. |
| **AC3.3**  Cascade organisational culture and strategy.    (S1.1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience.  B3.1 Flexible to the needs of the organisation.) | The learner must communicate organisational culture and strategy, showing how they adapted the style to suit the audience. |
| **AC3.4**  Translate organisational goals into deliverable actions for a team.  (S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.  B3.1 Flexible to the needs of the organisation.) | Translate organisational goals by identifying appropriate actions for the team, by e.g.:   * identifying organisational goals that relate to own team * identifying organisational goals that relate to individuals * setting and agreeing team and individuals’ actions * creating action plans | The learner must produce an action plan that shows organisational goals have been translated into deliverable actions for the team. |
| **AC3.5**  Implement operational plans to ensure achievement of organisational goals and targets.  (S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.) | Implement operational plans to ensure achievement of organisational goals and targets by e.g.:   * communicate action plans * agreeing realistic and achievable deadlines * gaining team buy in * identifying key milestones * resolving challenges and obstacles (review priorities and timescales) | The learner must demonstrate the implementation of the action plan and achievement of organisational goals and targets. |
| **AC3.6**  Monitor team against deliverable actions, goals and outcomes.  (S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes.) | Monitor team against deliverable actions, goals and outcomes by e.g.:   * conducting regular meetings * reviewing progress against milestones throughout * analysing performance data * conducting observations * carrying out quality checks * 1-to-1 and appraisals * updating action plans | The learner must demonstrate monitoring of the team against deliverable actions, goals and outcomes. |

Guidance for Delivery

This unit could be supported by tutor-led delivery combined with the opportunity to explore organisation and legislative requirements in terms of equality, diversity and inclusion. Small group learning, such as action learning sets, could be used to explore organisational strategy and how it relates to planning and goal-setting. Group facilitation that explores good practice could also be utilised.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Goal-setting documents which have relevance to the organisation’s strategy
* Evidence of communicating organisational strategy, for instance through team briefings, memos, KPI-setting and balanced scorecards
* Organisational planning documents, including their implementation, monitoring and review
* An action plan that has been produced for a team
* Strategic documents.

Workplace evidence, including observation and witness testimony, could support:

* Managing of equality, diversity and inclusion
* Communicating strategy and translating this to achievable goals
* Implementation of planning.

Unit 325 Problem Solving and Decision Making

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 43 |
| Unit Aim: | This unit will provide learners with knowledge and skills of problem solving and decision making techniques, approaches to manage relationships, change and resources. Learners will also explore how to implement plans, respond to feedback and seek solutions to meet business needs. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Problem Solving KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K3.1, K5.2, K10.1 * S5.2, S10.1 * B1.2, B1.3, B3.2, B3.3   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will be able to solve problems and make business delivery decisions using relevant techniques.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain problem solving techniques used to support business delivery.  (K10.1 Understand problem solving and decision making techniques.) | Problem solving techniques, such as:   * Problem solving cycle * Plan, Do Check, Act (PDCA) * 5 Whys Analysis * 8Ds * FOCUS Model * Problem Definition process * Ishakawa (Fishbone) Diagram * Strategy maps * Mental maps * Idea maps * Concept maps | The learner must explain three problem solving techniques that can be used to support business delivery. |
| **AC1.2**  Explain decision making techniques used to support business delivery.    (K10.1 Understand problem solving and decision making techniques.) | Decision making techniques, such as:   * Pros and Cons * Affinity Diagrams * SWOT * Brainstorm * Mind mapping * Weighted Grid * Decision Matrix * Decision Making Tree * Pareto Analysis * Cost Benefit Analysis * Ishakawa (Fishbone) Diagram | The learner must explain three decision making techniques that can be used to support business delivery. |
| **AC1.3**  Gather information from the team and others relating to operational challenges.    (S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.) | Operational challenges relating to e.g.:   * departmental performance * quality * finance * technology * customers   Gather information using methods, such as:   * taking employee statements/testimony * having face to face meetings * sending emails * making phone calls * requesting reports * conducting surveys * benchmarking competitor information   Information from the team and ‘others’ such as:   * operational performance * sales records * financial records * customer feedback * analysis of complaints * employer statements/testimony   ‘Others’ such as:   * Line manager * Peers * Operations manager * Customers * Stakeholders * different departments * mentor * external/professional bodies | The learner must gather information about operational challenges from the team and others using at least two methods. |
| **AC1.4**  Apply problem solving techniques to operational challenges relating to business delivery.  (S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.) | Apply problem solving techniques as stated in AC1.1 to operational challenges relating to business delivery. | The learner must apply two problem solving techniques to at least two operational challenges relating to business delivery. |
| **AC1.5**  Apply decision making techniques to make business decisions relating to delivery.    (S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.) | Apply decision making techniques as stated in AC1.2 to make business decisions relating to delivery. | The learner must apply two decision making techniques to at least two operational challenges relating to business delivery. |
| **AC1.6**  Escalate operational challenges relating to relating to business delivery.    (S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.) | Reasons for escalation, such as:   * outside of own limit of authority * outside of own remit/responsibility * conflict of interest   Escalation methods, such as:   * following formal organisational procedures * reporting to own manager * reporting to H&S manager * completing incident report | The learner must escalate at least two operational challenges relating to business delivery. |

**Learning Outcome 2**

The learner will understand the approaches to manage stakeholder and customer relationships, including emotional intelligence and conflict management techniques.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain approaches to customer and stakeholder relationship management.  (K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.) | Approaches to manage stakeholder and customer relationships, such as:   * identify all stakeholder groups * set the parameters of stakeholder involvement * assign internal responsibility * consult with stakeholders/customers * respond to customer queries and complaints * communicate to keep informed using appropriate methods * meet Service Level Agreements (SLAs) and monitor customer satisfaction levels   Stakeholders, such as:   * customers (internal/external) * team members * other departments * suppliers * directors * managers * department heads * employees | The learner must explain two approaches that can be used to manage stakeholder relationships, one of these must be with a customer. |
| **AC2.2**  Explain emotional intelligence and how it is used within customer and stakeholder relationship management.  (K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.) | Key elements of emotional intelligence, such as:   * self-awareness * self-management * social-awareness * self-regulation   How the key elements of emotional intelligence are used to manage stakeholder and customer relationships e.g.:   * to motivate to meet objectives * demonstrate empathy * accept criticism and responsibility * share own feelings and consider feelings of others * solve problems in ways that works for all stakeholders including customers | The learner must explain three elements of emotional intelligence and how each of these can be used to manage stakeholder relationships, one of these must be with a customer. |
| **AC2.3**  Explain conflict management techniques and how they can be used within customer and stakeholder relationship management.  (K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict.) | Types of conflict in business, such as:   * task conflict * relationship conflict * value conflict   Conflict management techniques, such as:   * Thomas-Kilmann Conflict Mode Instrument (TKI)   + competing   + collaborating (seeking a win/win outcome)   + compromising   + avoiding   + accommodating * Strength Development Inventory (SDI) * Interest-based Relational Approach (IBR) * Mediation | The learner must explain two types of conflict management techniques and how they can be used to manage stakeholder relationships, one of these must be with a customer. |

**Learning Outcome 3**

The learner will understand how to implement plans, manage change and resources.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain how to implement operational and team plans.  (K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.) | Explain how to implement operational and team plans using strategies, such as:   * setting and communicating clear objectives * identifying activities to be delivered * setting quality standards * setting key targets and key performance indicators * compiling a risk management plan * identifying staffing and resource (including budget) requirements * creating implementation timetables * set a process for monitoring progress | The learner must explain at least three strategies required to implement operational and team plans. |
| **AC3.2**  Explain how to manage resources.    (K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.) | Types of resources:   * people * technology, equipment * materials and other supplies * budget * time   Methods to manage resources e.g.:   * confirming people’ availability and skills set * confirming technology, equipment, materials and other supplies availability meets the requirements of the plans * managing budget e.g., monitoring income against expenses, control budget * managing time to ensure milestones are met | The learner must explain one method to manage each of the resources below:   * people * technology, equipment * materials and other supplies * budget * time. |
| **AC3.3**  Explain theoretical approaches to managing change within a team.  (K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team.) | Theoretical approaches to managing change using:   * Behavioural models, such as:   + Kübler-Ross Change Curve   + Bridges' Transition Model * Process model, such as:   + Lewin's Change Management Model   + McKinsey 7-S Model   + ADKAR Change Management Model   + Kotter's eight steps | The learner must explain one behavioural model and one process model and how each could be used to manage change within a team. |

**Learning Outcome 4**

The learner will be able to implement plans, manage change and resources whilst responding to feedback and seeking solutions to meet business needs.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC4.1**  Presents strategies to implement operational and/or team plans.    (S5.2 Able to adapt to change, identifying challenges and solutions.) | Use strategies as listed in AC3.1, to present and implement operational and/or team plans using methods, such as:   * written/verbal * formal/informal * presentations * reports * team meetings (e.g., face to face, virtual) * spreadsheets * charts and graphs * performance management documentation | The learner must present and implement operational and/or team plans using at least two chosen strategies and one method of communication. |
| **AC4.2**  Respond to feedback and the need for change by adapting plans to make business and delivery decisions.  (B3.3 Positive and adaptable, responds well to feedback and need for change.) | Feedback from team members and others e.g.:   * Line manager * Peers * Operations manager * Customers * Stakeholders * different departments * mentor * external/professional bodies   The types of feedback e.g.:   * informal/formal/written/verbal * 1-to-1 * customer feedback * external/professional bodies   Respond to feedback and the need for a change in a positive way, such as:   * taking all feedback on board (to identify challenges as stated in AC4.3) * not taking feedback gathered personally * proactively taking actions (implement solutions as stated in AC4.3), based on feedback received   Adapt plans based on feedback received, such as:   * amend timescales * re-allocation of resources * re-align personal and team objectives * amend training plans | The learner must adapt plans responding positively to feedback and the need for change to make at least two business and delivery decisions. |
| **AC4.3**  Identify and manage challenges, difficult situations and solutions to meet business needs.    (S5.2 Able to adapt to change, identifying challenges and solutions.  B1.3 Determination when managing difficult situations.  B3.2 Is creative, innovative and enterprising when seeking solutions to business needs.) | Identify challenges and difficult situations relating to e.g.:   * operational change * performance * recruitment and retention of employees * customer service * regulation and compliance * team conflict * quality * finance * technology * maintaining quality customer relationships * meeting customer needs * preserving a good reputation   Proactively use own initiative to identify and seeking solutions to meet business needs, such as:   * implementing training * identifying opportunities to improve efficiency * adapting a cost-conscious mind-set * managing performance * implementing quality assurance practices * following best practice * requesting external quality assurance * implementing coaching * reviewing and acting on customer feedback * identifying and implementing process improvements * negotiating * finding alternative suppliers   Demonstrating determination and resilience when managing challenging and difficult situations e.g.:   * 5 pillars of resilience - self-awareness, mindfulness, self-care, positive relationships & purpose * adapting to a change * being focussed on the end / overall objective * coping with challenges * confident in own decisions * coping with added or new responsibilities * not giving up if the first solution is not successful * recovering quickly from a challenging situation   Seeking solutions to meet business needs in a creative way, such as:   * conceiving new and useful ideas * considering a problem from a different perspective * using imagination * thinking outside of the box   Seeking solutions to meet business needs in an innovative way, such as:   * putting ideas into practice * demonstrating original thinking * introducing new ways of working to implement change   Seeking solutions to meet business needs in an enterprising way, such as:   * showing initiative * showing resourcefulness * being ambitious and industrious | The learner must:   * identify and manage at least two challenges/difficult situations demonstrating determination and resilience * seek solutions to the challenges/difficult situations above to meet the business needs whilst demonstrating the following:   + innovation and creativity   + proactivity   + enterprising approach. |
| **AC4.4**  Manage operational change and resources in business showing accountability for personal and team objectives.    (S5.2 Able to adapt to change, identifying challenges and solutions.  B1.2 Demonstrates resilience and accountability.  B1.3 Determination when managing difficult situations.) | Manage operational change in the organisation adapting own approach and that of team.  Showing accountability for personal and team objectives, such as:   * setting and holding people to a common expectation (company mission, values and goals) * accepting consequences of own actions * being transparent, open and honest   Objectives relating to:   * personal development and performance * team development and performance * team targets and goals e.g., KPIs, SLAs * departmental targets and goals * organisational aims/strategy/mission   Demonstrate resilience in challenging and difficult situations as stated in AC4.3. | The learner must manage an operational change and relevant resources demonstrating the following:   * accountability for personal and team objectives * adaptability in own approach and that of team. |

Guidance for Delivery

This unit could be delivered with a range of theoretical learning to support problem solving and decision making, combined with practical elements of change management implementation. Sharing good practice in a group setting or through reviewing organisational practice or case studies could support the need to implement change.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Change management planning documents and reviews
* Stakeholder maps
* CRM system outcomes
* Minutes of problem solving/decision making meetings
* Team briefings that support implementation of operational plans
* Resource management planning.

Workplace evidence, including observation and witness testimony, could support:

* Approaches taken to decision making and problem solving
* Use of emotional intelligence
* Managing a conflict situation
* Escalation of operational difficulties
* Encouraging creative and innovative solutions
* Implementing operational plans
* Showing personal accountability.

Unit 326 Data Management

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 23 |
| Unit Aim: | This unit will provide learners with the knowledge and skills on how to manage and protect business data, including policies and procedures, the use and benefits of different technologies. Learners will explore how to manage data, from the collection, interpretation, analysis and finally the creation of reports that will support decision making. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Data Analysis KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K5.3, K10.2 * S5.4   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand how to manage and protect business data using different technologies.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Describe data management in the workplace.  (K5.3 Understand data management, and the use of different technologies in business.) | The types of data organisations keep, such as:   * employee * customer * operational performance * sales * financial   Why data is collected, analysed and used, such as:   * to monitor progress, quality standards and problems * to comply with legislation and organisational requirements * to provide historical data that can be used for analysis * to review performance and wellbeing. * to monitor customers’ needs and plan marketing activities   Manual systems for storing and retrieving data, such as:   * paper files * box files * ring binders * archive boxes   Electronic systems for storing and retrieving data, such as:   * software programmes and packages * storage media * Cloud/internet storage   The individuals within organisations who are responsible for managing data, such as:   * directors * managers * department heads * employees * finance assistants * sales assistants * human resources assistants * information technology operatives   Own responsibilities for managing data, such as:   * recording and monitoring daily production output * reviewing attendance records * reporting on health and safety issues * recording contact with customers * keeping customer records updated   The organisational policies/procedures for managing workplace data in relation to e.g.:   * retention of data * storage and archiving * recruitment and selection * disciplinary grievance * personal data * annual leave allowance * confidentiality agreement | The learner must describe:   * two reasons why data is collected, analysed and used * at least two methods of storing data, including at least one electronic method * three responsibilities of different people within an organisation when managing data. This must include own responsibilities * In addition, the learner must outline at least three policies/procedures within the workplace that could be used to manage data. |
| **AC1.2**  Explain the importance of data protection.  (K5.3 Understand data management, and the use of different technologies in business.) | How data is collected, stored, accessed and used in line with the principles GDPR legislation including:   * lawfulness fairness and transparency * purpose limitation * data minimisation * accuracy * storage limitation * integrity and confidentiality (security) * accountability   The implications of not adhering to data protection legislation, such as:   * loss of customer * damage to reputation of organisation * breach of contract * prosecution | The learner must explain:   * how data is collected, stored, accessed and used in line with each of the seven principles of GDPR legislation * at least two implications to an organisation of not adhering to GDPR legislation. |
| **AC1.3**  Explain how technology is used to manage data in the workplace.  (K5.3 Understand data management, and the use of different technologies in business.) | How technology is used to manage data in the workplace, such as:   * databases * CRM systems * spreadsheets * bespoke systems   How to interpret data using techniques, such as:   * formulas * percentages * filtering and sorting * calculating totals * creation of system reports * calculating differences * identifying trends   The benefits of using technology to store data, such as:   * storing large amount of data * environmental impact * compliance and security * high speed processing and ease of access * reduced costs * improvements in quality, efficiency, and productivity   How technology allows data to be used in different ways and to be presented in a range of formats to suit the end purpose, such as:   * reports * presentations * spreadsheets * charts and graphs * performance management documentation | The learner must explain how technology is used in the workplace including:   * two systems used to store data * three techniques that can be used to interpret data * three benefits of using technology to store data * three formats to present data. |

**Learning Outcome 2**

The learner will understand how to manage and use data to support decision making.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain how to evaluate the relevance, validity and reliability of data.    (K10.2 Understand how to analyse data to support decision making.) | The types of data that can be collected and the sources it can be gathered from:   * primary e.g.:   + statistical data (e.g., performance data, profits and losses)   + original research   + workplace documents   + surveys, questionnaires, interviews (e.g., customer feedback)   + emails   + photographs   + observation * secondary e.g.:   + books   + articles   + journals   + websites   + newspapers articles   + previous organisational reports   + previous studies * quantitative e.g.:   + facts and figures (e.g., sales data, pay data and forecasts) * qualitative e.g.:   + people’s opinion (e.g., teams/individuals)   + feedback   How to evaluate data in terms of:   * relevance in terms of e.g.:   + research to be conducted   + report to be produced   + decision to be made * validity in terms of e.g.:   + currency   + credibility of source * reliability in terms of e.g.:   + facts/truthfulness   + currency   + opinion/bias   Issues arising due to limitations/of data e.g.:   * making judgements based on sample group not representative or sufficient * generalising research findings * gaps in data * principle researchers own bias * report produced is not objective * incorrect decision is made | The learner must explain:   * the four different types of data as listed in AC2.1. Provide one example of how each type of data can be gathered. * two factors that may affect each of the following:   + reliability of data   + validity of data   + relevance of data. |
| **AC2.2**  Explain how to collect, interpret and analyse data.  (K10.2 Understand how to analyse data to support decision making.) | Collect data using methods such as:   * research websites * conduct surveys, questionnaires, interviews * ask for information through emails * examine photographs * conducting observation * reading books, articles, journals, newspapers articles * review previous organisational reports and studies   Interpret data by organising data in different formats (e.g., export to a spreadsheet, create table/charts/graphs) in a way that will facilitate its analysis.  Analyse data using techniques that are appropriate to the purpose of the research and the nature of the data, such as:   * Pugh Matrix * Force field analysis | The learner must explain two methods for each the following:   * how to collect data * how to interpret data * how to analyse data. |
| **AC2.3**  Describe types of reports.    (K10.2 Understand how to analyse data to support decision making.) | Type or reports, such as:   * committee report * sales report * business case * business report * comparison report e.g., competitors * verbal report e.g., presentation * weekly/monthly/quarterly/annual | The learner must describe three types of reports. |
| **AC2.4**  Explain the decisions that can be made using report findings.    (K10.2 Understand how to analyse data to support decision making.) | Decisions that can be made based on report findings, such as:   * recruitment and selection * cost savings initiatives e.g., redundancies/restructuring * purchases * resolving operational problems * performance management | The learner must explain two business decisions that may need to be made based on report findings. |

**Learning Outcome 3**

The learner will be able to collect, manage, analyse data and create reports to support decision making.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Gather data to support decision making.  (S5.4 Able to collate and analyse data and create reports.) | Gather types of data as listed in AC2.1, taking into consideration relevance, validity and reliability, using the collection methods listed in AC2.2. | The learner must collate data which must have come from both primary and secondary sources.  This data needs to contribute to two reports. |
| **AC3.2**  Interpret and analyse data to support decision making.  (S5.4 Able to collate and analyse data and create reports.) | Interpret data by organising it in appropriate formats and using relevant analysis techniques, as listed in AC2.2. | The learner must interpret and analyse the data collected above using one analysis technique for each report in AC3.4. |
| **AC3.3**  Describe the factors to consider when producing reports.  (S5.4 Able to collate and analyse data and create reports.) | Factors to consider when producing fit for purpose reports, as a minimum including:   * formats * templates * level of formality * appropriate language and tone * audience | The learner must describe five factors to take into consideration when producing reports. |
| **AC3.4**  Produce reports to support decision making.  (S5.4 Able to collate and analyse data and create reports.) | Produce reports, taking into account the factors listed in AC3.3 in order to effectively support decision making.  The reports could include the following:   * outline of report content/terms of reference * executive summary * table of contents/contents page * introduction * main content structured into sections (using appropriate statistics and/or visual materials and appendices) which might include methodology and findings * conclusions and recommendations | The learner must produce at least two reports to support decision making. |

Guidance for Delivery

This unit combines theoretical with applied knowledge. Tutor-led content could be supported by group exercises supporting effective data collation, reporting and outcome analysis. Sharing organisational practice in terms of data management and systems capacity, would also be appropriate, through for example, group-discussion or action learning sets.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Completed reports which interpret and analyse data and support decision making
* Data gathering and collation, for instance through team meetings, evidenced research, balanced scorecard outcomes and customer/stakeholder feedback
* Evidence of data management, for instance systems design, usage or compliance.

Workplace evidence, including observation and witness testimony, could support:

* The effective delivery of data management which meets GDPR requirements
* Using technology to manage data
* Using data to support decision making, including how data was gathered, interpretated and analysed.

Unit 327 Organisational Governance

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 27 |
| Unit Aim: | This unit will provide learners with knowledge of HR systems, legal requirements and how to manage performance. It will also provide learners with the knowledge and skills required to apply organisational governance and compliance to deliver value for money and ensure effective budget controls. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Organisation Governance KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K2.2, K7.1, K7.2 * S7.1 * B4.3   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand Human Resources (HR) systems, legal requirements and performance management processes and techniques.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain HR systems and their uses.  (K2.2 Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.) | HR systems, both paper and electronic, such as:   * personnel records * payroll systems * training records * booking systems (training, holidays) * company Intranet * shared drives/folders   Uses of HR systems, such as:   * absence management (recording and monitor absences) * payroll management e.g.:   + salaries   + pension contributions   + tax deductions   + additional benefits such as medical cover   + P45   + P60   + bonuses * attendance record e.g.:   + record of working hours, breaks, holidays * documenting outcomes of formal investigations e.g.:   + outcomes of disciplinaries   + outcomes of grievances   + formal warning letters   + recording termination of employment   + recording of appeals * recording personal employee data e.g.:   + age   + gender   + sexual orientation   + religion   + race   + contact details   + National Insurance (NI) number   + pay grade   + emergency contact numbers * training records e.g.:   + identified training needs   + personal development plans (PDP)   + skills matrix   + training completed   + evaluation of training   + certificates * reviewing performance e.g.:   + storing and completing Performance Development Reviews (PDR)   + records of one-to-one meetings   + PDP/Performance Improvement Plan (PIP) * shared access to e.g.:   + policies   + procedures   + handbooks   + employment contracts * employee self- service e.g.:   + booking holidays/absences   + booking training   + updating personal details   + e-learning | The learner must explain three HR systems and for each system explain two uses. |
| **AC1.2**  Explain HR legal requirements, policies and procedures to ensure compliance in the workplace.    (K2.2 Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.) | Legal requirements for HR to ensure compliance including:   * Employment legislation principles:   + Employment Rights Act   + Equality Act (including bullying and harassment)   + Working Time Regulations   + GDPR   + Health and Safety at Work Act   + Work and Families Act   + Statutory Paternity Pay and Statutory Adoption Pay (General) Regulations   Policies and procedures to ensure compliance, such as:   * Recruitment and selection e.g.:   + advertising the job correctly   + making the interview process and location accessible   + avoiding certain questions when recruiting   + avoiding certain topics during the application process   + avoiding bias when making decisions   + recording outcomes of shortlisting and interviews to justify decisions   + contracting of position lawfully * Disciplinary procedures e.g.:   + written format and easily accessible to staff   + performance and behaviour that might lead to disciplinary action detailed   + including all stages (letter, meeting, decision)   + right to appeal   + appeals process   + right to be accompanied in meetings * Grievance procedures e.g.:   + written format and easily accessible to staff   + behaviours that might lead to a grievance   + relevant contact to raise grievance   + conducting grievance hearings   + right to appeal   + appeals process   + right to be accompanied in meetings * absence procedures e.g.:   + timely reporting of absence   + monitor absence, punctuality and attendance levels   + return to work interviews and arrangements e.g., phased return, keep in touch days   + identify causes of absence   + offering support to the team members   + authorised and unauthorised absence   + relevant documentation to support absence e.g., fit note, jury service   + long terms sickness and welfare arrangements   + Statutory Sick Pay (SSP) | The learner must explain:   * three HR legal requirements that must be complied with * two policies/procedures that must be adhered to. |
| **AC1.3**  Explain processes and techniques that can be used to manage performance.    (K2.2 Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.) | Performance management processes and techniques including:   * conducting appraisals and reviewing performance e.g.:   + identifying current skills   + identifying strengths and weaknesses   + reviewing and evaluating progress   + identifying training needs   + provide feedback * maintaining appropriate records * setting goals and objectives e.g.:   + SMART model   + EXACT model * absence management process as stated in AC 1.2 * providing constructive feedback e.g.:   + CORBS feedback model   + Situation-Behaviour-Impact (SBI) model   + STAR feedback model * recognising achievement and good behaviour e.g.:   + awards   + nominations   + sharing successes with the team/management   + giving verbal or written recognition   + thank you emails   + salary increases   + awarding bonuses | The learner must explain at least one performance management process/technique for each of the following:   * conducting appraisals and reviewing performance * setting goals and objectives * absence management * providing constructive feedback * recognising achievement and good behaviour. |

**Learning Outcome 2**

The learner will understand organisational governance and compliance, how to monitor budgets and deliver value for money.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain organisational governance and compliance requirements.    (K7.1 Understand organisational governance and compliance, and how to deliver Value for Money.) | Organisational governance requirements, such as:   * internal controls and policies e.g.:   + how sales need to be recorded   + how often reports need to be generated   + how to use systems that track banking activities   + information needed for monthly reports sent to head office   + how to prepare quarterly reviews for shareholders   + systems to check and monitor compliance * lines of authority for e.g.:   + access to financial data   + refunds   + credit   + additional spend   + bonuses   + overtime * individual responsibilities e.g.:   + checking cash against till records   + getting employees to sign for floats   + authorising refunds   + completing bank reconciliations   + carrying out anti-fraud checks on new and existing customers   + managing debts   + signing off expenses claims * completing audits e.g.:   + spot checks   + financial audits   + quality audits * security requirements e.g.:   + countersigning receipts   + monitoring petty cash   + authorising payments   + protecting money and stock on the premises   + reconciling takings with receipts   + staff and locker searches   Compliance requirements, such as:   * data security (GDPR) principles:   + lawfulness   + fairness and transparency   + purpose limitation   + data minimisation   + accuracy   + storage limitation   + integrity and confidentiality (security)   + accountability * Companies Act e.g.:   + must keep adequate accounting records   + accounting records must contain:     - entries from day to day of all sums of money received and expended by the company and the matters in respect of which the receipt and expenditure takes place     - a record of the assets and liabilities of the company * International Financial Reporting Standards (IFRS) e.g.:   + statement of financial position   + statement of comprehensive income   + statement of changes in equity   + statement of cash flows * those relating to a limited company e.g., recording of:   + details of assets owned by the company   + debts the company owes or is owed   + stock the company owns at the end of the financial year   + the stocktakings used to work out the stock figure   + goods bought and sold   + who bought and sold them   + money spent by the company, for example receipts, petty cash books, orders and delivery notes   + money received by the company, for example invoices, contracts, sales books and till rolls   + any other relevant documents, for example bank statements and correspondence * financial reporting and record keeping e.g.:   + income statements   + balance sheets   + cash flow statements   + annual accounts   + payroll records   + fixed assets   + bank reconciliations   + cash books   + sales and purchase ledgers   + paid invoices * regulatory requirements e.g.:   + paying the right amount of tax (including VAT)   + paying the correct level of minimum wage   + making contributions to workplace pensions   + submitting accurate returns on time   + satisfying industry-specific requirements (such as Financial Conduct Authorities (FCA))   + audited accounts for submission to the Charities Commission, shareholders or lenders | The learner must explain:   * three organisational governance requirements and for each provide two examples of activities/ responsibilities involved * three compliance requirements, including at least one regulatory body/piece of legislation, and for each provide two examples of activities/responsibilities involved. |
| **AC2.2**  Explain how to monitor budgets to ensure efficiencies and control costs.    (K7.2 Know how to monitor budgets to ensure efficiencies and that costs do not overrun.) | Budget monitoring period, such as:   * daily * weekly * monthly * quarterly   Relevant monitoring tools and systems, such as:   * spreadsheets * accounting software e.g., SAGE, SAP * internal finance systems   Activities for monitoring budgets, such as:   * assessing whether targets are being met * comparing actual costs with budgeted amounts * monitoring income vs expenditure * recording spending against budgets * logging and investigating overspends * monitor internal and external factors that affect budgets and cause variances e.g.:   + costs rise or fall   + objectives, aims and priorities change   + improvements in technology   + changes in legislation and regulations * recording and analysing variances   Causes of budgets variance such as:   * cost of resources rising or falling * unrealistic budgets/estimations * unforeseen circumstances e.g., replacement of equipment/technology changes * unexpected cost savings * staff absences * errors * delays   Controlling costs and ensuring efficiencies, such as:   * sourcing cheaper resources * obtaining multiple quotes * reducing staffing costs * working with other departments * revising plans and objectives * implement a contingency plan * use contingency funds * redefine objectives * make revisions to budgets as required within own limits of authority e.g.:   + moving money from one budget to another   + amending forecasts   + increasing budgets | The learner must explain:   * two ways to monitor budgets * two ways to control costs. |
| **AC2.3**  Explain how to deliver value for money.    (K7.1 Understand organisational governance and compliance, and how to deliver Value for Money.) | The meaning of ‘value for money’ i.e., the 4 Es:   * Economy * Efficiency * Effectiveness * Equity   How to deliver value for money such as:   * refining policies and procedures to be as efficient as possible * reviewing costs and operational activities regularly * using resources efficiently * using energy efficiently * using technology effectively * working to improve staff retention * considering staffing options e.g., permanent, temporary, agency, fixed term * recruiting staff with the relevant skills and paying appropriate salary * reducing packaging * avoiding scrap or waste * performance management * absence management * return of investment from training activities | Referring to the 4 Es, the learner must define value for money.  In addition, the learner must explain three ways an organisation can deliver value for money. |

**Learning Outcome 3**

The learner will be able to apply organisational governance and compliance requirements to control budgets.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Operate within organisational governance requirements to ensure effective budget controls.    (S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.) | Carry out the activities/responsibilities related to organisational governance as listed in AC2.1 in order to ensure effective budget controls. | **AC3.1 & AC3.2:**  The learner must apply at least one organisational governance and one compliance requirement to ensure effective budget controls.    The learner must undertake two activities/responsibilities to ensure effective budget controls. |
| **AC3.2**  Operate within compliance requirements to ensure effective budget controls.    (S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.) | Carry out the activities/responsibilities related to compliance as listed in AC2.1 in order to ensure effective budget controls. |
| **AC3.3**  Operate within organisational values to ensure effective budget controls.    (S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.  B4.3 Operates within organisational values) | Organisational values such as:   * honesty * trust * integrity * respect * positivity * innovative   Apply organisational values, such as:   * being honest about mistakes made * trusting others with responsibilities * making difficult decisions to ensure costs do not overrun * communicating with others with respect * being positive to changes that save cost * encouraging innovation, thinking creatively | The learner must apply at least two organisational values to ensure effective budget controls. |
| **AC3.4**  Monitor budgets to control costs.  (S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls.) | Monitor budgets, as listed in AC2.2 including:   * monitoring periods * monitoring tools and systems * activities for monitoring * identifying cause of budgets variance * controlling costs and ensuring efficiencies | The learner must monitor at least one budget for a period of time (daily/weekly/ monthly/quarterly) to control costs. |

Guidance for Delivery

This unit could be delivered with a blend of theoretical content to support underlying theory and models combined with practical exercises, for instance on the application of budgetary monitoring techniques, and case studies/scenarios such as how to support effective performance management. Candidates may also benefit from group activities exploring own organisation’s governance and compliance requirements.

Suggested Evidence

Work product which could be used as evidence for this unit:

* HR systems and policies, including performance management systems
* Organisational governance documents such as balanced scorecards, KPIs, strategy and/or values statements
* Organisational compliance documents such as systems, policies, and procedures
* Budget control and monitoring under candidate’s area of control
* Value-for-money reports and monitoring.

Workplace evidence, including observation and witness testimony, could support:

* Candidate’s adherence to HR requirements
* Performance management reviews carried out by candidate
* Candidate’s ability to monitor budgets and apply ‘Value For Money’ models
* Evidence of candidate having applied organisation’s governance and compliance requirements.

Unit 328 Project Management

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| Unit Level: | 3 |
| Guided Learning Hours (GLH): | 22 |
| Unit Aim: | This unit will provide learners with knowledge of the project lifecycle, roles and responsibilities and the skills required to successfully deliver and monitor a project using appropriate tools and techniques. |
| Assessment Method: | Portfolio or Unit Assignment |
| Relationship to Apprenticeship Standard: | This unit fully maps to the Project Management KSB grouping within the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2) :   * K6.1, K6.2 * S6.1, S6.2   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will Be able to understand the project lifecycle and roles and responsibilities within a project.

|  |  |  |
| --- | --- | --- |
| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Explain the key stages in the lifecycle of a project.    (K6.1 Understand the project life cycle and roles.) | The key stages and main activities involved in the lifecycle of a project including:   * Initiation e.g.:   + build a business case   + create feasibility study   + draw up a project charter   + assemble a project team   + decide project location   + agree budget * Planning e.g.:   + consider relevant tools appropriate for the project   + select appropriate tools to use   + identify timescales and milestones   + identify key stakeholders in the project   + consider risks associated with the project   + communicate objectives and responsibility to the project team * Execution e.g.:   + follow organisational processes   + manage the project team   + communicate with relevant stakeholders   + manage plan to achieve milestones * Monitoring and control e.g.:   + planned contact with stakeholders   + track and review progress against relevant plans, charts and logs including budget   + deploy mitigating actions against any issues   + recommend corrective and preventative actions * Closure and evaluation e.g.:   + confirm project completion   + review project documentation   + record overall performance   + confirm if project met quality assurance standards   + gather and collect data to evaluate successes and lessons learnt (qualitative and quantitative measures)   + complete final project evaluation and report against deliverables   + close budget   + disband project team | The learner must explain the five key stages in the lifecycle of a project, including at least three activities undertaken at each stage. |
| **AC1.2**  Explain the key roles and responsibilities in a project team.  (K6.1 Understand the project life cycle and roles.) | The seven key roles:   * Project Board Member responsibilities, such as:   + support project sponsor   + agree project objectives   + monitor the work of the project team * Project Sponsor responsibilities, such as:   + approve the project   + communicate project goals to the organisation   + approve changes to the project plan * Project Manager responsibilities, such as:   + develop project plan   + manage deliverables   + recruit project staff   + lead and manage the project team   + establish project schedule and plan   + provide regular updates to stakeholders * Project Team Lead responsibilities, such as:   + manage and lead the project team   + responsible for the day to day running   + coordination of the project   + motivate the project team   + provide support and ideas * Project Team Member responsibilities, such as:   + contribute to the overall project objectives   + provide expertise and skills   + document the process * Subject Matter Experts responsibilities, such as:   + ensure the project meets the needs and requirements of legislation, policies, standards and quality assurance * Project Administrator responsibilities, such as:   + oversee the daily administrative functions   + coordinate and administrate project meetings   + collate, analyse and report project data | The learner must explain the seven key roles involved within a project team, including one responsibility for each of them. |

**Learning Outcome 2**

The learner will understand how to deliver a project against targets.

|  |  |  |
| --- | --- | --- |
| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain project management tools and their application.  (K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.) | The use of relevant project management tools at appropriate stages of the project including e.g.:   * business case * feasibility study * project charter * PESTLE * SWOT * Work breakdown structures (WBS) * PERT Diagrams * SMART objectives * Gantt charts * Plan on a Page * communication plan * RACI matrix * risks and issues log/register | The learner must explain at least four project management tools, including how each can be applied to a project. |
| **AC2.2**  Explain how to manage resources.  (K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.) | The methods used to organise, manage and monitor resources effectively e.g., people, technology, equipment, materials and other supplies, budget and time, such as:   * confirming people’ availability and skills set * confirming technology, equipment, materials and other supplies availability meets the requirements of the project * manage project expenditure * manage time to ensure milestones are met | The learner must explain how to manage at least two resources to effectively manage a project, including how these are organised and monitored. |
| **AC2.3**  Explain how to identify risks and issues.  (K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.) | How project risks and issues (e.g., performance, scope, quality, financial or technological), are identified using risk analysis tools/techniques such as:   * SWOT Analysis * Risk Log/Register * Fishbone/Ishikawa * RAG rating * risk matrix * brainstorming * checklists * assumption analysis * cause and effect diagrams * affinity diagram | The learner must explain how to use two project management tools to identify risks and issues. |
| **AC2.4**  Explain how to use project management tools to monitor progress and performance.  (K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.) | How to use the project management tools (e.g., Gantt charts, risks and issues log/register, communication plan, RACI matrix) to monitor project progress and performance during activities such as:   * project team meetings * 1-to-1 meetings task/workload progress reviews * focus group discussions * direct observation * stakeholder feedback * budgetary reviews | The learner must explain how to use two project management tools to monitor project progress. The explanation should take account of monitoring over a period of time relevant to the project. |

**Learning Outcome 3**

The learner will be able to deliver a project against targets.

|  |  |  |
| --- | --- | --- |
| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Use project management tools to deliver a project against targets.    (S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.  S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery.) | Demonstrate the use of relevant project management tools at appropriate stages of the project as listed in AC2.1. | The learner must deliver a project utilising at least two project management tools. |
| **AC3.2**  Organise and manage resources to ensure milestones are achieved.  (S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.) | Organise and manage resources, including budget, using appropriate methods to deliver against the project plan as listed in AC2.2. | The learner must manage at least two project resources, including budget, to achieve project milestones within one project. |
| **AC3.3**  Identify, manage and monitor risks taking timely and corrective action.    (S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.  S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery.) | Identify, manage and monitor risks using appropriate risk analysis tools and techniques as listed in AC2.3.  Implement actions to prevent similar risks and issues from recurring and to support a successful project outcome. | The learner must identify, manage and monitor at least two risks using at least two risk analysis tools/techniques, taking at least one timely corrective action to support a successful project outcome. |
| **AC3.4**  Monitor progress and performance against targets.    (S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan.) | Monitor project progress and performance using appropriate project management tools, as listed in AC2.1, during relevant activities as listed in AC2.4. | The learner must monitor progress and performance of at least one project using at least two project management tools. |

Guidance for Delivery

This unit focused on the skills needed to support a successful project. For that, tutor led learning could support the key theories and selected models, combined with, for instance, review of organisational projects, and exploration by the learning group of good practice.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Project planning documents, including application of project tools
* Project timescale planning, for instance Gantt charts, which capture the lifecycle of a project
* Resource allocation and monitoring
* Risk analysis, including mitigation actions
* Workplace evidence, including observation and witness testimony, could support
* Management of projects within own sphere of influence
* Selection, and management of, a project team
* Application of project management tools
* Resource management within a project framework.

Appendix A Guidance for Delivery

The GLH and TQT are based on unitised delivery. More efficient delivery could be achieved with a subject-based approach such as suggested below. Some ACs will appear under multiple subjects.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **320**  **Team Development & Resource Mgmt.** | **321**  **Building a High Performance Team** | **322**  **Managing Self** | **323**  **Comms & Interpersonal Skills** | **324**  **Org. Culture & Strategy** | **325**  **Problem Solving & Decision Making** | **326**  **Data Mgmt.** | **327**  **Org.**  **Governance** | **328**  **Project Mgmt.** |
| **Leadership** | | | | | | | | | |
| Styles | AC1.1 |  |  |  |  |  |  |  |  |
| Theories/models |  | AC 1.1 |  |  |  |  |  |  |  |
| **Managing People** | | | | | | | | | |
| Coaching | AC 2.1 |  |  |  |  |  |  |  |  |
| AC 2.2 |  |  |  |  |  |  |  |  |
| AC 2.3 |  |  |  |  |  |  |  |  |
| Learning styles |  | AC 2.1 |  |  |  |  |  |  |  |
| Giving feedback |  | AC 2.2 |  |  |  |  |  |  |  |
| Emotional intelligence |  | AC 2.3 |  |  |  | AC 2.2 |  |  |  |
| AC 2.4 |
| HR |  |  |  |  |  |  |  | AC 1.1 |  |
| AC 1.2 |
| AC 1.3 |
| Supporting and developing |  | AC 3.3 |  |  |  |  |  |  |  |
| Active listening |  | AC 3.5 |  |  |  |  |  |  |  |
| Provide feedback |  | AC 3.7 |  | AC 3.3 |  |  |  |  |  |
| AC 4.2 |
| Stakeholder management |  |  |  |  |  | AC 2.1 |  |  |  |
| **Team Management** | | | | | | | | | |
| Cross team working | AC 1.2 |  |  |  |  |  |  |  |  |
| Team management |  | AC 1.2 |  |  |  |  |  |  |  |
| Team dynamics |  | AC 1.2 |  |  |  |  |  |  |  |
| Conflict management |  | AC 5.3 |  |  |  | AC 2.3 |  |  |  |
| Inclusivity |  |  | AC 1.2 |  |  |  |  |  |  |
| AC 1.3 |
| Motivation |  | AC 1.3 |  |  |  |  |  |  |  |
| AC 3.4 |
| **Personal Skills** | | | | | | | | | |
| Contribute to workplace discussion |  | AC 4.1 |  |  |  |  |  |  |  |
| Active listening |  | AC 3.5 |  |  |  |  |  |  |  |
| Identify and share good practice |  | AC 4.3 |  |  |  |  |  |  |  |
| Develop trust |  | AC 5.1 |  |  |  |  |  |  |  |
| Personal self- awareness |  |  | AC 1.1 |  |  |  |  |  |  |
| Unconscious bias |  |  | AC 1.2 |  |  |  |  |  |  |
| Managing difficult conversations |  |  |  | AC 3.1 |  |  |  |  |  |
| AC 3.2 |
| Role modelling | AC 3.4 |  |  |  |  |  |  |  |  |
| Time management |  |  | AC 3.1 |  |  |  |  |  |  |
| AC 3.2 |
| AC 3.3 |
| Negotiating and influencing |  | AC 5.2 |  |  |  |  |  |  |  |
| **Own Self Development** | | | | | | | | | |
| Self-assessment |  |  | AC 2.1 |  |  |  |  |  |  |
| Feedback on own performance |  |  | AC 2.2 |  |  |  |  |  |  |
| AC 2.3 |
| Planning own development |  |  | AC 2.4 |  |  |  |  |  |  |
| Implementing changes |  |  | AC 2.5 |  |  |  |  |  |  |
| **Customers** | | | | | | | | | |
| Building working relationships |  |  |  | AC 3.2 |  |  |  |  |  |
| Managing relationships |  |  |  | AC 3.3 |  |  |  |  |  |
| **Communication** | | | | | | | | | |
| Managing meetings |  |  |  | AC 2.1 |  |  |  |  |  |
| AC 2.2 |
| AC 2.5 |
| Presenting information |  |  |  | AC 2.3 |  | AC 4.1 |  |  |  |
| AC 2.4 |
| Customer communication |  |  |  | AC 3.1 |  |  |  |  |  |
| AC 3.4 |
| **Organisational Culture** | | | | | | | | | |
| Organisational culture |  |  |  |  |  |  |  |  | AC 2.1 |
| Organisational values/behaviours | AC 3.4 |  |  |  |  |  |  |  |  |
| Understanding org culture |  |  |  |  | AC 2.1 |  |  |  |  |
| AC 2.2 |
| AC 2.3 |
| Equality, diversity, inclusion |  |  |  |  | AC 1.1 |  |  |  |  |
| AC 1.2 |
| AC 1.3 |
| AC 1.4 |
| AC 2.4 |
| **Organisational Strategy** | | | | | | | | | |
| Define and explain |  |  |  |  | AC 2.5 |  |  |  |  |
| AC 2.6 |
| Translating to operational planning |  |  |  |  | AC 3.1 |  |  |  |  |
| AC 3.4 |
| Cascading strategy |  |  |  |  | AC 3.2 |  |  |  |  |
| AC 3.3 |
| Implementation |  |  |  |  | AC 3.5 |  |  |  |  |
| Governance and compliance |  |  |  |  |  |  |  | AC 2.1 |  |
| Budgeting |  |  |  |  |  |  |  | AC 2.2 |  |
| AC 2.3 |
| AC 3.1 |
| AC 3.2 |
| AC 3.3 |
| AC 3.4 |
| **Resource Management** | | | | | | | | | |
| Resource management |  |  |  |  |  | AC 3.2 |  |  |  |
| Team resources | AC 4.1 |  |  |  |  |  |  |  |  |
| Prioritising/  allocating work | AC 4.2 |  | AC 3.1 |  |  |  |  |  |  |
| **Business Improvement** | | | | | | | | | |
| Problem solving |  |  |  |  |  | AC 1.1 |  |  |  |
| AC 1.4 |
| Decision making |  |  |  |  |  | AC 1.2 |  |  |  |
| AC 1.3 |
| AC 1.5 |
| Escalation strategies |  |  |  |  |  | AC 1.6 |  |  |  |
| Improvement strategies |  |  |  |  |  | AC 4.1 |  |  |  |
| AC 4.2 |
| AC 4.3 |
| Change management | AC 3.1 |  |  |  |  | AC 3.3 |  |  |  |
| AC 3.2 | AC 4.4 |
| AC 3.3 |
| **Data Management** | | | | | | | | | |
| Data management |  |  |  |  |  |  | AC 1.1 |  |  |
| AC 1.2 |
| Technology |  |  |  |  |  |  | AC 1.3 |  |  |
| Critical analysis of data |  |  |  |  |  |  | AC 2.1 |  |  |
| AC 2.2 |
| AC 3.2 |
| Gather data |  |  |  |  |  | AC 1.3 | AC 2.2 |  |  |
| AC 3.1 |
| Reporting |  |  |  |  |  |  | AC 2.3 |  |  |
| AC 2.4 |
| AC 3.3 |
| AC 3.4 |
| **Project Management** | | | | | | | | | |
| Project life cycle |  |  |  |  |  |  |  |  | AC 1.1 |
| Project team |  |  |  |  |  |  |  |  | AC 1.1 |
| Project tools and application |  |  |  |  |  |  |  |  | AC 2.1 |
| AC 3.1 |
| Resource management |  |  |  |  |  |  |  |  | AC 2.2 |
| AC 3.2 |
| Risk management |  |  |  |  |  |  |  |  | AC 2.3 |
| AC 3.3 |
| Monitoring |  |  |  |  |  |  |  |  | AC 2.4 |
| **Objective Setting** | | | | | | | | | |
| Organisational objectives | AC 1.2 |  |  |  |  | AC 3.1 |  |  |  |
| Team objectives |  | AC 3.1 |  |  | AC 3.4 | AC 3.1 |  |  |  |
| Individual objectives |  | AC 3.2 |  |  |  |  |  |  |  |
| Monitoring |  | AC 3.6 |  |  | AC 3.6 |  |  |  | AC 2.4 |

Appendix B Mapping Level 3 Team Leader/Supervisor Apprenticeship to Qualification

Knowledge, Skills and Behaviours (KSBs) and Pass Grading Descriptors from the [Level 3 Team Leader/Supervisor Apprenticeship (ST0384/AP03)](https://www.instituteforapprenticeships.org/apprenticeship-standards/team-leader-or-supervisor-v1-2)

A KSB may be split across ACs in order to fully cover the requirements.

Unit 320 Team Development and Resource Management

Assessment Plan Grouping: Team Building and Development

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** | **AC4.1** | **AC4.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K1.1 Understand different leadership styles and the benefits of coaching to support people and improve performance. | **●** |  | **●** | **●** |  |  |  |  |  |  |  |
| K3.2 Know how to facilitate cross team working to support delivery of organisational objectives. |  | **●** |  |  |  | **●** |  |  |  |  |  |
| B1.1 Drive to achieve in all aspects of work. |  |  |  |  |  |  |  |  |  |  | **●** |
| Pass Grading Descriptor:  Explain how they use knowledge of leadership styles and facilitation of cross team working, to develop their team and individuals and improve performance and how this helps them to drive their team to meet their objectives. (K1.1, K3.2, B1.1) | **●** | **●** | **●** | **●** |  | **●** |  |  |  |  | **●** |
| S1.2 Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively. |  |  |  |  | **●** |  | **●** | **●** | **●** |  |  |
| S5.3 Ability to organise, prioritise and allocate work, and effectively use resources. |  |  |  |  |  |  |  |  |  | **●** | **●** |
| Pass Grading Descriptor:  Demonstrates how they support the development of the team and manage change to deliver organisational objectives, through coaching, role modelling and the use of resources and prioritising work allocation. (S1.2, S5.3) |  |  |  |  | **●** |  | **●** | **●** | **●** | **●** | **●** |
| Pass Grading Descriptor:  Adapt their approach where required, to accommodate specific needs of individual team members. (S1.2) |  |  |  |  | **●** |  | **●** | **●** | **●** |  |  |

Unit 321 Building a High Performance Team

Assessment Plan Grouping: Building a High Performance Team

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** | **AC3.5** | **AC3.6** | **AC3.7** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K2.1 Understand people and team management models, including team dynamics and motivation techniques. | **●** | **●** | **●** |  |  |  |  |  |  |  |  |  |  |  |
| K8.2 Understand learning styles, feedback mechanisms and how to use emotional intelligence. |  |  |  | **●** | **●** | **●** | **●** |  |  |  |  |  |  |  |
| S2.1 Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. |  |  |  |  |  |  |  |  |  | **●** | **●** |  |  |  |
| S2.2 Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback. |  |  |  |  |  |  |  | **●** | **●** |  |  |  | **●** | **●** |
| B4.1 Sets an example, and is fair, consistent and impartial. |  |  |  |  |  |  |  |  |  |  |  |  |  | **●** |
| Pass Grading Descriptor:  Describes how they developed a high performing and motivated team by setting a fair, consistent and impartial example; setting, monitoring and supporting operational and personal objectives; building trust and using their understanding of team dynamics, management models, emotional intelligence, active listening and learning styles; and leading by example. (K2.1, K8.2, S2.1, S2.2, B4.1) | **●** | **●** | **●** | **●** | **●** | **●** | **●** | ● | **●** | **●** | **●** |  | **●** | **●** |

| **KSBs & Pass Grading Descriptors** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** | **AC3.5** | **AC3.6** | **AC3.7** | **AC4.1** | **AC4.2** | **AC4.3** | **AC5.1** | **AC5.2** | **AC5.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S3.2 Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. |  |  |  |  |  |  |  | **●** | **●** | **●** |  |  |  |
| S4.2 Use of active listening and provision of constructive feedback. |  |  |  |  | **●** | **●** | **●** |  |  |  |  |  |  |
| B2.1 Open, approachable, authentic, and able to build trust with others. |  |  |  |  |  |  |  |  |  |  | **●** |  |  |
| Pass Grading Descriptor:  Describes, with examples, when they have shared good practice with, and provided direction and constructive feedback to, their team (and more widely), including how they actively listened and were fair, consistent and impartial in their approach (S3.2, S4.2, B2.1) |  |  |  |  | **●** | **●** | **●** | **●** | **●** | **●** | **●** |  |  |
| S3.1 Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. |  |  |  |  |  |  |  |  |  |  | **●** | **●** | **●** |
| Pass Grading Descriptor:  Explains how they have built trust within and across the team, managed conflict and demonstrated effective influencing and negotiation skills. (S3.1) |  |  |  |  |  |  |  |  |  |  | **●** | **●** | **●** |

Unit 322 Managing Self

Assessment Plan Grouping: Managing Self

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC2.5** | **AC3.1** | **AC3.2** | **AC3.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K8.1 Know how to be self-aware and understand unconscious bias and inclusivity. | **●** | **●** | **●** | **●** |  |  |  |  |  |  |  |
| Pass Grading Descriptor:  Explains what the implications of unconscious bias are, and the approaches they take to promote inclusivity within their workplace. (K8.1) | **●** | **●** | **●** | **●** |  |  |  |  |  |  |  |
| K9.1 Understand time management techniques and tools, and how to prioritise activities and approaches to planning. |  |  |  |  |  |  |  |  | **●** |  |  |
| S8.1 Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received. |  |  |  |  | **●** | **●** |  | **●** |  |  |  |
| S9.1 Able to create an effective personal development plan, and use time management techniques  to manage workload and pressure. |  |  |  |  |  |  | **●** |  |  | **●** | **●** |
| B2.2 Seeks views of others. |  |  |  |  | **●** |  |  |  |  |  |  |
| B4.2 Open and honest. |  |  |  | **●** |  |  |  |  |  |  |  |
| Pass Grading Descriptor:  Describes how they are open and honest in their approach to planning, time management and managing themselves and others, and how they reflect upon, seek and apply feedback on their own performance when creating their personal development plan, and managing their work and performance (K9.1, S8.1, S9.1, B2.2, B4.2) |  |  |  | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** |

Unit 323 Communication and Interpersonal Skills

Assessment Plan Grouping: Communication

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC1.4** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC2.5** | **AC3.1** | **AC3.2** | **AC3.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K4.1 Understand different forms of communication and their application. | **●** |  |  |  |  |  |  |  |  |  |  |  |
| S3.3 Building relationships with customers and managing these effectively. |  | **●** | **●** | **●** |  |  |  |  |  |  |  |  |
| Pass Grading Descriptor:  Select appropriate communication manner and medium to build and manage an effective relationship with customers and adapt their approach to suit their audience. (K4.1, S3.3) | **●** | **●** | **●** | **●** |  |  |  |  |  |  |  |  |
| S4.1 Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. |  |  |  |  |  | **●** | **●** | **●** | **●** |  |  |  |
| Pass Grading Descriptor:  Describes, with examples, how they have chaired meetings, when they have presented to team/management, and how they facilitated the contributions of others. (S4.1) |  |  |  |  |  | **●** | **●** | **●** | **●** |  |  |  |
| K4.2 Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns. |  |  |  |  | **●** |  |  |  |  | **●** | **●** | **●** |
| Pass Grading Descriptor:  Explains how to approach challenging conversations, how to raise concerns and how to provide constructive feedback. (K4.2) |  |  |  |  | **●** |  |  |  |  | **●** | **●** | **●** |

Unit 324 Organisational Culture and Strategy

Assessment Plan Grouping: Organisational Culture and Strategy

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC1.4** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC3.1** | **AC3.2** | **AC3.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K1.2 Understand organisational cultures, equality, diversity and inclusion. | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** |  |  | **●** |
| Pass Grading Descriptor:  Explains the importance of an organisational culture, what it is influenced and informed by, and its responsibility to equality, diversity and inclusion. (K1.2) | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** |  |  | **●** |

| **KSBs & Pass Grading Descriptors** | **AC2.5** | **AC2.6** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** | **AC3.5** | **AC3.6** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| B3.1 Flexible to the needs of the organisation. |  |  |  |  | **●** | **●** |  |  |
| K5.1 Understand how organisational strategy is developed. | **●** | **●** | **●** | **●** |  |  |  |  |
| S1.1 Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. |  |  |  |  | **●** |  |  |  |
| S5.1 Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. |  |  |  |  |  | **●** | **●** | **●** |
| Pass Grading Descriptor:  Describe how an organisational strategy is arrived at, and how both the strategy and culture are cascaded through an organisation, how they remain flexible in delivering it and how targets are achieved, and outcomes monitored. (B3.1, K5.1, S1.1, S5.1) | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** |

Unit 325 Problem Solving and Decision Making

Assessment Plan Grouping: Problem Solving

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC1.4** | **AC1.5** | **AC1.6** | **AC4.1** | **AC4.2** | **AC4.3** | **AC4.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K10.1 Understand problem solving and decision making techniques. | **●** | **●** |  |  |  |  |  |  |  |  |
| S5.2 Able to adapt to change, identifying challenges and solutions. |  |  |  |  |  |  | **●** |  | **●** | **●** |
| S10.1 Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required. |  |  | **●** | **●** | **●** | **●** |  |  |  |  |
| B1.2 Demonstrates resilience and accountability. |  |  |  |  |  |  |  |  |  | **●** |
| Pass Grading Descriptor:  Applies problem solving and decision making techniques. Explains how they take a positive and adaptative approach to change within their organisation, describing when they have shown accountability for personal and team objectives and resilience in challenging situations and an ability to adapt both their approach and that of their team, to operational change and challenges within their organisation, escalating issues when required. (K10.1, S5.2, S10.1, B1.2) | **●** | **●** | **●** | **●** | **●** | **●** | **●** |  | **●** | **●** |

| **KSBs & Pass Grading Descriptors** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC4.1** | **AC4.2** | **AC4.3** | **AC4.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K5.2 Know how to implement operational/team plans and manage resources and approaches to managing change within the team. |  |  |  | **●** | **●** | **●** |  |  |  |  |
| B3.3 Positive and adaptable, responds well to feedback and need for change. |  |  |  |  |  |  |  | **●** |  |  |
| Pass Grading Descriptor:  Presents strategies to implement operational and/or team plans and manage resources. Identifies challenges and responds to feedback from their team and others to positively and proactively make business and delivery decisions, adapting plans and managing change to identify solutions.(K5.2, B3.3) |  |  |  | **●** | **●** | **●** |  | **●** |  |  |
| K3.1 Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. | **●** | **●** | **●** |  |  |  |  |  |  |  |
| B1.3 Determination when managing difficult situations. |  |  |  |  |  |  |  |  | **●** | **●** |
| Pass Grading Descriptor:  Explains approaches taken to manage stakeholder and customer relationships which makes reference to emotional intelligence and conflict management techniques. (K3.1, B1.3) | **●** | **●** | **●** |  |  |  |  |  | **●** | **●** |
| B3.2 Is creative, innovative and enterprising when seeking solutions to business needs. |  |  |  |  |  |  |  |  | **●** |  |
| Pass Grading Descriptor:  Describes how they work creatively, innovatively and are enterprising when seeking solutions to business needs. (B3.2) |  |  |  |  |  |  |  |  | **●** |  |

Unit 326 Data Management

Assessment Plan Grouping: Data Analysis

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K5.3 Understand data management, and the use of different technologies in business. | **●** | **●** | **●** |  |  |  |  |  |  |  |  |
| K10.2 Understand how to analyse data to support decision making. |  |  |  | **●** | **●** | **●** | **●** |  |  |  |  |
| S5.4 Able to collate and analyse data and create reports. |  |  |  |  |  |  |  | **●** | **●** | **●** | **●** |
| Pass Grading Descriptor:  Use data, including collection, management and analysis, to create reports which support their decision making. (K5.3, K10.2, S5.4) | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** |

Unit 327 Organisational Governance

Assessment Plan Grouping: Organisation Governance

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K2.2 Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour. | **●** | **●** | **●** |  |  |  |  |  |  |  |
| K7.1 Understand organisational governance and compliance, and how to deliver Value for Money. |  |  |  | **●** |  | **●** |  |  |  |  |
| K7.2 Know how to monitor budgets to ensure efficiencies and that costs do not overrun. |  |  |  |  | **●** |  |  |  |  |  |
| S7.1 Applying organisational governance and compliance requirements to ensure effective budget controls. |  |  |  |  |  |  | **●** | **●** | **●** | **●** |
| Pass Grading Descriptor:  Explains their application of organisational governance, compliance and performance management techniques to deliver value for money, and monitor budgets to ensure costs do not overrun. (K2.2, K7.1, K7.2, S7.1) | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** |
| B4.3 Operates within organisational values. |  |  |  |  |  |  |  |  | **●** |  |
| Pass Grading Descriptor:  Describes how they operate within their organisation's values (B4.3) |  |  |  |  |  |  |  |  | **●** |  |

Unit 328 Project Management

Assessment Plan Grouping: Project Management

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K6.1 Understand the project life cycle and roles. | **●** | **●** |  |  |  |  |  |  |  |  |
| K6.2 Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools. |  |  | **●** | **●** | **●** | **●** |  |  |  |  |
| S6.1 Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. |  |  |  |  |  |  | **●** | **●** | **●** | **●** |
| Pass Grading Descriptor:  Explains the project lifecycle and how they have employed relevant project management tools to deliver a project against targets, taking effective actions to monitor and manage resources, risks and budget. (K6.1, K6.2, S6.1) | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** | **●** |
| S6.2 Ability to use relevant project management tools and take corrective action to ensure successful project delivery. |  |  |  |  |  |  | **●** |  | **●** |  |
| Pass Grading Descriptor:  Monitors performance and takes appropriate and timely corrective action as required to support a successful project outcome. (S6.2) |  |  |  |  |  |  | **●** |  | **●** |  |

Appendix C Unit Assignments

Assignment: 320 Team Development and Resource Management

|  |  |
| --- | --- |
| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will explain your knowledge of how to effectively support and develop individuals and teams in achieving objectives and improving performance. You will also effectively manage resources and change.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,250 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  The learner will be able to understand leadership styles and how to facilitate cross team working to support the delivery of organisational objectives.  You are asked to explain two leadership styles. Your answer should include:   * the potential strengths and weaknesses of each of the leadership styles * three ways each leadership style could be used to improve performance. (AC1.1)   You are asked to explain three ways that you could facilitate cross team working in an organisation. (AC1.2)  You should then explain two ways cross team working could drive the achievement of:   * personal objectives * team objectives. (AC1.2) | **AC1.1**  Explain leadership styles and how they can be used to improve performance.  **AC1.2**  Explain how the facilitation of cross team working helps to drive the achievement of objectives. |
| Learning Outcome 2  The learner will be able to use coaching to support people in achieving objectives and improving performance.  You are asked to write a definition of coaching and describe three coaching models. (AC2.1)  You should then explain four benefits of coaching and how coaching can be used to:   * support people * improve their performance. (AC2.2)   You should then provide evidence that you have coached an individual. Your evidence must include:   * a coaching plan * one record of a coaching session, showing you have set and reviewed coaching objectives * the use of at least one recognised coaching model. (AC2.3) | **AC2.1**  Describe the concept of coaching and coaching models.  **AC2.2**  Explain the benefits of coaching and how it can be used to support people and improve performance.  **AC2.3**  Use coaching models to support people to achieve objectives and team development. |
| Learning Outcome 3  The learner will be able to manage a change in the workplace to deliver organisational objectives.  You are asked to describe two potential positive impacts and two potential negative impacts of change for:   * individuals * teams. (AC3.1)   You should then support a team through a change. Your evidence must demonstrate that you have:   * used at least two different approaches to support the team * adapted your approach to accommodate the specific needs of individuals and team members during the change * role modelled organisational values and behaviours when supporting the team. (AC3.2, AC3.3, AC3.4) | **AC3.1**  Describe the impact of change on individuals and teams.  **AC3.2**  Support a team through change.  **AC3.3**  Adapt approach to accommodate needs of individual team members.  **AC3.4**  Role model organisational values and behaviours. |
| **Learning Outcome 4**  **The learner will be able to manage resources in a team.**  You are asked to provide evidence to demonstrate how you have:   * effectively used two types of team resources * used at least two ways to manage them. (AC4.1)   You should then provide evidence to show that you have used at least two methods to:   * organise your teams workload * prioritise the work of your team * allocate work to your team. (AC4.2)   Finally, you should provide evidence of how you have driven your team to achieve the work allocated. | **AC4.1**  Use resources within the team.  **AC4.2**  Organise, prioritise and allocate work to team members. |

**ILM Assessment Terminology – Knowledge Verbs**

Explain – Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

Describe - An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Find the explanations of verbs on the ILM website:

[www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Assignment: 321 Building a High Performance Team

|  |  |
| --- | --- |
| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will explain your knowledge of management models, team dynamics, motivation techniques and learning styles. In addition, you will describe feedback mechanisms and emotional intelligence. You will use your skills to effectively build a high performing team.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,500 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  The learner will be able to understand leadership and team management models, team dynamics and motivation techniques.  You are asked to explain two leadership theories/models and how they can be used to manage people. (AC1.1)  You should then explain two team management / team dynamic models and how these can be used to manage team dynamics. (AC1.2)  You are then asked to explain two motivational techniques and how these can be used to motivate both teams and individuals referencing a recognised model or theory. (AC1.3) | **AC1.1**  Explain leadership theories/models used to manage people.  **AC1.2**  Explain team management models used to manage team dynamics.  **AC1.3**  Explain motivational techniques used to motivate individuals and teams with reference to recognised models/theories. |
| **Learning Outcome 2**  **The learner will be able to understand learning styles, feedback mechanisms and how to use emotional intelligence.**  You are asked to explain three different learning styles. (AC2.1)  You should then describe two models/techniques that can be used to provide feedback within the workplace. (AC2.2)  You are asked to describe emotional intelligence; your answer must include:   * a definition of emotional intelligence in your own words * at least one model / theory of emotional intelligence * three characteristics of emotional intelligence * how each of the three characteristics can be applied when leading a team. (AC2.3) (AC2.4) | **AC2.1**  Explain learning styles that could be considered when developing individuals.  **AC2.2**  Describe mechanisms used to provide feedback.  **AC2.3**  Define emotional intelligence.  **AC2.4**  Describe how the characteristics of emotional intelligence can be applied. |
| Learning Outcome 3  The learner will be able to build a high performing team to achieve operational and personal goals and objectives.  You are asked to set objectives for your team and individuals. You must provide evidence to show you have set:   * two operational goals for the team * two SMART operational objectives for the team * two personal goals for individuals * two SMART personal objectives for team members. (AC3.1, AC3.2)     You are then asked to monitor the achievement of the objectives set above. You must provide evidence to show you have monitored:   * one operational objective for a team * one personal objective for a team member. (AC3.6)   You should then provide evidence to show how you have supported and developed individual team members to:   * improve their performance * achieve operational goals and objectives * achieve personal goals and objectives. (AC3.3)   You should then motivate your team to achieve goals and objectives. You are asked to provide evidence to demonstrate:   * you have used two motivational techniques from one model/theory to improve the performance of your team members * how the techniques you used supported the achievement of goals and objectives. (AC3.4)   You should then provide evidence to show how you have:   * actively listened to team members * used at least one recognised feedback model/technique to give constructive feedback to a team/individual demonstrating a fair, impartial and consistent approach * given guidance and direction to a team/individual. (AC3.5, AC3.7) | **AC3.1**  Set operational goals and objectives for a team.  **AC3.2**  Set achievable personal goals and objectives for team members.  **AC3.3**  Support and develop team members to improve their performance and achieve operational and personal goals and objectives.  **AC3.4**  Use motivational techniques to improve performance and achieve goals and objectives.  **AC3.5**  Use active listening with team members.  **AC3.6**  Monitor progress towards the achievement of operational and personal goals and objectives.  **AC3.7**  Provide guidance, direction and constructive feedback. |
| Learning Outcome 4  The learner will be able to input into discussions, provide feedback more widely and share good practice across teams.  You are asked to provide evidence to demonstrate how you have contributed to more than one workplace discussion. (AC4.1)  Following the above discussions, you should then provide evidence to show that you have shared feedback:   * across teams * with the wider organisation. (AC4.2)   You are then asked to provide evidence to show you have identified and shared at least one area of good practice across teams. (AC4.3) | **AC4.1**  Contribute to discussions within the workplace.  **AC4.2**  Give feedback following these discussions to team and more widely.  **AC4.3**  Identify and share good practice across teams. |
| Learning Outcome 5  The learner will be able to build relationships and trust within and across own team  You are asked to provide evidence to demonstrate how you have used at least four methods, three of which must be being open, honest and authentic, to build trust within your own team. (AC5.1)  You should then provide evidence to show that you have used:   * one influencing style within your team to reach acceptable outcomes. * one negotiating style within your team to reach acceptable outcomes. (AC5.2)   You are then asked to provide evidence to show how you have used a conflict management technique to manage a conflict situation within your workplace. (AC5.3) | **AC5.1**  Develop trust within own team.  **AC5.2**  Use negotiation and influencing skills to achieve acceptable outcomes.  **AC5.3**  Manage a conflict within the workplace. |

**ILM Assessment Terminology – Knowledge Verbs**

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Describe - An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Define - To state precisely the meaning of.

Find the explanations of verbs on the ILM website:

[www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Assignment: 322 Managing Self

|  |  |
| --- | --- |
| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will develop a personal development plan based on your own self-assessment and the feedback of others. You will use effective time management tools/techniques to manage your workload and that of others. You will demonstrate your knowledge of self-awareness, unconscious bias and inclusivity.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,000 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  The learner will understand self-awareness and unconscious bias and how to promote inclusivity in the workplace.  You are asked to describe the meaning of self-awareness and two activities that can be used to develop your own self-awareness. (AC1.1)  You should explain your understanding of unconscious bias, including the following within your answer:   * the concept of unconscious bias * two types of unconscious bias * three implications of unconscious bias. (AC1.2)   You are required to explain three approaches that could be used to promote inclusivity in the workplace. (AC1.3) | **AC1.1**  Describe the concept of and the activities involved in developing own self-awareness.  **AC1.2**  Explain the concept and implications of unconscious bias.  **AC1.3**  Explain the approaches to promote inclusivity in the workplace. |
| Learning Outcome 2  The learner will be able to reflect upon own performance and seek feedback from others to create a Personal Development Plan making timely changes.  You are asked to provide evidence that you have carried out two self-assessment activities. (AC2.1)  You are then asked to seek feedback on your own performance from at least two different sources. (AC2.2)  You should then reflect on the outcomes of self-assessment activities and feedback from others. You must:   * show an understanding of why things have happened * identify two strengths, two weaknesses and two opportunities for development. (AC2.3)   You are asked to produce a SMART Personal Development Plan based upon your reflection of the self-assessment activities and feedback from others. Your plan should include:   * development needs * identified weaknesses and opportunities * tasks to be completed * resources/support required such as time, finance, equipment, people etc. * target dates for completion * how success will be measured. (AC2.4)   You should then provide evidence you have learnt from the self-assessment activities and feedback received by making two timely changes to your own performance. (AC2.5) | **AC2.1**  Undertake self-assessment activities.  **AC2.2**  Seek feedback from others on own performance**.**    **AC2.3**  Reflect on the outcomes of self-assessment activities and feedback from others on own performance.  **AC2.4**  Create a personal development plan.  **AC2.5**  Make timely changes to own performance. |
| Learning Outcome 3  The Learner will be able to manage own workload and that of others using time management tools and techniques.  Finally, you are asked to explain three time-management tools/ techniques that can be used to plan and prioritise workload effectively. (AC3.1)  You are asked to provide evidence that you have selected and used:   * two tools/techniques to manage own workload and pressure * two tools/techniques to manage the workload of others. (AC3.2, AC3.3) | **AC3.1**  Explain time management tools and techniques to plan and prioritise workload.  **AC3.2**  Use time management tools and techniques to manage own workload and pressure.  **AC3.3**  Use time management tools and techniques to manage others workload. |

**ILM Assessment Terminology – Knowledge Verbs**

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Explain – Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

Reflect - A process or model of learning from an experience in order to give consideration to what might be an improvement or be done differently next time.

Find the explanations of verbs on the ILM website:

[www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Assignment: 323 Communication and Interpersonal Skills

|  |  |
| --- | --- |
| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will effectively communicate using a range of formats and adaptions to build relationships with customers, teams and management. You will need to explain and demonstrate how to manage challenging conversations, raise concerns and provide constructive feedback.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,000 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  The learner will be able to communicate to build and manage customer relationships.  You are asked to explain each of the following forms of communication used in the workplace:   * verbal * written * digital.   Within you answer you must include how and when each of them should be applied when interacting with:   * an internal customer * an external customer. (AC1.1)   You must then provide evidence that demonstrates you have built positive working relationships with more than one customer. This evidence must demonstrate:   * you identified the customers’ needs and considered these within the approach you took * you adapted your approach and style to suit each customer and their needs. (AC1.2, AC1.4)   You are asked to provide evidence that demonstrates you have managed more than one existing customer relationship. Your evidence must show that:   * you maintained customers’ records * the customers were satisfied with the outcome. (AC1.3) | **AC1.1**  Explain forms and styles of communication when interacting with customers.  **AC1.2**  Build working relationships with customers.  **AC1.3**  Manage existing customers’ relationships.  **AC1.4**  Adapt communication style and approach to suit purpose and customers. |
| Learning Outcome 2  The learner will be able to chair meetings and present information to the audience whilst facilitating the contribution of others.  You are asked to describe the three stages of a meeting (i.e., before, during, after). You must include:   * at least three actions that need to be taken when preparing for a meeting * at least three skills that need to be used when chairing a meeting * at least one action that needs to be taken after a meeting has been held * the documents that are used at each stage. (AC2.1)   You must then provide evidence that demonstrates you have prepared for and chaired more than one meeting effectively. For each meeting, you must ensure your evidence demonstrates the following:   * how you prepared for chairing the meeting * the skills you used to chair the meeting * the actions you took after the meeting * that the objectives of the meeting were met * the documents used during the full meeting process (before, during and after) * how you facilitated the contribution of others. (AC2.2, AC2.5)   You are asked to provide evidence that you have presented information, once to a team and once to management. Your evidence must demonstrate:   * that you used appropriate language, style and format that was suitable for each type of audience (team and management). (AC2.3, AC2.4) | **AC2.1**  Describe how to chair meetings.  **AC2.2**  Lead meetings to ensure objectives are met.  **AC2.3**  Present information to a team.  **AC2.4**  Present information to management.  **AC2.5**  Facilitate the contributions of others. |
| Learning Outcome 3  The learner will understand how to manage challenging conversations, raise concerns and provide constructive feedback.  You are asked to explain how to prepare for difficult or challenging conversations. You should include two examples of how to prepare for these within your answer. (AC3.1)  You should then explain how to manage challenging conversations and provide constructive feedback. You must include the following in your answer:   * two constructive feedback techniques and how they can be used during challenging conversations to raise concerns. (AC3.2, AC3.3) | **AC3.1**  Explain how to prepare for difficult or challenging conversations.  **AC3.2**  Explain the techniques used to manage challenging conversations.  **AC3.3**  Explain how to provide constructive feedback and raise concerns. |

**ILM Assessment Terminology – Knowledge Verbs**

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Assignment: 324 Organisational Culture and Strategy

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| --- | --- |
| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will explain your knowledge of equality, diversity and inclusion and organisational responsibilities in the workplace. You will describe how organisational strategy and culture are developed and will communicate the strategy, team purpose and operational plans to your team.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,750 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  Understand equality, diversity and inclusion in the workplace and the organisational responsibilities.  You are asked to provide a definition of equality, diversity, and inclusion in the workplace. (AC1.1)  You should then outline the nine protected characteristics within the Equality Act. (AC1.1)  You are then asked to explain two reasons why each of the following are important in the workplace:   * equality * diversity * inclusion. (AC1.2)   You are asked to explain four responsibilities that organisations have under the Equality Act. (AC1.3)  You should then explain four potential consequences for organisations if the Equality Act is not adhered to. (AC1.4) | **AC1.1**  Define equality, diversity and inclusion in the workplace.  **AC1.2**  Explain the importance of equality, diversity and inclusion in the workplace.  **AC1.3**  Explain the responsibilities organisations have under the Equality Act.  **AC1.4**  Explain the potential consequences for organisations of not adhering to the Equality Act. |
| Learning Outcome 2  Understand how organisational strategy and culture are developed.  You are asked to write a definition of organisational culture in your own words and explain three reasons why organisational culture is important. (AC2.1, AC2.2)  You are then asked to describe three factors that inform and influence organisational culture. (AC2.3)  You should then describe three responsibilities of organisational culture in terms of:   * Equality * Diversity * Inclusion. (AC2.4)   You should then provide a definition of organisational strategy in your own words and explain each of the six steps involved in developing an organisational strategy. (AC2.5, AC2.6) | **AC2.1**  Define organisational culture in the workplace.  **AC2.2**  Explain the importance of organisational culture.  **AC2.3**  Describe what informs and influences organisational culture.  **AC2.4**  Describe the responsibilities of organisational culture in terms of equality, diversity and inclusion.  **AC2.5**  Define organisational strategy in the workplace.  **AC2.6**  Explain how an organisational strategy is developed. |
| Learning Outcome 3  Be able to communicate organisational strategy, team purpose and deliver against operational plans.  You are asked to describe two ways operational plans relate to organisational strategy. (AC3.1)  You should then describe two methods that can be used to cascade organisational strategy and culture and include why these methods would be appropriate. (AC3.2)  You are asked to provide evidence that you have communicated organisational culture and strategy. You need to show how you adapted your style to suit your audience. (AC3.3)  You should then produce an action plan that shows organisational goals have been translated into deliverable actions for your team. (AC3.4)  You must then implement the action plan you have created. Within your evidence you must demonstrate:   * how you implemented the action plan * monitoring of the team against deliverable actions, goals and outcomes * achievement of organisational goals and targets. (AC3.5, AC3.6) | **AC3.1**  Describe how operational plans relate to organisational strategy.  **AC3.2**  Describe how organisational strategy and culture are cascaded through an organisation.  **AC3.3**  Cascade organisational culture and strategy.  **AC3.4**  Translate organisational goals into deliverable actions for a team.  **AC3.5**  Implement operational plans to ensure achievement of organisational goals and targets.  **AC3.6**  Monitor team against deliverable actions, goals and outcomes. |

**ILM Assessment Terminology – Knowledge Verbs**

Define - To state precisely the meaning of.

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Assignment: 325 Problem Solving and Decision Making

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| --- | --- |
| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will demonstrate problem solving and decision making techniques and management of change, along with approaches to manage stakeholder and customer relationships.  You will solve workplace problems using problem solving and decision making techniques and manage a change within your organisation  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,700 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  Be able to solve problems and make business delivery decisions using relevant techniques.  You are asked to explain:   * three problem solving techniques that can be used to support business delivery (AC1.1) * three decision making techniques that can be used to support business delivery. (AC1.2)   You are asked to use two methods to gather information about operational challenges from the team and others. (AC1.3)  You should then provide evidence that you have:   * applied two problem solving techniques to at least two operational challenges relating to business delivery (AC1.4) * applied two decision making techniques to at least two operational challenges relating to business delivery (AC1.5) * escalated at least two operational challenges relating to business delivery. (AC1.6) | **AC1.1**  Explain problem solving techniques used to support business delivery.  **AC1.2**  Explain decision making techniques used to support business delivery.  **AC1.3**  Gather information from the team and others relating to operational challenges.  **AC1.4**  Apply problem solving techniques to operational challenges relating to business delivery.  **AC1.5**  Apply decision making techniques to make business decisions relating to delivery.  **AC1.6**  Escalate operational challenges relating to relating to business delivery. |
| Learning Outcome 2  The learner will understand the approaches to manage stakeholder and customer relationships, including emotional intelligence and conflict management techniques.  You are asked to explain two approaches that can be used to manage stakeholder relationships, one of these must be with a customer. (AC2.1)  You should then explain three elements of emotional intelligence and how each of these can be used to manage stakeholder relationships, one of these must be with a customer. (AC2.2)  You are also asked to explain two types of conflict management techniques and how they can be used to manage stakeholder relationships, one of these must be with a customer. (AC2.3) | **AC2.1**  Explain approaches to customer and stakeholder relationship management.  **AC2.2**  Explain emotional intelligence and how it is used within customer and stakeholder relationship management.  **AC2.3**  Explain conflict management techniques and how they can be used within customer and stakeholder relationship management. |
| Learning Outcome 3  The learner will understand how to implement plans, manage change and resources.  You are asked to explain at least three strategies required to implement operational and team plans (AC3.1)  You should also explain one method to manage each of the resources below:   * people * technology, equipment * materials and other supplies * budget * time. (AC3.2)   You are also asked to explain how each of the following could be used to manage change within a team:   * one behavioural model * one process model. (AC3.3) | **AC3.1**  Explain how to implement operational and team plans.  **AC3.2**  Explain how to manage resources.  **AC3.3**  Explain theoretical approaches to managing change within a team. |
| Learning Outcome 4  The learner will implement plans; manage change and resources whilst responding to feedback and seeking solutions to meet business needs.  You are asked to present and implement operational and/or team plans using:   * at least two chosen strategies * one method of communication. (AC4.1)   You should then provide evidence that you have:   * responded positively to feedback and the need for change * adapted operational and/or team plans * made at least two business and delivery decisions. (AC4.2)   You are asked to provide evidence that you have:   * identified and managed at least two challenges/difficult situations, demonstrating determination and resilience * sought solutions to the challenges/difficult situations to meet the business needs whilst demonstrating:   + innovation   + creativity   + proactivity   + enterprising approach. (AC4.3)   You are asked to provide evidence that you have managed an operational change and relevant resources. Your evidence must demonstrate:   * accountability for personal and team objectives * adaptability in your approach and that of your team. (AC4.4) | **AC4.1**  Presents strategies to implement operational and/or team plans.  **AC4.2**  Respond to feedback and the need for change by adapting plans to make business and delivery decisions.  **AC4.3**  Identify and manage challenges, difficult situations, and solutions to meet business needs.  **AC4.4**  Manage operational change and resources in business showing accountability for personal and team objectives. |

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Assignment: 326 Data management

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| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will explain how to manage and protect business data, including policies and procedures as well as the use and benefits of different technologies. You will collect, interpret and analyse data to create reports that will support you in decision making  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3,000 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  Understand how to manage and protect business data using different technologies.  You are asked to describe how data is managed in the workplace. You must:   * describe two reasons why data is collected, analysed and used in the workplace. * describe at least two methods of storing data, this must include at least one electronic method. * describe three responsibilities of different people within the workplace (including yourself) for managing data. * outline at least three policies/procedures within the workplace that could be used to manage data. (AC1.1)   You should then explain how data is collected, stored, accessed and used in line with each of the  seven principles of GDPR legislation. You should include each of the following principles in your answer:   * lawfulness fairness and transparency * purpose limitation * data minimisation * accuracy * storage limitation * integrity and confidentiality (security) * accountability.   You are then asked to explain at least two implications to an organisation of not adhering to GDPR legislation. (AC1.2)  You are asked to explain how technology is used in the workplace. Your answer should include:   * two systems used to store data * three techniques that can be used to interpret data * three benefits of using technology to store data * three formats to present data. | **AC1.1**  Describe data management in the workplace.  **AC1.2**  Explain the importance of data protection.  **AC1.3**  Explain how technology is used to manage data in the workplace. |
| Learning Outcome 2  Understand how to manage and use data to support decision making.  You are asked to explain the types of data listed below. For each type of data, you should provide one example of how it can be gathered:   * primary * secondary * quantitative * qualitative.   You should then explain two factors that may affect each of the following:   * reliability of data * validity of data * relevance of data. (AC2.1)   You are asked to explain two methods that could be used to:   * collect data * interpret data * analyse data. (AC2.2)   You should then describe three types of business reports and explain two business decisions that may need to be made based on the report findings. (AC2.3, AC2.4) | **AC2.1**  Explain how to evaluate the relevance, validity and reliability of data.  **AC2.2**  Explain how to collect, interpret and analyse data.  **AC2.3**  Describe types of reports.  **AC2.4**  Explain the decisions that can be made using report findings. |
| Learning Outcome 3  Be able to collect, manage, analyse data and create reports to support decision making.  You are asked to describe five factors that need to be taken into consideration when producing reports. (AC3.3)  You are asked to provide evidence that demonstrates you have produced at least two reports, which have been used to support decision making. Your evidence must demonstrate you have:   * collated data for the reports from both primary and secondary sources * interpreted and analysed the data you have collated for your reports. You must show you have used one analysis technique for each of the reports for AC3.4 * produced two different reports * used the reports to support decision making. (AC3.1, AC3.2, AC3.4) | **AC3.1**  Gather data to support decision making.  **AC3.2**  Interpret and analyse data to support decision making.  **AC3.3**  Describe the factors to consider when producing reports.  **AC3.4**  Produce reports to support decision making. |

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Assignment: 327 Organisational Governance

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| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will explain your knowledge of HR systems, legal requirements and how to manage performance. You will effectively apply organisational governance and compliance to deliver value for money and ensure effective budget controls.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3,000 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  Understand Human Resources (HR) systems, legal requirements and performance management processes and techniques.  You are asked to explain three HR systems used within the workplace, including two uses for each of the systems within your answer. (AC1.1)  You must then explain HR legal requirements, policies/procedures, including the following in your answer:   * three HR legal requirements that must be complied with in the workplace * two polices/procedures that must be adhered to. (AC1.2)   You are then asked to explain at least one performance management process/technique that can be used for each of the following:   * conducting appraisals and reviewing performance * setting goals and objectives * absence management * providing constructive feedback * recognising achievement and good behaviour. (AC1.3) | **AC1.1**  Explain HR systems and their uses.  **AC1.2**  Explain HR legal requirements, policies and procedures to ensure compliance in the workplace.  **AC1.3**  Explain processes and techniques that can be used to manage performance. |
| Learning Outcome 2  Understand organisational governance and compliance, how to monitor budgets and deliver value for money.  You are asked to explain financial governance requirements. In your answer you must:   * explain three organisational governance requirements * for each of the requirements above provide two examples of the activities and/or responsibilities involved.   You should then explain three financial compliance requirements. In your answer you must:   * include at least one regulatory body/piece of legislation * for each of the requirements, you must provide two examples of the activities and/or responsibilities involved. (AC2.1)   You are then asked to explain how budgets are monitored to ensure efficiencies and control costs. Your answer must include:   * two ways to monitor budgets within the workplace * two ways to control costs when managing budgets. (AC2.2)   You are asked to define value for money. Your definition should be based around the 4 Es of value for money:   * Economy * Efficiency * Effectiveness * Equity.   You are then asked to explain three ways an organisation can deliver value for money. (AC2.3) | **AC2.1**  Explain organisational governance and compliance requirements.  **AC2.2**  Explain how to monitor budgets to ensure efficiencies and control costs.  **AC2.3**  Explain how to deliver Value for Money. |
| Learning Outcome 3  Be able to apply organisational governance and compliance requirements to control budgets.  You are asked to provide evidence that demonstrates you can apply organisational governance and compliance requirements to control budgets. Your evidence must demonstrate the following:   * you have applied at least one organisational governance and one compliance requirement to control a budget effectively * You have undertaken two activities/responsibilities to ensure effective budget controls * you have applied at least two organisational values to ensure effective budget controls. (AC3.1, AC3.2, AC3.3)   Finally, you are then asked to provide evidence that you have monitored at least one budget for a period of time (daily/weekly/monthly/quarterly) to control costs. (AC3.4) | **AC3.1**  Operate within organisational governance requirements to ensure effective budget controls.  **AC3.2**  Operate within compliance requirements to ensure effective budget controls.  **AC3.3**  Operate within organisational values to ensure effective budget controls.  **AC3.4**  Monitor budgets to control costs. |

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Assignment: 328 Project Management

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| **Aim:** In relation to your current Team Leader/Supervisor role and duties you will need to  successfully deliver and monitor a project using your knowledge of project lifecycles, roles and responsibilities. You will deliver the project using appropriate tools and techniques.  All Assessment Criteria and Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 1,800 +/- 10%, plus relevant Appendices/Annexes. At Level 3 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| Learning Outcome 1  The learner will understand the project lifecycle and roles and responsibilities within a project.  You are asked to explain the five key stages in the lifecycle of a project, including at least three activities undertaken at each stage. (AC1.1)  You should then explain the seven key roles involved within a project team, including one responsibility for each of them. (AC1.2) | **AC1.1**  Explain the key stages in the lifecycle of a project.  **AC1.2**  Explain the key roles and responsibilities in a project team. |
| Learning Outcome 2  The learner will understand how to deliver a project against targets.  You are asked to explain four project management tools, including how each can be applied to a project. (AC2.1)  You should also include within your explanation:   * how to organise, manage and monitor at least two resources to effectively manage a project. (AC2.2) * how to use two project management tools to:   + identify risks and issues. (AC2.3)   + monitor project progress over a period of time relevant to the project. (AC2.4) | **AC2.1**  Explain project management tools and their application.  **AC2.2**  Explain how to manage resources.  **AC2.3**  Explain how to identify risks and issues.  **AC2.4**  Explain how to use project management tools to monitor progress and performance. |
| Learning Outcome 3  The learner will be able to deliver a project against targets.  You are asked to deliver a project using at least two project management tools. (AC3.1)  During the delivery of the project, you should:   * Organise and manage at least two project resources, including the budget, to achieve the project milestones (AC3.2) * Identify, manage and monitor at least two risks using two risk analysis tools/techniques, taking at least one appropriate and timely corrective action to support a successful project outcome (AC3.3) * Monitor the project progress and performance using at least two project management tools. (AC3.4) | **AC3.1**  Use project management tools to deliver a project against targets.  **AC3.2**  Organise and manage resources to ensure milestones are achieved.  **AC3.3**  Identify, manage and monitor risks taking timely and corrective action.  **AC3.4**  Monitor progress and performance against targets. |

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Appendix D Portfolio Evidence Matrix

Add the location of the evidence for each Assessment Criteria.

Evidence is only required for Units which are being assessed by a Portfolio.

| **Assessment Criteria** | **Evidence Location**  **e.g., file name & page/paragraph, timestamp** | |
| --- | --- | --- |
| **Unit 320 Team Development and Resource Management** | | |
| Learning Outcome 1  The learner will understand leadership styles and how to facilitate cross team working to support the delivery of organisational objectives. | | |
| AC1.1  Explain leadership styles and how they can be used to improve performance. |  | |
| AC1.2  Explain how the facilitation of cross team working helps to drive the achievement of objectives. |  | |
| Learning Outcome 2  The learner will be able to use coaching to support people in achieving objectives and improving performance. | | |
| AC2.1  Describe the concept of coaching and coaching models. |  | |
| AC2.2  Explain the benefits of coaching and how it can be used to support people and improve performance. |  | |
| AC2.3  Use coaching models to support people to achieve objectives and team development. |  | |
| Learning Outcome 3  The learner will be able to manage a change in the workplace to deliver organisational objectives. | | |
| AC3.1  Describe the impact of change on individuals and teams. |  | |
| AC3.2  Support a team through change. |  | |
| AC3.3  Adapt approach to accommodate needs of individual team members. |  | |
| AC3.4  Role model organisational values and behaviours. |  | |
| Learning Outcome 4  The learner will be able to manage resources in a team. | | |
| AC4.1  Use resources within the team. |  | |
| AC4.2  Organise, prioritise and allocate work to team members. |  | |
| **Unit 321 Building a High Performance Team** | | |
| Learning Outcome 1  The learner will understand leadership and team management models, team dynamics and motivation techniques. | | |
| AC1.1  Explain leadership theories/models used to manage people. |  | |
| AC1.2  Explain team management models used to manage team dynamics. |  | |
| AC1.3  Explain motivational techniques used to motivate individuals and teams with reference to recognised models/theories. |  | |
| Learning Outcome 2  The learner will understand learning styles, feedback mechanisms and how to use emotional intelligence. | | |
| AC2.1  Explain learning styles that could be considered when developing individuals. |  | |
| AC2.2  Describe mechanisms used to provide feedback. |  | |
| AC2.3  Define emotional intelligence. |  | |
| AC2.4  Describe how the characteristics of emotional intelligence can be applied. |  | |
| Learning Outcome 3  The learner will be able to build a high performing team to achieve operational and personal goals and objectives. | | |
| AC3.1  Set operational goals and objectives for a team. |  | |
| AC3.2  Set achievable personal goals and objectives for team members. |  | |
| AC3.3  Support and develop team members to improve their performance and achieve operational and personal goals and objectives. |  | |
| AC3.4  Use motivational techniques to improve performance and achieve goals and objectives. |  | |
| AC3.5  Use active listening with team members. |  | |
| AC3.6  Monitor progress towards the achievement of operational and personal goals and objectives. |  | |
| AC3.7  Provide guidance, direction and constructive feedback. |  | |
| Learning Outcome 4  The learner will be able input into discussions, provide feedback more widely and share good practice across teams. | | |
| AC4.1  Contribute to discussions within the workplace. |  | |
| AC4.2  Give feedback following these discussions to team and more widely. |  | |
| AC4.3  Identify and share good practice across teams. |  | |
| Learning Outcome 5  The learner will be able to build relationships and trust within and across own team | | |
| AC5.1  Develop trust within own team. |  | |
| AC5.2  Use negotiation and influencing skills to achieve acceptable outcomes. |  | |
| AC5.3  Manage conflict within the workplace. |  | |
| **Unit 322 Managing Self** | | |
| Learning Outcome 1  The learner will understand self-awareness and unconscious bias and how to promote inclusivity in the workplace. | | | |
| AC1.1  Describe the concept of and the activities involved in developing own self-awareness. |  | |
| AC1.2  Explain the concept and implications of unconscious bias. |  | |
| AC1.3  Explain the approaches to promote inclusivity in the workplace. |  | |
| Learning Outcome 2  The learner will be able to reflect upon own performance and seek feedback from others to create a Personal Development Plan making timely changes. | | |
| AC2.1  Undertake self-assessment activities. |  | |
| AC2.2  Seek feedback from others on own performance. |  | |
| AC2.3  Reflect on the outcomes of self-assessment activities and feedback from others on own performance. |  | |
| AC2.4  Create a personal development plan. |  | |
| AC2.5  Make timely changes to own performance. |  | |
| Learning Outcome 3  The learner will be able to manage own workload and that of others using time management tools and techniques. | | |
| AC3.1  Explain time management tools and techniques to plan and prioritise workload. |  | |
| AC3.2  Use time management tools and techniques to manage own workload and pressure. |  | |
| AC3.3  Use time management tools and techniques to manage others workload. |  | |
| **Unit 323 Communication and Interpersonal Skills** | | |
| Learning Outcome 1  The learner will be able to communicate to build and manage customer relationships. | | |
| AC1.1  Explain forms and styles of communication when interacting with customers. |  | |
| AC1.2  Build working relationships with customers. |  | |
| AC1.3  Manage existing customers’ relationships. |  | |
| AC1.4  Adapt communication style and approach to suit purpose and customers. |  | |
| Learning Outcome 2  The learner will be able to chair meetings and present information to the audience whilst facilitating the contribution of others. | | |
| AC2.1  Describe how to chair meetings. |  | |
| AC2.2  Lead meetings to ensure objectives are met. |  | |
| AC2.3  Present information to a team. |  | |
| AC2.4  Present information to management. |  | |
| AC2.5  Facilitate the contributions of others. |  | |
| Learning Outcome 3  The learner will understand how to manage challenging conversations, raise concerns and provide constructive feedback. | | |
| AC3.1  Explain how to prepare for difficult or challenging conversations. |  | |
| AC3.2  Explain the techniques used to manage challenging conversations. |  | |
| AC3.3  Explain how to provide constructive feedback and raise concerns. |  | |
| **Unit 324 Organisational Culture and Strategy** | | |
| Learning Outcome 1  The learner will understand equality, diversity and inclusion in the workplace and the organisational responsibilities. | | |
| AC1.1  Define equality, diversity and inclusion in the workplace. |  | |
| AC1.2  Explain the importance of equality, diversity and inclusion in the workplace. |  | |
| AC1.3  Explain the responsibilities organisations have under the Equality Act. |  | |
| AC1.4  Explain the potential consequences for organisations of not adhering to the Equality Act. |  | |
| Learning Outcome 2  The learner will understand how organisational strategy and culture are developed. | | |
| AC2.1  Define organisational culture in the workplace. |  | |
| AC2.2  Explain the importance of organisational culture. |  | |
| AC2.3  Describe what informs and influences organisational culture. |  | |
| AC2.4  Describe the responsibilities of organisational culture in terms of equality, diversity and inclusion. |  | |
| AC2.5  Define organisational strategy in the workplace. |  | |
| AC2.6  Explain how an organisational strategy is developed. |  | |
| Learning Outcome 3  The learner will be able to communicate organisational strategy, team purpose and deliver against operational plans. | | |
| AC3.1  Describe how operational plans relate to organisational strategy. |  | |
| AC3.2  Describe how organisational strategy and culture are cascaded through an organisation. |  | |
| AC3.3  Cascade organisational culture and strategy. |  | |
| AC3.4  Translate organisational goals into deliverable actions for a team. |  | |
| AC3.5  Implement operational plans to ensure achievement of organisational goals and targets. |  | |
| AC3.6  Monitor team against deliverable actions, goals and outcomes. |  | |
| **Unit 325 Problem Solving and Decision Making** | | |
| Learning Outcome 1  The learner will be able to solve problems and make business delivery decisions using relevant techniques. | | |
| AC1.1  Explain problem solving techniques used to support business delivery. |  | |
| AC1.2  Explain decision making techniques used to support business delivery. |  | |
| AC1.3  Gather information from the team and others relating to operational challenges. |  | |
| AC1.4  Apply problem solving techniques to operational challenges relating to business delivery. |  | |
| AC1.5  Apply decision making techniques to make business decisions relating to delivery. |  | |
| AC1.6  Escalate operational challenges relating to relating to business delivery. |  | |
| Learning Outcome 2  The learner will understand the approaches to manage stakeholder and customer relationships, including emotional intelligence and conflict management techniques. | | |
| AC2.1  Explain approaches to customer and stakeholder relationship management. |  | |
| AC2.2  Explain emotional intelligence and how it is used within customer and stakeholder relationship management. |  | |
| AC2.3  Explain conflict management techniques and how they can be used within customer and stakeholder relationship management. |  | |
| Learning Outcome 3  The learner will understand how to implement plans, manage change and resources. | | | |
| AC3.1  Explain how to implement operational and team plans. | |  | |
| AC3.2  Explain how to manage resources. | |  | |
| AC3.3  Explain theoretical approaches to managing change within a team. | |  | |
| Learning Outcome 4  The learner will be able to implement plans, manage change and resources whilst responding to feedback and seeking solutions to meet business needs. | | | |
| AC4.1  Presents strategies to implement operational and/or team plans. | |  | |
| AC4.2  Respond to feedback and the need for change by adapting plans to make business and delivery decisions. | |  | |
| AC4.3  Identify and manage challenges, difficult situations and solutions to meet business needs. | |  | |
| AC4.4  Manage operational change and resources in business showing accountability for personal and team objectives. | |  | |
| **Unit 326 Data Management** | | |
| Learning Outcome 1  The learner will understand how to manage and protect business data using different technologies. | | |
| AC1.1  Describe data management in the workplace. |  | |
| AC1.2  Explain the importance of data protection. |  | |
| AC1.3  Explain how technology is used to manage data in the workplace. |  | |
| Learning Outcome 2  The learner will understand how to manage and use data to support decision making. | | |
| AC2.1  Explain how to evaluate the relevance, validity and reliability of data. |  | |
| AC2.2  Explain how to collect, interpret and analyse data. |  | |
| AC2.3  Describe types of reports. |  | |
| AC2.4  Explain the decisions that can be made using report findings. |  | |
| Learning Outcome 3  The learner will be able to collect, manage, analyse data and create reports to support decision making. | | |
| AC3.1  Gather data to support decision making. |  | |
| AC3.2  Interpret and analyse data to support decision making. |  | |
| AC3.3  Describe the factors to consider when producing reports. |  | |
| AC3.4  Produce reports to support decision making. |  | |
| **Unit 327 Organisational Governance** | | |
| Learning Outcome 1  The learner will understand Human Resources (HR) systems, legal requirements and performance management processes and techniques. | | |
| AC1.1  Explain HR systems and their uses. |  | |
| AC1.2  Explain HR legal requirements, policies and procedures to ensure compliance in the workplace. |  | |
| AC1.3  Explain processes and techniques that can be used to manage performance. |  | |
| Learning Outcome 2  The learner will understand organisational governance and compliance, how to monitor budgets and deliver value for money. | | |
| AC2.1  Explain organisational governance and compliance requirements. |  | |
| AC2.2  Explain how to monitor budgets to ensure efficiencies and control costs. |  | |
| AC2.3  Explain how to deliver value for money. |  | |
| Learning Outcome 3  The learner will be able to apply organisational governance and compliance requirements to control budgets. | | |
| AC3.1  Operate within organisational governance requirements to ensure effective budget controls. |  | |
| AC3.2  Operate within compliance requirements to ensure effective budget controls. |  | |
| AC3.3  Operate within organisational values to ensure effective budget controls. |  | |
| AC3.4  Monitor budgets to control costs. |  | |
| **Unit 328 Project Management** | | |
| Learning Outcome 1  The learner will Be able to understand the project lifecycle and roles and responsibilities within a project. | | |
| AC1.1  Explain the key stages in the lifecycle of a project. |  | |
| AC1.2  Explain the key roles and responsibilities in a project team. |  | |
| Learning Outcome 2  The learner will understand how to deliver a project against targets. | | |
| AC2.1  Explain project management tools and their application. |  | |
| AC2.2  Explain how to manage resources. |  | |
| AC2.3  Explain how to identify risks and issues. |  | |
| AC2.4  Explain how to use project management tools to monitor progress and performance. |  | |
| Learning Outcome 3  The learner will be able to deliver a project against targets. | | |
| AC3.1  Use project management tools to deliver a project against targets. |  | |
| AC3.2  Organise and manage resources to ensure milestones are achieved. |  | |
| AC3.3  Identify, manage and monitor risks taking timely and corrective action. |  | |
| AC3.4  Monitor progress and performance against targets. |  | |

Appendix E Results Sheets

Results Sheet: 320 Team Development and Resource Management

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learner Registration:** |  | **Learner Name:** |  |

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| **Learning Outcome 1**  The learner will understand leadership styles and how to facilitate cross team working to support the delivery of organisational objectives. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Explain leadership styles and how they can be used to improve performance. | The learner must explain at least two leadership styles, including their potential strengths and weaknesses.  For each of the leadership styles the learner must explain three ways they can be used to improve performance. | Pass/Referral |
| **AC1.2**  Explain how the facilitation of cross team working helps to drive the achievement of objectives. | The learner must explain three ways of facilitating cross team working.  In addition, the learner must explain two ways cross team working can drive the achievement of both personal and team objectives. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to use coaching to support people in achieving objectives and improving performance. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Describe the concept of coaching and coaching models. | The learner must define coaching and describe three coaching models. | Pass/Referral |
| **AC2.2**  Explain the benefits of coaching and how it can be used to support people and improve performance. | The learner must explain four benefits of coaching and how coaching can be used to support people and improve performance. | Pass/Referral |
| **AC2.3**  Use coaching models to support people to achieve objectives and team development. | The learner must provide:   * one coaching plan and one record of a coaching session which shows both setting and reviewing coaching objectives * coaching documents to include the use of at least one recognised coaching model. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to manage a change in the workplace to deliver organisational objectives. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Describe the impact of change on individuals and teams. | The learner must describe:   * two potential positive impacts and two potential negative impacts of change on individuals * two potential positive impacts and two potential negative impacts of change on teams. | Pass/Referral |
| **AC3.2**  Support a team through change. | The learner must use at least two different approaches to support a team through a change. | Pass/Referral |
| **AC3.3**  Adapt approach to accommodate needs of individual team members. | The learner must demonstrate how they adapted their approach to support a team through a change, accommodating specific needs of individual team members. | Pass/Referral |
| **AC3.4**  Role model organisational values and behaviours. | The learner must demonstrate how they role modelled organisational values and behaviours when supporting a team through change. | Pass/Referral |

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| **Learning Outcome 4**  The learner will be able to manage resources in a team. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC4.1**  Use resources within the team. | The learner must demonstrate the effective use of at least two types of team resources and at least two ways these were managed. | Pass/Referral |
| **AC4.2**  Organise, prioritise and allocate work to team members. | The learner must demonstrate how they have:   * organised and prioritised team’s workload using at least two methods * allocated work to team members using at least two methods * driven the team to achieve the work they have been allocated. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 321 Building a High Performance Team

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand leadership and team management models, team dynamics and motivation techniques. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Explain leadership theories/models used to manage people. | The learner must explain two leadership theories/models and how they can be used to manage people. | Pass/Referral |
| **AC1.2**  Explain team management models used to manage team dynamics. | The learner must explain two team management/dynamic models and how these can be used to manage team dynamics. | Pass/Referral |
| **AC1.3**  Explain motivational techniques used to motivate individuals and teams with reference to recognised models/theories. | The learner must explain two motivational techniques and how these can be used to motivate both teams and individuals referencing a recognised model/theory. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand learning styles, feedback mechanisms and how to use emotional intelligence. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Explain learning styles that could be considered when developing individuals. | The learner must explain at least three learning styles. | Pass/Referral |
| **AC2.2**  Describe mechanisms used to provide feedback. | The learner must describe two models/techniques used to provide feedback. | Pass/Referral |
| **AC2.3**  Define emotional intelligence. | The learner must define emotional intelligence with reference to at least one model. | Pass/Referral |
| **AC2.4**  Describe how the characteristics of emotional intelligence can be applied. | The learner must describe the following:   * three characteristics of emotional intelligence * how each of the three characteristics can be applied in a team. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to build a high performing team to achieve operational and personal goals and objectives. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Set operational goals and objectives for a team. | The learner must set two:   * operational goals for the team * SMART operational objectives for the team. | Pass/Referral |
| **AC3.2**  Set achievable personal goals and objectives for team members. | The learner must set two:   * personal goals for individuals * SMART personal objectives for team members. | Pass/Referral |
| **AC3.3**  Support and develop team members to improve their performance and achieve operational and personal goals and objectives. | The learner must demonstrate how individual team members have been:   * supported to improve their performance * developed to improve their performance.   The learner must demonstrate how this has lead the individuals to achieve:   * operational goals and objectives * personal goals and objectives. | Pass/Referral |
| **AC3.4**  Use motivational techniques to improve performance and achieve goals and objectives. | The learner must demonstrate how two motivational techniques from at least one model/theory have been used to improve performance, and achieve goals and objectives. | Pass/Referral |
| **AC3.5**  Use active listening with team members. | The learner must demonstrate how active listening has been used with team members. | Pass/Referral |
| **AC3.6**  Monitor progress towards the achievement of operational and personal goals and objectives. | The learner must demonstrate how they have monitored:   * one operational objective for a team * one personal objective for a team member. | Pass/Referral |
| **AC3.7**  Provide guidance, direction and constructive feedback. | The learner must use at least one recognised feedback model/technique to give constructive feedback to a team/individual demonstrating a fair, impartial and consistent approach.  The learner must demonstrate how guidance and direction was provided to a team/individual. | Pass/Referral |

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| **Learning Outcome 4**  The learner will be able input into discussions, provide feedback more widely and share good practice across teams. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC4.1**  Contribute to discussions within the workplace. | The learner must demonstrate own input into at least two workplace discussions. | Pass/Referral |
| **AC4.2**  Give feedback following these discussions to team and more widely. | The learner must demonstrate feedback has been provided:   * across teams following input into discussions in AC4.1 * to the wider organisation following input into discussions in AC4.1. | Pass/Referral |
| **AC4.3**  Identify and share good practice across teams. | The learner must demonstrate at least one area of good practice has been identified and shared across teams. | Pass/Referral |

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| **Learning Outcome 5**  The learner will be able to build relationships and trust within and across own team. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC5.1**  Develop trust within own team. | The learner must demonstrate how trust has been built within own team using at least four methods, three of which must be being open, honest and authentic. | Pass/Referral |
| **AC5.2**  Use negotiation and influencing skills to achieve acceptable outcomes. | The learner must demonstrate how:   * at least one influencing style has been applied within the team to reach acceptable outcomes * at least one negotiating skill has been used within the team to reach acceptable outcomes. | Pass/Referral |
| **AC5.3**  Manage conflict within the workplace. | The learner must demonstrate how at least one recognised conflict management technique has been used to manage a conflict situation within the workplace. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 322 Managing Self

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand self-awareness and unconscious bias and how to promote inclusivity in the workplace. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Describe the concept of and the activities involved in developing own self-awareness. | The learner must describe the concept of self-awareness and two activities involved in developing own self-awareness. | Pass/Referral |
| **AC1.2**  Explain the concept and implications of unconscious bias. | The learner must explain:   * the concept of unconscious bias including two types * three implications of unconscious bias. | Pass/Referral |
| **AC1.3**  Explain the approaches to promote inclusivity in the workplace. | The learner must explain three approaches to promote inclusivity in the workplace. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to reflect upon own performance and seek feedback from others to create a Personal Development Plan making timely changes. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Undertake self-assessment activities. | The learner must carry out two self-assessment activities. | Pass/Referral |
| **AC2.2**  Seek feedback from others on own performance. | The learner must seek feedback on own performance from at least two different sources. | Pass/Referral |
| **AC2.3**  Reflect on the outcomes of self-assessment activities and feedback from others on own performance. | The learner must reflect on outcomes of self-assessment activities and feedback from others:   * showing an understanding of why things have happened * identifying two strengths, two weaknesses and two opportunities for development. | Pass/Referral |
| **AC2.4**  Create a personal development plan. | The learner must produce a personal development plan which addresses the weaknesses and opportunities identified in AC2.3. | Pass/Referral |
| **AC2.5**  Make timely changes to own performance. | The learner must apply learning from self-assessment activities and feedback to make two timely changes to own performance. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to manage own workload and that of others using time management tools and techniques. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Explain time management tools and techniques to plan and prioritise workload. | The learner must explain a minimum of three time-management tools/ techniques to plan and prioritise workload effectively. | Pass/Referral |
| **AC3.2**  Use time management tools and techniques to manage own workload and pressure. | The learner must select and use a minimum of two tools/techniques to manage own workload and pressure. | Pass/Referral |
| **AC3.3**  Use time management tools and techniques to manage others workload. | The learner must select and use a minimum of two tools/techniques to manage the workload of others. | Pass/Referral |

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| **Assessor’s comments (optional):** |  | | | | |
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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 323 Communication and Interpersonal Skills

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will be able to communicate to build and manage customer relationships. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Explain forms and styles of communication when interacting with customers. | The learner must be able to explain each of the following forms of communication, along with how and when to apply them when interacting with at least one internal and one external customer.   * verbal * written * digital. | Pass/Referral |
| **AC1.2**  Build working relationships with customers. | The learner must provide evidence that they have built a positive working relationship with more than one customer.  The evidence must demonstrate the customers’ needs have been identified and considered within the approach taken. | Pass/Referral |
| **AC1.3**  Manage existing customers’ relationships. | The learner must provide evidence that they have managed more than one existing customer relationship.  There must be evidence of maintaining customers’ records and the customers being satisfied with the outcome. | Pass/Referral |
| **AC1.4**  Adapt communication style and approach to suit purpose and customers. | The learner must provide evidence that they adapted their approach and style in at least two situations to suit the customer and meet their needs. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to chair meetings and present information to the audience whilst facilitating the contribution of others. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Describe how to chair meetings. | The learner must describe the stages of a meeting including:   * at least three actions that need to be taken when preparing for a meeting * at least three skills that need to be used to chair a meeting * at least one action that needs to be taken after a meeting * the documents that are used at each stage. | Pass/Referral |
| **AC2.2**  Lead meetings to ensure objectives are met. | The learner must provide evidence that they prepared for and chaired more than one meeting effectively.  Evidence must demonstrate the following:   * preparation for the meeting * skills used to chair the meeting * actions taken after the meeting * the objectives of the meeting were met * the documents used during the full meeting process (before, during and after). | Pass/Referral |
| **AC2.3**  Present information to a team. | The learner must provide evidence that they presented information to a team at least once, this could be during the meeting that they chaired in AC2.1.  Evidence must demonstrate that the information provided used language, style and format appropriate for the team. | Pass/Referral |
| **AC2.4**  Present information to management. | The learner must provide evidence that they presented information to management at least once.  Evidence must demonstrate that the information provided used language, style and format appropriate for management. | Pass/Referral |
| **AC2.5**  Facilitate the contributions of others. | The learner must provide evidence of how they facilitated the contribution of others at least once. | Pass/Referral |

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| **Learning Outcome 3**  The learner will understand how to manage challenging conversations, raise concerns and provide constructive feedback. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Explain how to prepare for difficult or challenging conversations. | The learner must explain, by giving two examples, how to prepare for difficult or challenging conversations. | Pass/Referral |
| **AC3.2**  Explain the techniques used to manage challenging conversations. | The learner must explain two techniques used to manage challenging conversations. | Pass/Referral |
| **AC3.3**  Explain how to provide constructive feedback and raise concerns. | The learner must explain two constructive feedback techniques and how they can be used during challenging conversations to raise concerns. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 324 Organisational Culture and Strategy

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand equality, diversity and inclusion in the workplace and the organisational responsibilities. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Define equality, diversity and inclusion in the workplace. | The learner must:   * define equality, diversity and inclusion in the workplace * outline the nine protected characteristics within the Equality Act. | Pass/Referral |
| **AC1.2**  Explain the importance of equality, diversity and inclusion in the workplace. | The learner must explain the importance of equality, diversity and inclusion in the workplace, giving two reasons for each. | Pass/Referral |
| **AC1.3**  Explain the responsibilities organisations have under the Equality Act. | The learner must explain four responsibilities organisations have under the Equality Act. | Pass/Referral |
| **AC1.4**  Explain the potential consequences for organisations of not adhering to the Equality Act. | The learner must explain four potential consequences for organisations if the Equality Act is not adhered to. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand how organisational strategy and culture are developed. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Define organisational culture in the workplace. | The learner must define what is meant by organisational culture. | Pass/Referral |
| **AC2.2**  Explain the importance of organisational culture. | The learner must explain three reasons why organisational culture is important. | Pass/Referral |
| **AC2.3**  Describe what informs and influences organisational culture. | The learner must describe three factors that inform and influence organisational culture. | Pass/Referral |
| **AC2.4**  Describe the responsibilities of organisational culture in terms of equality, diversity and inclusion. | The learner must describe three responsibilities of an organisational culture in terms of equality, diversity and inclusion. | Pass/Referral |
| **AC2.5**  Define organisational strategy in the workplace. | The learner must define what is meant by organisational strategy. | Pass/Referral |
| **AC2.6**  Explain how an organisational strategy is developed. | The learner must explain the steps involved in developing an organisational strategy as stated in AC2.6. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to communicate organisational strategy, team purpose and deliver against operational plans. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Describe how operational plans relate to organisational strategy. | The learner must describe two ways operational plans relate to organisational strategy. | Pass/Referral |
| **AC3.2**  Describe how organisational strategy and culture are cascaded through an organisation. | The learner must describe two methods that can be used to cascade organisational strategy and culture and why they are appropriate. | Pass/Referral |
| **AC3.3**  Cascade organisational culture and strategy. | The learner must communicate organisational culture and strategy, showing how they adapted the style to suit the audience. | Pass/Referral |
| **AC3.4**  Translate organisational goals into deliverable actions for a team. | The learner must produce an action plan that shows organisational goals have been translated into deliverable actions for the team. | Pass/Referral |
| **AC3.5**  Implement operational plans to ensure achievement of organisational goals and targets. | The learner must demonstrate the implementation of the action plan and achievement of organisational goals and targets. | Pass/Referral |
| **AC3.6**  Monitor team against deliverable actions, goals and outcomes. | The learner must demonstrate monitoring of the team against deliverable actions, goals and outcomes. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 325 Problem Solving and Decision Making

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will be able to solve problems and make business delivery decisions using relevant techniques. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Explain problem solving techniques used to support business delivery. | The learner must explain three problem solving techniques that can be used to support business delivery. | Pass/Referral |
| **AC1.2**  Explain decision making techniques used to support business delivery. | The learner must explain three decision making techniques that can be used to support business delivery. | Pass/Referral |
| **AC1.3**  Gather information from the team and others relating to operational challenges. | The learner must gather information about operational challenges from the team and others using at least two methods. | Pass/Referral |
| **AC1.4**  Apply problem solving techniques to operational challenges relating to business delivery. | The learner must apply two problem solving techniques to at least two operational challenges relating to business delivery. | Pass/Referral |
| **AC1.5**  Apply decision making techniques to make business decisions relating to delivery. | The learner must apply two decision making techniques to at least two operational challenges relating to business delivery. | Pass/Referral |
| **AC1.6**  Escalate operational challenges relating to relating to business delivery. | The learner must escalate at least two operational challenges relating to business delivery. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand the approaches to manage stakeholder and customer relationships, including emotional intelligence and conflict management techniques. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Explain approaches to customer and stakeholder relationship management. | The learner must explain two approaches that can be used to manage stakeholder relationships, one of these must be with a customer. | Pass/Referral |
| **AC2.2**  Explain emotional intelligence and how it is used within customer and stakeholder relationship management. | The learner must explain three elements of emotional intelligence and how each of these can be used to manage stakeholder relationships, one of these must be with a customer. | Pass/Referral |
| **AC2.3**  Explain conflict management techniques and how they can be used within customer and stakeholder relationship management. | The learner must explain two types of conflict management techniques and how they can be used to manage stakeholder relationships, one of these must be with a customer. | Pass/Referral |

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| **Learning Outcome 3**  The learner will understand how to implement plans, manage change and resources. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Explain how to implement operational and team plans. | The learner must explain at least three strategies required to implement operational and team plans. | Pass/Referral |
| **AC3.2**  Explain how to manage resources. | The learner must explain one method to manage each of the resources below:   * people * technology, equipment * materials and other supplies * budget * time. | Pass/Referral |
| **AC3.3**  Explain theoretical approaches to managing change within a team. | The learner must explain one behavioural model and one process model and how each could be used to manage change within a team. | Pass/Referral |

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| **Learning Outcome 4**  The learner will be able to implement plans, manage change and resources whilst responding to feedback and seeking solutions to meet business needs. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC4.1**  Presents strategies to implement operational and/or team plans. | The learner must present and implement operational and/or team plans using at least two chosen strategies and one method of communication. | Pass/Referral |
| **AC4.2**  Respond to feedback and the need for change by adapting plans to make business and delivery decisions. | The learner must adapt plans responding positively to feedback and the need for change to make at least two business and delivery decisions. | Pass/Referral |
| **AC4.3**  Identify and manage challenges, difficult situations and solutions to meet business needs. | The learner must:   * identify and manage at least two challenges/difficult situations demonstrating determination and resilience * seek solutions to the challenges/difficult situations above to meet the business needs whilst demonstrating the following:   + innovation and creativity   + proactivity   + enterprising approach. | Pass/Referral |
| **AC4.4**  Manage operational change and resources in business showing accountability for personal and team objectives. | The learner must manage an operational change and relevant resources demonstrating the following:   * accountability for personal and team objectives * adaptability in own approach and that of team. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 326 Data Management

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand how to manage and protect business data using different technologies. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Describe data management in the workplace. | The learner must describe:   * two reasons why data is collected, analysed and used * at least two methods of storing data, including at least one electronic method * three responsibilities of different people within an organisation when managing data. This must include own responsibilities * In addition, the learner must outline at least three policies/procedures within the workplace that could be used to manage data. | Pass/Referral |
| **AC1.2**  Explain the importance of data protection. | The learner must explain:   * how data is collected, stored, accessed and used in line with each of the seven principles of GDPR legislation * at least two implications to an organisation of not adhering to GDPR legislation. | Pass/Referral |
| **AC1.3**  Explain how technology is used to manage data in the workplace. | The learner must explain how technology is used in the workplace including:   * two systems used to store data * three techniques that can be used to interpret data * three benefits of using technology to store data * three formats to present data. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand how to manage and use data to support decision making. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Explain how to evaluate the relevance, validity and reliability of data. | The learner must explain:   * the four different types of data as listed in AC2.1. Provide one example of how each type of data can be gathered. * two factors that may affect each of the following:   + reliability of data   + validity of data   + relevance of data. | Pass/Referral |
| **AC2.2**  Explain how to collect, interpret and analyse data. | The learner must explain two methods for each the following:   * how to collect data * how to interpret data * how to analyse data. | Pass/Referral |
| **AC2.3**  Describe types of reports. | The learner must describe three types of reports. | Pass/Referral |
| **AC2.4**  Explain the decisions that can be made using report findings. | The learner must explain two business decisions that may need to be made based on report findings. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to collect, manage, analyse data and create reports to support decision making. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Gather data to support decision making. | The learner must collate data which must have come from both primary and secondary sources.  This data needs to contribute to two reports. | Pass/Referral |
| **AC3.2**  Interpret and analyse data to support decision making. | The learner must interpret and analyse the data collected above using one analysis technique for each report in AC3.4. | Pass/Referral |
| **AC3.3**  Describe the factors to consider when producing reports. | The learner must describe five factors to take into consideration when producing reports. | Pass/Referral |
| **AC3.4**  Produce reports to support decision making. | The learner must produce at least two reports to support decision making. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 327 Organisational Governance

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand Human Resources (HR) systems, legal requirements and performance management processes and techniques. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Explain HR systems and their uses. | The learner must explain three HR systems and for each system explain two uses. | Pass/Referral |
| **AC1.2**  Explain HR legal requirements, policies and procedures to ensure compliance in the workplace. | The learner must explain:   * three HR legal requirements that must be complied with * two policies/procedures that must be adhered to. | Pass/Referral |
| **AC1.3**  Explain processes and techniques that can be used to manage performance. | The learner must explain at least one performance management process/technique for each of the following:   * conducting appraisals and reviewing performance * setting goals and objectives * absence management * providing constructive feedback * recognising achievement and good behaviour. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand organisational governance and compliance, how to monitor budgets and deliver value for money. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Explain organisational governance and compliance requirements. | The learner must explain:   * three organisational governance requirements and for each provide two examples of activities/ responsibilities involved * three compliance requirements, including at least one regulatory body/piece of legislation, and for each provide two examples of activities/responsibilities involved. | Pass/Referral |
| **AC2.2**  Explain how to monitor budgets to ensure efficiencies and control costs. | The learner must explain:   * two ways to monitor budgets * two ways to control costs. | Pass/Referral |
| **AC2.3**  Explain how to deliver value for money. | Referring to the 4 Es, the learner must define value for money.  In addition, the learner must explain three ways an organisation can deliver value for money. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to apply organisational governance and compliance requirements to control budgets. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Operate within organisational governance requirements to ensure effective budget controls.  **AC3.2**  Operate within compliance requirements to ensure effective budget controls. | **AC3.1 & AC3.2:**  The learner must apply at least one organisational governance and one compliance requirement to ensure effective budget controls.    The learner must undertake two activities/responsibilities to ensure effective budget controls. | Pass/Referral |
| **AC3.3**  Operate within organisational values to ensure effective budget controls. | The learner must apply at least two organisational values to ensure effective budget controls. | Pass/Referral |
| **AC3.4**  Monitor budgets to control costs. | The learner must monitor at least one budget for a period of time (daily/weekly/ monthly/quarterly) to control costs. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 328 Project Management

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will Be able to understand the project lifecycle and roles and responsibilities within a project. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Explain the key stages in the lifecycle of a project. | The learner must explain the five key stages in the lifecycle of a project, including at least three activities undertaken at each stage. | Pass/Referral |
| **AC1.2**  Explain the key roles and responsibilities in a project team. | The learner must explain the seven key roles involved within a project team, including one responsibility for each of them. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand how to deliver a project against targets. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Explain project management tools and their application. | The learner must explain at least four project management tools, including how each can be applied to a project. | Pass/Referral |
| **AC2.2**  Explain how to manage resources. | The learner must explain how to manage at least two resources to effectively manage a project, including how these are organised and monitored. | Pass/Referral |
| **AC2.3**  Explain how to identify risks and issues. | The learner must explain how to use two project management tools to identify risks and issues. | Pass/Referral |
| **AC2.4**  Explain how to use project management tools to monitor progress and performance. | The learner must explain how to use two project management tools to monitor project progress. The explanation should take account of monitoring over a period of time relevant to the project. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to deliver a project against targets. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Use project management tools to deliver a project against targets. | The learner must deliver a project utilising at least two project management tools. | Pass/Referral |
| **AC3.2**  Organise and manage resources to ensure milestones are achieved. | The learner must manage at least two project resources, including budget, to achieve project milestones within one project. | Pass/Referral |
| **AC3.3**  Identify, manage and monitor risks taking timely and corrective action. | The learner must identify, manage and monitor at least two risks using at least two risk analysis tools/techniques, taking at least one timely corrective action to support a successful project outcome. | Pass/Referral |
| **AC3.4**  Monitor progress and performance against targets. | The learner must monitor progress and performance of at least one project using at least two project management tools. | Pass/Referral |

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Sources of General Information

The following documents contain essential information for Centres delivering City & Guilds/ILM qualifications. They should be referred to in conjunction with this qualification handbook. To find other useful documents, go to the Centres and Training Providers section on [www.i-l-m.com](file:///\\cgli.int\dfs\G%20Drive\Product%20Development%20(Shared)\Qualifications\0000%20ILM%20Diplomas\QAD\8431%20-%20Level%207%20Development\QHB\www.i-l-m.com):

* City & Guilds/ILM Quality Assurance Standards
* Centre Approval Process
* City & Guilds/ILM Centre Document Library.

The ILM website contains useful information on such things as:

* Walled Garden: how to register and certificate learners online.
* Events: dates and information on the latest Centre events.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to a web page that the document resides upon, rather than linking to the document itself.

Useful Contacts

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| --- | --- |
| ILM Customer Services  General enquiries  Events enquiries  International enquiries  Complaints and feedback | customer@i-l-m.com |
| ILM Regulation and Compliance  Reporting malpractice/maladministration  Reporting incidents of plagiarism  Lodging appeals | [**investigationandcompliance@cityandguilds.com**](mailto:investigationandcompliance@cityandguilds.com) |

About ILM

ILM is the UK’s leading specialist in leadership and management, coaching and mentoring qualifications and apprenticeships. 70,000 people register for an ILM qualification every year. More employers choose our programmes than any other specialist awarding body.

We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

ILM is a City & Guilds Group Business. Together, we set the standard for professional and technical education and corporate learning and development around the world, helping people and organisations to develop their skills for personal and economic growth.

City & Guilds Group

Our vision is for a world in which everyone has the skills and opportunities to succeed. We support over 4 million people each year to develop skills that help them into a job, develop on that job and to prepare for their next job. As a charity, we’re proud that everything we do is focused on achieving this purpose. Whether that’s through delivering work-based learning programmes that build competency, providing flexible pathways that support lifelong employability or through the City & Guilds Foundation funding initiatives that help remove barriers to work and learning.

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**Giltspur House**

**5-6 Giltspur Street**

**London EC1A 9DE**

**www.i-l-m.com**