



SPECIFICATION

Level 2 Diploma in Team Leading

Qualification summary

RQF level

Qualification credit value

2

**Minimum credits
at/above level**

40 credits

Assessment requirements

40 credits

Portfolio of Evidence

**Aims and objectives of the
qualification**

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

The Level 2 Diploma in Team Leading is based on the Management and Leadership National Occupational Standards (NOS). It is suitable for those who are entering a management role, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills. This qualification will provide the knowledge and skills team leaders need to perform effectively and to bring real benefits to their employer and is applicable to any sector.

Entry guidance

There are no formal entry requirements for this qualification. This qualification is suitable for those who work within a number of industries and job roles. It provides Learners with an opportunity to demonstrate their competence and knowledge in a wide range of job roles.

Progression opportunities

Learners who achieve this qualification could progress into or within employment in a number of areas as team leaders or supervisors, and/or continue their study in this or other areas. Learners who complete this qualification may go on to further study in related areas such as:

- Level 3 Diploma in Business Administration
- Level 3 Diploma in Management

Qualification structure

To achieve the IAO Level 2 Diploma in Team Leading, learners must achieve a minimum of 40 credits. Learners must achieve 22 credits from the mandatory units in group A, a minimum of 12 credits from Optional Group B and a maximum of 6 credits from the units in Optional Group C.

The total Guided Learning Hours (GLH) for this qualification is 201 hours.

The Total Qualification Time (TQT) for this qualification is 400 hours.

Unit Structures

All units are listed below

Mandatory unit

Unit ref	Unit title	Level	Credit value	GLH
L/506/1788	Manage personal performance and development	2	4	18
T/506/1798	Communicate work-related information	2	4	23
H/506/1800	Lead and manage a team	2	5	25
R/506/2294	Principles of team leading	2	5	37
R/506/2957	Understand business	2	4	32

Optional group B

Unit ref	Unit title	Level	Credit value	GLH
R/506/1789	Develop working relationships with colleagues	2	3	19
Y/506/2958	Contribute to meetings in a business environment	2	3	7
J/506/1806	Principles of equality and diversity in the workplace	2	2	10
T/506/1820	Promote equality, diversity and inclusion in the workplace	3	3	15
A/506/1821	Manage team performance	3	4	21
J/506/1921	Manage individuals' performance	3	4	20
Y/506/1924	Chair and lead meetings	3	3	10
J/506/2292	Encourage innovation	3	4	14
K/506/1927	Manage conflict within a team	3	5	25
M/506/1928	Procure products and/or services	3	5	35
M/506/1931	Collaborate with other departments	3	3	14
F/506/1934	Participate in a project	3	3	19

Optional group C

Unit ref	Unit title	Level	Credit value	GLH
T/505/4673	Health and Safety Procedures in the Workplace	2	2	16
R/506/1811	Store and retrieve information	2	4	19
D/506/1813	Handle mail	2	3	15
L/506/1905	Employee rights and responsibilities	2	2	16
A/506/2130	Deliver customer service	2	5	27
F/506/2131	Understand customers	2	2	17
A/506/2158	Resolve customer service problems	2	5	22
H/506/1912	Negotiate in a business environment	3	4	18
K/506/1913	Develop a presentation	3	3	11
M/506/1914	Deliver a presentation	3	3	17
R/506/2151	Resolve customers' complaints	3	4	22

Barred Units

Barred units	
This unit	Is barred against this unit
Contribute to meetings in a business environment (Y/506/2958)	Chair and lead meetings (Y/506/1924)
Principles of equality and diversity in the workplace (J/506/1806)	Promote equality, diversity and inclusion in the workplace (T/506/1820)

Title:	L/506/1788 Manage personal performance and development
Level:	2
Credit value:	4
GLH:	18
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to manage personal performance	<p>1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager</p> <p>1.2 Agree criteria for measuring progress and achievement with line manager</p> <p>1.3 Complete tasks to agreed timescales and quality standards</p> <p>1.4 Report problems beyond their own level of competence and authority to the appropriate person</p> <p>1.5 Take action needed to resolve any problems with personal performance</p>
2. Be able to manage their own time and workload	<p>2.1 Plan and manage workloads and priorities using time management tools and techniques</p> <p>2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives</p> <p>2.3 Explain the benefits of achieving an acceptable “work-life balance”</p>
3. Be able to identify their own development needs	<p>3.1 Identify organisational policies relating to personal development</p> <p>3.2 Explain the need to maintain a positive attitude to feedback on performance</p> <p>3.3 Explain the potential business benefits of personal development</p>

	<p>3.4 Identify their own preferred learning style(s)</p> <p>3.5 Identify their own development needs from analysis of role, personal and team objectives</p> <p>3.6 Use feedback from others to identify their own development needs</p> <p>3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs</p>
4. Be able to fulfil a personal development plan	<p>4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms</p> <p>4.2 Make use of formal development opportunities that are consistent with business needs</p> <p>4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives</p> <p>4.4 Review progress against agreed objectives, and amend plans accordingly</p> <p>4.5 Share lessons learned with others using agreed communication methods</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to manage personal performance and development. Upon completion of this unit, learners will be able to manage their own performance, time and workload. They will also be able to identify their own development needs and fulfil a personal development plan.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LAA1

Title:	T/506/1798 Communicate work-related information
Level:	2
Credit value:	4
GLH:	23
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles and techniques of work-related communication	<p>1.1 Describe communication techniques used to gain and maintain the attention and interest of an audience</p> <p>1.2 Explain the principles of effective written business communications</p> <p>1.3 Explain the principles of effective verbal communications in a business environment</p> <p>1.4 Describe the importance of checking the accuracy and currency of information to be communicated</p> <p>1.5 Describe the importance of explaining to others the level of confidence that can be placed on the information being communicated</p> <p>1.6 Describe the advantages and disadvantages of different methods of communication for different purposes</p>
2. Be able to communicate work-related information verbally	<p>2.1 Identify the information to be communicated</p> <p>2.2 Confirm that the audience is authorised to receive the information</p> <p>2.3 Provide accurate information, using appropriate verbal communication techniques</p> <p>2.4 Communicate in a way that the listener can understand, using language that is appropriate to the topic</p>

	2.5 Confirm that the listener has understood what has been communicated
3. Be able to communicate work-related information in writing	<p>3.1 Identify the information to be communicated</p> <p>3.2 Provide accurate information using the appropriate written communication methods and house styles</p> <p>3.3 Adhere to any organisational confidentiality requirements when communicating in writing</p> <p>3.4 Use correct grammar, spelling, sentence structure and punctuation, using accepted business communication principles and formats</p> <p>3.5 Justify opinions and conclusions with evidence</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to communicate work-related information and introduces learners to the key principles and techniques of work-related communication. Upon completion of this unit, learners will be able to communicate work-related information both verbally and in writing.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LEC4

Title:	H/506/1800 Lead and manage a team
Level:	2
Credit value:	5
GLH:	25
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to engage and support team members	<ul style="list-style-type: none"> 1.1 Explain organisational policies, procedures, values and expectations to team members 1.2 Communicate work objectives, priorities and plans in line with operational requirements 1.3 Explain the benefits of encouraging suggestions for improvements to work practices 1.4 Provide practical support to team members facing difficulties 1.5 Explain the use of leadership techniques in different circumstances 1.6 Give recognition for achievements, in line with organisational policies 1.7 Explain different ways of motivating people to achieve business performance targets
2. Be able to manage team performance	<ul style="list-style-type: none"> 2.1 Allocate responsibilities making best use of the expertise within the team 2.2 Agree with team member(s) specific, measurable objectives (SMART) in line with business needs 2.3 Provide individuals with resources to achieve the agreed objectives 2.4 Monitor individuals' progress, providing support and feedback to help them achieve their objectives 2.5 Explain techniques to monitor individuals' performance

	2.6 Report on team performance in line with organisational requirements
3. Be able to deal with problems within a team	<p>3.1 Assess actual and potential problems and their consequences</p> <p>3.2 Report problems beyond the limits of their own competence and authority to the right person</p> <p>3.3 Take action within the limits of their own authority to resolve or reduce conflict</p> <p>3.4 Adapt practices and processes as circumstances change</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to lead and manage teams. Upon completion of this unit, learners will be able to engage and support team members, manage team performance and deal with problems arising within a team.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LBA3

Title:	R/506/2294 Principles of team leading
Level:	2
Credit value:	5
GLH:	37
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand leadership styles in organisations	<ul style="list-style-type: none"> 1.1 Describe characteristics of effective leaders 1.2 Describe different leadership styles 1.3 Describe ways in which leaders can motivate their teams 1.4 Explain the benefits of effective leadership for organisations
2. Understand team dynamics	<ul style="list-style-type: none"> 2.1 Explain the purpose of different types of teams 2.2 Describe the stages of team development and behaviour 2.3 Explain the concept of team role theory 2.4 Explain how the principle of team role theory is used in team building and leadership 2.5 Explain typical sources of conflict within a team and how they could be managed
3. Understand techniques used to manage the work of teams	<ul style="list-style-type: none"> 3.1 Explain the factors to be taken into account when setting targets 3.2 Describe a range of techniques to monitor the flow of work of a team 3.3 Describe techniques to identify and solve problems within a team
4. Understand the impact of change management within a team	<ul style="list-style-type: none"> 4.1 Describe typical reasons for organisational change 4.2 Explain the importance of accepting change positively 4.3 Explain the potential impact on a team of negative responses to change

	4.4 Explain how to implement change within a team
5. Understand team motivation	<p>5.1 Explain the meaning of the term “motivation”</p> <p>5.2 Explain factors that affect the level of motivation of team members</p> <p>5.3 Describe techniques that be used to motivate team members</p> <p>5.4 Explain how having motivated staff affects an organisation</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop knowledge and understanding required to lead a team. Upon completion of this unit, learners will have developed an understanding of key team leading principles, including leadership styles, team dynamics and team motivation. Learners will also develop an understanding of techniques used to manage the work of teams and the impact of change management within a team.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	CFAM&LBA3

Title:	R/506/2957 Understand business
Level:	2
Credit value:	4
GLH:	32
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand organisational structures	<p>1.1 Explain the differences between the private sector, the public sector and the voluntary sector</p> <p>1.2 Explain the features and responsibilities of different business structures</p> <p>1.3 Explain the relationship between an organisation's vision, mission, strategy and objectives</p>
2. Understand the business environment	<p>2.1 Describe the internal and external influences on a business</p> <p>2.2 Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis</p> <p>2.3 Explain why change can be beneficial to business organisations</p> <p>2.4 Explain organisations' health and safety responsibilities</p> <p>2.5 Describe sustainable ways of working</p> <p>2.6 Explain how legislation affects the management and confidentiality of information</p>
3. Understand the principles of business planning and finance within an organisation	<p>3.1 Explain the purpose, content and format of a business plan</p> <p>3.2 Explain the business planning cycle</p> <p>3.3 Explain the purpose of a budget</p> <p>3.4 Explain the concept and importance of business risk management</p> <p>3.5 Explain types of constraint that may affect a business plan</p> <p>3.6 Define a range of financial terminology</p>

	3.7 Explain the purposes of a range of financial reports
4. Understand business reporting within an organisation	<p>4.1 Explain methods of measuring business performance</p> <p>4.2 Explain the uses of management information and reports</p> <p>4.3 Explain how personal and team performance data is used to inform management reports</p> <p>4.4 Describe a manager's responsibility for reporting to internal stakeholders</p>
5. Understand the principles of management responsibilities and accountabilities within an organisation	<p>5.1 Explain the principle of accountability in an organisation</p> <p>5.2 Explain the difference between "authority" and "responsibility"</p> <p>5.3 Explain the meaning of delegated levels of authority and responsibility</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop knowledge and understanding regarding business and introduces learners to the key principles underpinning business. Upon completion of this unit, learners will have developed an understanding of the business environment and organisational structures. Learners will also develop an awareness of business planning and finance within an organisation, the management responsibilities and accountabilities within an organisation and business reporting within an organisation.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	CFAM&LBA7

Title:	R/506/1789 Develop working relationships with colleagues
Level:	2
Credit value:	3
GLH:	19
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of effective team working	<ul style="list-style-type: none"> 1.1 Outline the benefits of effective team working 1.2 Describe how to give feedback constructively 1.3 Explain conflict management techniques that may be used to resolve team conflicts 1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising 1.5 Explain the importance of warning colleagues of problems and changes that may affect them
2. Be able to maintain effective working relationships with colleagues	<ul style="list-style-type: none"> 2.1 Recognise the contribution of colleagues to the achievement of team objectives 2.2 Treat colleagues with respect, fairness and courtesy 2.3 Fulfil agreements made with colleagues 2.4 Provide support and constructive feedback to colleagues
3. Be able to collaborate with colleagues to resolve problems	<ul style="list-style-type: none"> 3.1 Take others' viewpoints into account when making decisions 3.2 Take ownership of problems within own level of authority 3.3 Take action to minimise disruption to business activities within their own level of authority 3.4 Resolve problems within their own level of authority and agreed contribution

Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to develop working relationships with colleagues, and introduces learners to the key principles underpinning effective team working. Upon completion of this unit, learners will be able to maintain effective working relationships with colleagues and work collaboratively to resolve problems.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LDD1

Title:	Y/506/2958 Contribute to meetings in a business environment
Level:	2
Credit value:	3
GLH:	7
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to prepare for meetings	<p>1.1 Explain the structure and purpose of different types of meetings in a business environment</p> <p>1.2 Explain the importance of having a meeting agenda which addresses objectives</p> <p>1.3 Obtain current versions of documents required for the meeting</p> <p>1.4 Gather information from relevant people in preparation for meetings</p> <p>1.5 Confirm the objectives to be achieved during the meeting</p>
2. Be able to participate in meetings	<p>2.1 Present views and information, providing evidence to support the case</p> <p>2.2 Represent the views of those consulted</p> <p>2.3 Take others' viewpoints into account in decision-making</p> <p>2.4 Identify issues that may have an impact on their area of responsibility</p> <p>2.5 Make constructive contributions in line with business objectives</p> <p>2.6 Summarise future actions and accountabilities</p>
3. Be able to carry out post-meeting activities	<p>3.1 Carry out agreed actions post-meeting within the agreed timescale</p> <p>3.2 Identify areas for improvements by reflecting on personal contributions to meetings</p>

Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to make contributions to meetings. Upon completion of this unit, learners will be able to prepare for and participate in meetings and will also be able to carry out post-meeting activities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LDD7

Title:	J/506/1806 Principles of equality and diversity in the workplace
Level:	2
Credit value:	2
GLH:	10
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the implications of equality legislation	1.1 Define the concept “equality and diversity” 1.2 Describe the legal requirements for equality of opportunity 1.3 Describe the role and powers of organisations responsible for equality 1.4 Explain the benefits of equal opportunities and diversity 1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace 2.2 Describe their own responsibilities for equality and diversity in the workplace 2.3 Describe behaviours that support equality, diversity and inclusion in the workplace
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop knowledge and understanding regarding equality and diversity, and will introduce learners to the key principles underpinning equality and diversity in the workplace. Upon completion of this unit, learners will understand the implications of equality legislation and will understand organisational standards and expectations for equality and diversity in the workplace.

Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	CFAM&LBA7

Title:	T/506/1820 Promote equality, diversity and inclusion in the workplace
Level:	3
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	<ul style="list-style-type: none"> 1.1 Explain the difference between equality, diversity and inclusion 1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy 1.3 Explain the potential consequences of breaches of equality legislation 1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	<ul style="list-style-type: none"> 2.1 Explain the different forms of discrimination and harassment 2.2 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace 2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Be able to support equality, diversity and inclusion in the workplace	<ul style="list-style-type: none"> 3.1 Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace 3.2 Identify potential issues relating to equality, diversity and inclusion in the workplace 3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to promote equality, diversity and inclusion in the workplace. Upon completion of this unit, learners will have developed an understanding of both the organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will utilise this knowledge in supporting equality, diversity and inclusion in the workplace.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LBA7

Title:	A/506/1821 Manage team performance
Level:	3
Credit value:	4
GLH:	21
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the management of team performance	<ul style="list-style-type: none"> 1.1 Explain the use of benchmarks in managing performance 1.2 Explain a range of quality management techniques to manage team performance 1.3 Describe constraints on the ability to amend priorities and plans
2. Be able to allocate and assure the quality of work	<ul style="list-style-type: none"> 2.1 Identify the strengths, competences and expertise of team members 2.2 Allocate work on the basis of the strengths, competences and expertise of team members 2.3 Identify areas for improvement in team members' performance outputs and standards 2.4 Amend priorities and plans to take account of changing circumstances 2.5 Recommend changes to systems and processes to improve the quality of work
3. Be able to manage communications within a team	<ul style="list-style-type: none"> 3.1 Explain to team members the lines of communication and authority levels 3.2 Communicate individual and team objectives, responsibilities and priorities 3.3 Use communication methods that are appropriate to the topics, audience and timescales 3.5 Provide support to team members when they need it 3.6 Agree with team members a process for providing feedback on work progress and any issues arising

<p>Additional information about this unit</p> <p>N/A</p>	<p>3.7 Review the effectiveness of team communications and make improvements</p>
<p>Unit aim (s)</p>	<p>This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>CFAM&LDB2, CFAM&LDB3</p>

Title:	J/506/1921 Manage individuals' performance
Level:	3
Credit value:	4
GLH:	20
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the management of underperformance in the workplace	<p>1.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance</p> <p>1.2 Explain how to identify causes of underperformance</p> <p>1.3 Explain the purpose of making individuals aware of their underperformance clearly but sensitively</p> <p>1.4 Explain how to address issues that hamper individuals' performance</p> <p>1.5 Explain how to agree a course of action to address underperformance</p>
2. Be able to manage individuals' performance in the workplace	<p>2.1 Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives</p> <p>2.2 Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs</p> <p>2.3 Apply motivation techniques to maintain morale</p> <p>2.4 Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards</p> <p>2.5 Monitor individuals' progress towards objectives in accordance with agreed plans</p> <p>2.6 Recognise individuals' achievement of targets and quality standards</p>

Title:	J/506/2292 Encourage innovation
Level:	3
Credit value:	4
GLH:	14
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify opportunities for innovation	<ul style="list-style-type: none"> 1.1 Analyse the advantages and disadvantages of techniques used to generate ideas 1.2 Explain how innovation benefits an organisation 1.3 Explain the constraints on their own ability to make changes 1.4 Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement 1.5 Engage team members in finding opportunities to innovate and suggest improvements 1.6 Monitor performance, products and/or services and developments in areas that may benefit from innovation 1.7 Analyse valid information to identify opportunities for innovation and improvement
2. Be able to generate and test ideas for innovation and improvement	<ul style="list-style-type: none"> 2.1 Generate ideas for innovation or improvement that meet agreed criteria 2.2 Test selected ideas that meet viability criteria 2.3 Evaluate the fitness for purpose and value of the selected ideas 2.4 Assess potential innovations and improvements against the agreed evaluation criteria

3. Be able to implement innovative ideas and improvements	<p>3.1 Explain the risks of implementing innovative ideas and improvements</p> <p>3.2 Justify conclusions of efficiency and value with evidence</p> <p>3.3 Prepare costings and schedules of work that will enable efficient implementation</p> <p>3.4 Design processes that support efficient implementation</p>
Additional information about this unit N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to encourage innovation. Upon completion of this unit, learners will be able to identify opportunities for innovation and generate and test ideas for innovation and improvement. Learners will also be able to implement innovative ideas and improvements.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LCA1

Title:	K/506/1927 Manage conflict within a team
Level:	3
Credit value:	5
GLH:	25
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of conflict management	<p>1.1 Evaluate the suitability of different methods of conflict management in different situations</p> <p>1.2 Describe the personal skills needed to deal with conflict between other people</p> <p>1.3 Analyse the potential consequences of unresolved conflict within a team</p> <p>1.4 Explain the role of external arbitration and conciliation in conflict resolution</p>
2. Be able to reduce the potential for conflict within a team	<p>2.1 Communicate to team members their roles, responsibilities, objectives and expected standards of behaviour</p> <p>2.2 Explain to team members the constraints under which other colleagues work</p> <p>2.3 Review systems, processes, situations and structures that are likely to give rise to conflict in line with organisational procedures</p> <p>2.4 Take action to minimise the potential for conflict within the limits of their own authority</p> <p>2.5 Explain how team members' personalities and cultural backgrounds may give rise to conflict</p>

3. Be able to deal with conflict within a team	<p>3.1 Assess the seriousness of conflict and its potential impact</p> <p>3.2 Treat everyone involved with impartiality and sensitivity</p> <p>3.3 Decide a course of action that offers optimum benefits</p> <p>3.4 Explain the importance of engaging team members' support for the agreed actions</p> <p>3.5 Communicate the actions to be taken to those who may be affected by it</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with conflict within a team</p>
Additional information about this unit N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to manage conflict within a team and introduces learners to the key principles of conflict management. Upon completion of this unit, learners will be able to reduce the potential for conflict within a team and will also be able to deal with conflict within a team.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LDB8, CFAM&LDD5

Title:	M/506/1928 Procure products and/or services
Level:	3
Credit value:	5
GLH:	35
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify procurement requirements	<ul style="list-style-type: none"> 1.1 Explain current and likely future procurement requirements 1.2 Decide whether the purchase of products and/or services offers the organisation best value 1.3 Evaluate ethical and sustainability considerations relating to procurement 1.4 Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits
2. Be able to select suppliers	<ul style="list-style-type: none"> 2.1 Explain the factors to be taken into account in selecting suppliers 2.2 Explain organisational procurement policies, procedures and standards 2.3 Explain the effect of supplier choice on the supply chain 2.4 Use appropriate media to publicise procurement requirements 2.5 Confirm the capability and track record of suppliers and their products and/or services 2.6 Select suppliers that meet the procurement specification
3. Be able to buy products and/or services	<ul style="list-style-type: none"> 3.1 Explain the action to be taken in the event of problems arising 3.2 Agree contract terms that are mutually acceptable within their own scope of authority 3.3 Record agreements made, stating the specification, contract terms and any post-contract requirements

3.4 Adhere to organisational policies and procedures, legal and ethical requirements

Additional information about this unit

N/A

Unit aim (s)	This unit aims to develop the knowledge and skills required to procure products and/or services. Upon completion of this unit, learners will be able to identify procurement requirements, select suppliers and buy products and/or services.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LED1, CFAM&LED2, CFAM&LED3

Title:	M/506/1931 Collaborate with other departments
Level:	3
Credit value:	3
GLH:	14
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collaborate with other departments	<ul style="list-style-type: none"> 1.1 Explain the need for collaborating with other departments 1.2 Explain the nature of the interaction between their own team and other departments 1.3 Explain the features of effective collaboration 1.4 Explain the potential implications of ineffective collaboration with other departments 1.5 Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2. Be able to identify opportunities for collaboration with other departments	<ul style="list-style-type: none"> 2.1 Analyse the advantages and disadvantages of collaborating with other departments 2.2 Identify with which departments collaborative relationships should be built 2.3 Identify the scope for and limitations of possible collaboration
3. Be able to collaborate with other departments	<ul style="list-style-type: none"> 3.1 Agree Service Level Agreements (SLAs), objectives and priorities of collaborative arrangements 3.2 Work with other departments in a way that contributes to the achievement of organisational objectives

Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to collaborate with other departments. Upon completion of this unit, learners will understand how to collaborate with other departments and be able to identify opportunities for collaboration and consequently collaborate with other departments.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LDD3

Title:	F/506/1934 Participate in a project
Level:	3
Credit value:	3
GLH:	19
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to manage a project	1.1 Explain the features of a project business case 1.2 Explain the stages of a project lifecycle 1.3 Explain the roles of people involved in a project 1.4 Explain the uses of project-related information 1.5 Explain the advantages and limitations of different project monitoring techniques 1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources
2. Be able to support the delivery of a project	2.1 Fulfil their role in accordance with a project plan 2.2 Collect project-related information in accordance with project plans 2.3 Use appropriate tools to analyse project information 2.4 Report on information analysis in the agreed format and timescale 2.5 Draw issues, anomalies and potential problems to the attention of project managers 2.6 Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project
Additional information about this unit	
N/A	

Unit aim (s)	This unit aims to develop the knowledge and skills required to participate in a project. Upon completion of this unit, learners will understand how to manage a project and will be able to support the delivery of a project.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All assessment criteria must be met and assessed in line with the Skills CfA Assessment Strategy
Details of the relationship of the unit and relevant national occupational standards	CFAM&LDD3

Title:	T/505/4673 Health and safety procedures in the workplace
Level:	2
Credit value:	2
GLH:	16
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know health and safety procedures in the workplace	<p>1.1 Define the main responsibilities for health and safety in the workplace of the following:</p> <ul style="list-style-type: none"> • employers • employees <p>1.2 Describe two health and safety laws affecting the workplace</p> <p>1.3 Define the importance of following health and safety procedures in the workplace</p> <p>1.4 Define the types of information or support available in relation to a specified aspect of health and safety in the workplace</p>
2. Be able to carry out tasks with regard to health and safety in the workplace	<p>2.1 Carry out a risk assessment of a specified workplace activity</p> <p>2.2 Use equipment or tools safely in the workplace</p> <p>2.3 Describe how to prevent accidents in the workplace</p> <p>2.4 Assess how own health and safety practices could be improved</p>
Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to provide learners with an understanding of health and safety procedures in the workplace and to use that understanding to carry out tasks with regard to health and safety in the workplace.

Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/506/1811 Store and retrieve information
Level:	2
Credit value:	4
GLH:	19
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand information storage and retrieval	<ul style="list-style-type: none"> 1.1 Describe systems and procedures for storing and retrieving information 1.2 Outline legal and organisational requirements for information security and retention 1.3 Explain how to create filing systems to facilitate information identification and retrieval 1.4 Explain how to use different search techniques to locate and retrieve information 1.5 Describe what to do when problems arise when storing or retrieving information
2. Be able to gather and store information	<ul style="list-style-type: none"> 2.1 Gather the information required within the agreed timescale 2.2 Store files and folders in accordance with organisational procedures 2.3 Store information in approved locations 2.4 Adhere to organisational policies and procedures, and legal and ethical requirements
3. Be able to retrieve information	<ul style="list-style-type: none"> 3.1 Confirm information to be retrieved and its intended use 3.2 Retrieve the required information within the agreed timescale
Additional information about this unit	
N/A	

Unit aim (s)	This unit aims to develop the knowledge and skills required to store and retrieve information. Upon completion of this unit, learners will be able to gather, store and retrieve information.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAD332 Store and retrieve information using a filing system
Details of the relationship of the unit and relevant national occupational standards	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title:	D/506/1813 Handle mail
Level:	2
Credit value:	3
GLH:	15
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to deal with mail	<ul style="list-style-type: none"> 1.1 Explain how to deal with “junk” mail 1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail 1.3 Describe how to operate a franking machine 1.4 Explain how to prepare packages for distribution 1.5 State organisational policies and procedures on mail handling, security and the use of courier services 1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2. Be able to deal with incoming mail	<ul style="list-style-type: none"> 2.1 Sort incoming mail in line with organisational procedures 2.2 Distribute incoming mail and packages to the right people according to the agreed schedule 2.3 Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures
3. Be able to deal with outgoing mail	<ul style="list-style-type: none"> 3.1 Organise the collection of outgoing mail and packages on time 3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item

	3.3 Dispatch outgoing mail on time
Additional information about this unit N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to handle mail. Upon completion of this unit, learners will be able to deal with both incoming and outgoing mail.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAA612 Handle mail
Details of the relationship of the unit and relevant national occupational standards	Skills CFA Assessment Strategy Competence units (S/NVQ)

Title:	L/506/1905 Employee rights and responsibilities
Level:	2
Credit value:	2
GLH:	16
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of organisations and industries	1.1 Explain the role of their own occupation within an organisation and industry 1.2 Describe career pathways within their organisation and industry 1.3 Identify sources of information and advice on an industry, occupation, training and career pathway 1.4 Describe an organisation's principles of conduct and codes of practice 1.5 Explain issues of public concern that affect an organisation and industry 1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2. Understand employers' expectations and employees' rights and obligations	2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role 2.2 Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour 2.3 Describe the procedures and documentation that protect relationships with employees 2.4 Identify sources of information and advice on employment rights and responsibilities
Additional information about this unit	
N/A	

Unit aim (s)	This unit aims to develop the knowledge needed to understand their employee rights and responsibilities. Upon completion of this unit, learners will have developed an understanding of the role of organisations and industries, as well as gaining an understanding and awareness of employers' expectations and employees' rights and obligations.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/506/2130 Deliver customer service
Level:	2
Credit value:	5
GLH:	27
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand customer service delivery	<p>1.1 Explain the relationship between customers' needs and expectations and customer satisfaction</p> <p>1.2 Describe the features and benefits of an organisation's products and/or services</p> <p>1.3 Explain the importance of treating customers as individuals</p> <p>1.4 Explain the importance of balancing promises made to customers with the needs of an organisation</p> <p>1.5 Explain when and to whom to escalate problems</p> <p>1.6 Describe methods of measuring their effectiveness in the delivery of customer service</p>
2. Understand the relationship between customer service and a brand	<p>2.1 Explain the importance of a brand to an organisation</p> <p>2.2 Explain how a brand affects an organisation's customer service offer</p> <p>2.3 Explain the importance of using customer service language that supports a brand promise</p> <p>2.4 Identify their own role in ensuring that a brand promise is delivered</p>
3. Be able to prepare to deal with customers	<p>3.1 Keep up to date with an organisation's products and/or services</p> <p>3.2 Prepare resources that are necessary to deal with customers before starting work</p>

4. Be able to provide customer service	<p>4.1. Maintain organisational standards of presentation and behaviour when providing customer service</p> <p>4.2. Adapt their own behaviour to meet customers' needs or expectations</p> <p>4.3. Respond to customers' requests in line with organisational guidelines</p> <p>4.4. Inform customers of the progress of requests</p> <p>4.5. Confirm that customers' expectations have been met in line with the service offer</p> <p>4.6. Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service</p>
5. Be able to support improvements to customer service delivery	<p>5.1 Identify ways that customer service could be improved for an organisation and individuals</p> <p>5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery</p>
<p>Additional information about this unit</p> <p>N/A</p>	
Unit aim (s)	<p>This unit aims to develop the knowledge and skills required to deliver customer service. Upon completion of this unit, learners will be able to prepare to deal with customers, provide customer service, and support improvements to customer service delivery.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Skills CFA Assessment Strategy Competence units (S/NVQ)</p>
Details of the relationship of the unit and relevant national occupational standards	<p>Customers Service (2013) National Occupational Standards:</p> <ul style="list-style-type: none"> • CFACSA1 Maintain a positive and customer-friendly attitude • CFACSA2 Behave in a way that gives a good customer service impression

	<ul style="list-style-type: none">• CFACSA4 Give customers a positive impression of yourself and your organisation• CFACSA7 Live up to the brand promise when delivering customer service• CFACSA8 Make customer service personal• CFACSB1 Do your job in a customer friendly way• CFACSB2 Deliver reliable customer service• CFACSF2 Deliver customer service within the rules
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Title:	F/506/2131 Understand customers
Level:	2
Credit value:	2
GLH:	17
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand different types of customers	<p>1.1 Explain the distinctions between internal and external customers</p> <p>1.2 Explain how cultural factors can affect customers' expectations</p> <p>1.3 Describe the characteristics of challenging customers</p> <p>1.4 Explain how to identify dissatisfied customers</p>
2. Understand the value of customers and their loyalty	<p>2.1 Explain how the achievement of the customer service offer contributes to enhancing customer loyalty</p> <p>2.2 Explain the relationship between customer satisfaction and organisational performance</p> <p>2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services</p> <p>2.4 Explain the potential consequences of customers' dissatisfaction</p> <p>2.5 Describe different methods of attracting customers and retaining their loyalty</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the underpinning knowledge required to understand customers. Upon completion of this unit, learners will have developed an understanding of different types of customers and will also know the value of customers and their loyalty.

Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	Customers Service (2013) National Occupational Standards

Title:	A/506/2158 Resolve customer service problems
Level:	2
Credit value:	5
GLH:	22
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the resolution of customer service problems	1.1 Describe an organisation's customer service and complaints procedures 1.2 Describe techniques to identify customer service problems and their causes 1.3 Describe techniques to deal with situations where customers become agitated or angry 1.4 Explain the limits of their own authority for resolving customers' problems and making promises 1.5 Explain the purpose of encouraging customers to provide feedback 1.6 Describe methods used to encourage customers to provide feedback
2. Be able to resolve customer service problems	2.1 Identify the nature and cause of customer service problems 2.2 Identify workable options for resolving problems within organisational guidelines 2.3 Use the most appropriate method of communication for dealing with customers 2.4 Agree with customers the option that best meets their needs and those of the organisation 2.5 Keep customers informed of progress 2.6 Fulfil promises made to customers during the resolution process 2.7 Share customer feedback with others to improve the resolution of customer service problems

	2.8 Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems
3. Be able to manage unresolved customer service problems	3.1 Explain to customers the reasons why problems cannot be resolved 3.2 Refer customers to other sources of help if their problems cannot be resolved
Additional information about this unit N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to resolve customer service problems. Upon completion of this unit, learners will be able to resolve customer service problems and manage unresolved customer service problems.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Details of the relationship of the unit and relevant national occupational standards	Customers Service (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFACSC3 Resolve customer service problems

Title:	H/506/1912 Negotiate in a business environment
Level:	3
Credit value:	4
GLH:	18
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles underpinning negotiation	1.1 Describe the requirements of a negotiation strategy 1.2 Explain the use of different negotiation techniques 1.3 Explain how research on the other party can be used in negotiations 1.4 Explain how cultural differences might affect negotiations
2. Be able to prepare for business negotiations	2.1 Identify the purpose, scope and objectives of the negotiation 2.2 Explain the scope of their own authority for negotiating 2.3 Prepare a negotiating strategy 2.4 Prepare fall-back stances and compromises that align with the negotiating strategy and priorities 2.5 Assess the likely objectives and negotiation stances of the other party 2.6 Research the strengths and weaknesses of the other party
3. Be able to carry out business negotiations	3.1 Carry out negotiations within responsibility limits in a way that optimises opportunities 3.2 Adapt the conduct of the negotiation in accordance with changing circumstances 3.3 Maintain accurate records of negotiations, outcomes and agreements made

- 3.4 Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

Additional information about this unit

N/A

Unit aim (s)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Details of the relationship of the unit and relevant national occupational standards	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAG124 Negotiate in a business environment

Title:	K/506/1913 Develop a presentation
Level:	3
Credit value:	3
GLH:	11
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to develop a presentation	<ul style="list-style-type: none"> 1.1 Explain best practice in developing presentations 1.2 Explain who needs to be consulted on the development of a presentation 1.3 Explain the factors to be taken into account in developing a presentation 1.4 Analyse the advantages and limitations of different communication media
2. Be able to develop a presentation	<ul style="list-style-type: none"> 2.1 Identify the purpose, content, style, timing and audience for a presentation 2.2 Select a communication media that is appropriate to the nature of a presentation, message and audience 2.3 Tailor a presentation to fit the timescale and audience's needs 2.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief 2.5 Take action to ensure that a presentation adheres to organisational guidelines and policies 2.6 Develop materials that support the content of a presentation
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to develop a presentation. Upon completion of this unit, learners will

	understand best practice in developing presentations and will be able to develop a structured presentation.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Details of the relationship of the unit and relevant national occupational standards	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAA617 Develop a presentation

Title:	M/506/1914 Deliver a presentation
Level:	3
Credit value:	3
GLH:	17
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles underpinning the delivery of presentations	<ul style="list-style-type: none"> 1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations 1.2 Explain how the type and size of the audience affects the delivery of a presentation 1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations 1.4 Explain voice projection and timing techniques when delivering presentations 1.5 Explain the factors to be taken into account in responding to questions from an audience 1.6 Explain different methods for evaluating the effectiveness of a presentation
2. Be able to prepare to deliver a presentation	<ul style="list-style-type: none"> 2.1 Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation 2.2 Develop contingency plans for potential equipment and resource failure 2.3 Take action to ensure that the presentation fits the time slot available

3. Be able to deliver a presentation	<p>3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience</p> <p>3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation</p> <p>3.3 Use body language in a way that reinforces messages</p> <p>3.4 Use equipment and resources effectively when delivering a presentation</p> <p>3.5 Deliver a presentation within the agreed timeframe</p> <p>3.6 Respond to questions in a way that meets the audience's needs</p> <p>3.7 Evaluate the effectiveness of a presentation</p>
Additional information about this unit N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Details of the relationship of the unit and relevant national occupational standards	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAA623 Deliver a presentation

Title:	R/506/2151 Resolve customers' complaints
Level:	3
Credit value:	4
GLH:	22
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the monitoring and resolution of customers' complaints	1.1 Assess the suitability of a range of monitoring techniques for customers' complaints 1.2 Explain how to identify those complaints that should prompt a review of the service offer and service delivery 1.3 Explain negotiating techniques used to resolve customers' complaints 1.4 Explain conflict management techniques used in dealing with upset customers 1.5 Explain organisational procedures for dealing with customer complaints 1.6 Explain when to escalate customers' complaints 1.7 Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint 1.8 Explain the advantages and limitations of offering compensation or replacement products and/or services
2. Be able to deal with customers' complaints	2.1 Confirm the nature, cause and implications of customers' complaints 2.2 Take personal responsibility for dealing with complaints 2.3 Communicate in a way that recognises customers' problems and understands their points of view

	<p>2.4 Explain the advantages and limitations of different complaint response options to customers</p> <p>2.5 Explain the advantages and limitations of different complaint response options to the organisation</p> <p>2.6 Keep customers informed of progress</p> <p>2.7 Agree solutions with customers that address the complaint and which are within the limits of their own authority</p> <p>2.8 Record the outcome of the handling of complaints for future reference</p> <p>2.9 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop the knowledge and skills required to resolve customers' complaints. Upon completion of this unit, learners will be able to deal with customers' complaints.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Skills CFA Assessment Strategy Competence units (S/NVQ)
Details of the relationship of the unit and relevant national occupational standards	<p>Customers Service (2013) National Occupational Standards:</p> <ul style="list-style-type: none"> • CFACSC7 Process customer service complaints • CFACSC8 Handle referred customer complaints