

Title:	Understanding how to manage remote workers	
Level:	3	
Credit value:	2	
Unit guided learning hours	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the nature of remote working	1.1 Explain the meaning of remote working 1.2 List the benefits of remote working for the organisation and the individual 1.3 List the potential barriers to remote working for the organisation and for the individual	
2 Know how to lead a remote working team	2.1 Explain the role of trust in remote working Describe how to develop trust when managing remote workers 2.2 Explain the role of communication in remote working 2.3 Describe how to communicate effectively with remote workers 2.4 Explain the role and nature of motivation when managing remote workers 2.5 Describe how to give effective feedback to remote workers 2.6	
3 Know how to provide support for remote workers	3.1 Describe how to overcome isolation for remote workers 3.2 Describe how to ensure health and safety of remote workers 3.3 Describe how to provide technical support for remote working	
Additional information about the unit	'Individual' – in this context is the 'worker' not the manager.	
Unit purpose and aim(s)	To enable learners to understand the basics of the management of people of an organisation who work remotely.	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Equivalencies agreed for the unit (if required)	N/A
Location of the unit within the subject/sector classification system	15.3 – Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Developments in flexible working practices • The business case for remote working - costs and benefits • Selecting the right people for remote working – nature of the job role, personal characteristics, availability of technical resources and suitable working environments
2	<ul style="list-style-type: none"> • Managing people remotely – communication, trust, motivating, creating a sense of belonging, skills development • Developing skills for remote working – time management , planning and prioritising work, problem solving and decision making, IT
3	<ul style="list-style-type: none"> • Remote working policy • Health and safety in relation to remote working • Types of technology and technical available to support remote working

Title:	Understanding recruitment and selection of new staff in the workplace	
Level:	3	
Credit value:	2	
Unit guided learning hours	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to plan to recruit and select new staff in the workplace	1.1 Identify an organisation's policies and procedures that could guide the manager in recruitment and selection	1.2 Explain how to conduct a job analysis and prepare a job description and person specification for an identified post
2 Know how to select the right person	2.1 Explain how a manager would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant	2.2 Explain a recognised selection technique that could be used during interviews
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of recruitment and selection as required by a practising or potential first line manager.	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: D3	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Equivalencies agreed for the unit (if required)		
Location of the unit within the subject/sector classification system	15.3 – Business Management	
Additional Guidance about the Unit		

Indicative Content:

1	<ul style="list-style-type: none">• Own organisational recruitment policies and procedures• Basic legal aspects of recruitment• Simple techniques for job analysis• How to prepare job descriptions and person specifications• Range of methods of advertising vacancies, internally and externally, and how to select the most appropriate for a variety of posts
2	<ul style="list-style-type: none">• The relative merits of internal and external applications• Use of job descriptions and person specifications to shortlist applicants• Preparation for selection interviews to ensure impartiality and optimum decision• Selection interviewing techniques• Alternative methods for selecting the most suitable applicant

Title:	Planning and allocating work	
Level:	3	
Credit value:	2	
Unit guided learning hours	9	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to plan work in the workplace	1.1 Identify organisational targets relevant to the team 1.2 Set SMART objectives for the team to achieve the targets 1.3 Use a technique to plan to achieve the objectives 1.4 Explain how to monitor and control a planned activity
2	Know how to allocate work to team members	2.1 Identify resources required to complete a planned activity 2.2 Explain how to allocate work to team members 2.3 Explain how to assess and support team performance in achieving objectives
3	Understand how to improve the performance of a team in delivering to plan	3.1 Identify a possible cause of variance from a planned activity 3.2 Identify actions to overcome causes of variance 3.3 Explain how to involve team members in identifying ways to improve performance to meet objectives
Additional information about the unit		
Unit purpose and aim(s)		The learner will be able to develop knowledge and understanding of how to plan and allocate work as required by a practising or potential first line manager.
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D5, D6, D8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)

Equivalencies agreed for the unit (if required)	
Location of the unit within the subject/sector classification system	15.3 – Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The role and purpose of objectives and targets • Links between organisational and team objectives • Setting SMART work targets • Performance measurement • Planning techniques appropriate to small scale planning e.g. action planning, task/work/production schedules, timetables, rotas etc • Monitoring and control techniques and records
2	<ul style="list-style-type: none"> • Effective methods of communication to give instructions • Types of quality standards and their purpose • Methods to monitor actual performance against production targets and time-scales, and identify variances • Ways to ensure team members understand monitoring systems
3	<ul style="list-style-type: none"> • Recording outputs and variances • Techniques for identifying causes of underperformance • Corrective and remedial actions for underperformance

Title:	Leading and motivating a team effectively	
Level:	3	
Credit value:	2	
Unit guided learning hours	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to communicate the organisations vision and strategy to the team	1.1 Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation 1.2 Explain the role that communication plays in establishing a common sense of purpose 1.3 Assess the effectiveness of own communication skills on the basis of the above	
2 Know how to motivate and develop the team	2.1 Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals 2.2 Explain the importance of a leader being able to motivate teams and individuals and gain their commitment to objectives 2.3 Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to understand the need for teams to have a sense of vision and purpose that reflects the organisation's, and the role that effective communication, motivation and individual and team development play in enabling this to happen.	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B5, B6, D1, D13, E11	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	

Equivalencies agreed for the unit (if required)	M3.36 – Leading a team effectively
Location of the unit within the subject/sector classification system	15.3 – Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<p>Why organisations or projects need a vision, mission and strategy and what they mean for first line leadership</p> <p>How to develop team objectives that support overall strategy and vision</p> <p>The importance of a team having a common sense of purpose that links to vision and strategy</p> <p>The role that effective communication plays in conveying the overall mission of the organisation or project and how the collective work of the team and it's individual members support this</p> <p>Effective techniques for communicating vision, goals and objectives in terms of:</p> <ul style="list-style-type: none"> ▪ choosing effective times and places to communicate with the team and individuals ▪ selecting appropriate communication methods ▪ communicating clearly and accurately ▪ active listening skills ▪ receiving and responding appropriately to feedback
2	<p>The critical importance of teams and individuals being motivated and committed to their objectives</p> <p>Alternative theories of motivation, for example (select as appropriate):</p> <ul style="list-style-type: none"> ▪ Maslow's Hierarchy ▪ MacGregor's Theory X and Theory Y ▪ Herzberg's Two Factor Theory ▪ Vroom's Expectancy Theory ▪ McClelland's 3-Needs Theory <p>Motivational factors that are available to the leader, for example:</p> <ul style="list-style-type: none"> ▪ safety and security ▪ sense of belonging and common purpose ▪ respect ▪ empathy ▪ recognition of achievement ▪ involvement in decision making ▪ sense of fulfilment ▪ self-development ▪ material rewards ▪ sanctions <p>An appreciation of how these factors can apply to different situations, teams and individuals</p> <p>How to select and use appropriate motivational factors</p> <p>Giving feedback on performance</p> <p>Basic support needs that individuals may have and how to meet these</p> <p>The importance of continuous development for the team and individual members</p>

Title:	Understand how to lead effective meetings	
Level:	3	
Credit value:	2	
Unit guided learning hours	4	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand how to prepare and plan a meeting	1.1 Explain the purpose of a meeting 1.2 Explain the purpose and structure of an agenda 1.3 Explain how to select and invite the right people to attend the meeting 1.4 Describe how to prepare prior to a meeting
2	Understand how to manage a meeting	2.1 Explain the roles and responsibilities of the chairperson, the secretary and individuals at a meeting 2.2 Explain basic meeting protocol and procedures 2.3 Explain positive and negative actions that can affect meetings 2.4 Explain the purposes of minutes and action plans
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of meetings as required by a practising or potential first line manager.
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D11
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)

Title:	Managing workplace projects	
Level:	3	
Credit value:	2	
Unit guided learning hours	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to manage a simple workplace project	1.1 Identify a simple workplace project 1.2 Use a simple tool for determining the financial viability of the project 1.3 Produce a project plan using an appropriate project planning technique 1.4 Set objectives and targets/milestones to monitor performance and review plans within the project 1.5 Use a project evaluation technique to evaluate the project	
2 Understand the financial and non-financial implications of a workplace project	2.1 List areas where net savings can be achieved as a result of the workplace project 2.2 Identify wider non-financial implications that can result from the workplace project	
Additional information about the unit		
Unit purpose and aim(s)	To enable the practicing and potential first line manager to manage workplace projects.	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: F1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Equivalencies agreed for the unit (if required)	M3.22 – Managing projects	
Location of the unit within the subject/sector classification system	15.3 – Business Management	
Additional Guidance about the Unit		

Indicative Content:

1

- Basic project design principles
- Simple tools for financial appraisal of projects
- Project planning techniques (Gantt charts, Flow charts, Network planning)
- Use of objectives and targets/milestones to monitor performance and review plans
- Project evaluation and review techniques

2

- Non-financial costs and benefits of change (social, environmental, human elements)

Title:	Planning change in the workplace	
Level:	3	
Credit value:	2	
Unit guided learning hours	9	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the forces for change in an organisation	1.1 Identify the forces that may require own organisation to change by conducting a simple PESTLE or SWOT analysis
2	Know how to identify and plan change in an organisation	2.1 Give an example of change required in the workplace reflecting the SWOT or PESTLE analysis 2.2 Identify relevant human and financial factors in the consideration of planning change within the context of the example given 2.3 Explain how to communicate with and involve people to facilitate effective change 2.4 Use a technique for planning change within the given context
Additional information about the unit		
Unit purpose and aim(s)		To be able to plan change in an organisation as required by a practising or potential first line manager.
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C5, C6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Equivalencies agreed for the unit (if required)		M3.03 – Planning change in the workplace
Location of the unit within the subject/sector classification system		15.3 – Business Management
Additional Guidance about the Unit		

Indicative Content:

1	<ul style="list-style-type: none">• PESTLE analysis• Organisational SWOT analysis
2	<ul style="list-style-type: none">• The principles of change management• Methods of planning for change• Use of Gantt charts, network planning as tools for planning change• Identification of human and financial factors in the consideration of change• The importance of communication and involving people to facilitate effective change

Title:	Understanding performance management	
Level:	3	
Credit value:	2	
Unit guided learning hours	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the value of assessing performance to meet organisational and individual needs	1.1 Describe the value of formal and informal performance assessment in the workplace	1.2 Explain the role of the first line manager in performance management
2 Know how to manage performance of individuals in the team	2.1 Identify ways to ensure fair and objective formal assessment	2.2 Explain how to set SMART objectives for a team member
	2.3 Explain how to set performance standards for a team member	2.4 Explain how to measure performance against agreed standards
3 Understand the value of feedback in the workplace	3.1 Explain the importance of feedback to improve performance	3.2 Describe how to give effective feedback
4 Know how to manage underperformance in the workplace	4.1 Identify potential areas of underperformance in the workplace	4.2 Identify causes for failure to meet agreed performance levels
	4.3 Describe actions to restore performance to acceptable levels	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding and be able to manage performance in the workplace as required by a practising or potential first line manager.	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: D1, D6, D7, D8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Equivalencies agreed for the unit (if required)	
Location of the unit within the subject/sector classification system	15.3 – Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • First line manager's responsibility for managing team and individual performance and meeting objectives • The purpose and value of formal and informal performance assessment at work (formal assessment includes performance review/appraisal) • Ways to ensure fair and objective assessment (including objectives and on going monitoring) • Preparations necessary for effective, valid and reliable assessments • Roles and responsibilities of individuals in the performance assessment process • Appropriate assessment records • How to conduct formal appraisals
2	<ul style="list-style-type: none"> • The relevance of SMART objectives, and how to set them • How to set performance standards • How to measure performance against agreed standards • A range of methods for measuring performance and how to select the ideal one • Techniques for performance monitoring and evaluation • Range of performance improvement methods available to the manager
3	<ul style="list-style-type: none"> • The importance of feedback to improve performance • Principles for giving effective feedback on performance
4	<ul style="list-style-type: none"> • Range of performance improvement methods available to the manager (Coaching, training, review of the job role etc) • Causes of poor performance (lack of skills, lack of knowledge, poor motivation, lack of incentives, lack of information etc)

Title:	Understanding leadership	
Level:	3	
Credit value:	2	
Unit guided learning hours	6	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand leadership styles	1.1 Describe the factors that will influence the choice of leadership styles or behaviours in workplace situations 1.2 Explain why these leadership styles or behaviours are likely to have a positive or negative effect on individual and group behaviour	
2 Understand leadership qualities and review own leadership qualities and potential	2.1 Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others 2.2 Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of leadership as required by a practising or potential first line manager.	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Equivalencies agreed for the unit (if required)	M3.10 – Introduction to leadership	
Location of the unit within the subject/sector classification system	15.3 – Business Management	
Additional Guidance about the Unit		

Indicative Content:

1	<ul style="list-style-type: none">• The qualities of leadership• The leader – roles and responsibilities• Differences and similarities between leadership and management, and the need for each of them• Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblique leader, transactional/transformational) and their significance for task performance, culture and relationships• Leadership behaviours and the sources of power
2	<ul style="list-style-type: none">• Identification, development and appropriate choice of personal leadership styles and behaviours• The role of trust and respect in effective team leadership• Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Understanding innovation and change in an organisation	
Level:	3	
Credit value:	2	
Unit guided learning hours	9	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand innovation and change in an organisation	1.1 Explain the benefits of innovation and change for the organisation 1.2 Identify the barriers to change and innovation in the organisation 1.3 Explain practical ways of overcoming these barriers	
2 Understand how to plan, monitor and review the implementation and communication of innovation and change in an organisation	2.1 Describe which planning, monitoring and review techniques could be used to manage innovation and change 2.2 Explain why communication is important in successful implementation of innovation and change	
3 Understand the effects of innovation and change on people and teams in an organisation	3.1 Explain possible human effects of innovation and change upon people and teams in an organisation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of innovation and change as required by a practising or potential first line manager.	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C2, C5, C6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Equivalencies agreed for the unit (if required)	M3.02 – Understanding change in the workplace	
Location of the unit within the subject/sector classification system	15.3 – Business Management	

Additional Guidance about the Unit

Indicative Content:

1	<ul style="list-style-type: none">• The benefits of change and the consequences of not changing• The role of change in the survival and prosperity of organisations• Concepts of creativity and innovation and their significance for organisational success and change management• Barriers to change and innovation – how to identify them and other difficulties in implementing change• Means of overcoming barriers and difficulties including unfreezing and freezing techniques
2	<ul style="list-style-type: none">• Methods to monitor and control progress of innovation and change against plan, including use of Gantt charts, network planning• The role of communication in successful implementation of innovation and change
3	<ul style="list-style-type: none">• Change fatigue and its adverse effects• Ways to organise and co-ordinate resources and activities to achieve planned innovation and change• Direct and indirect aspects of innovation and change – human and financial effects upon other people, departments and organisations