

Assessment Guidance 5AMOC (8 credits): Contributing to the Management of Change	
- Learners should provide a portfolio (electronic or paper) of evidence, with some basic referencing to show how evidence meets the criteria. It is strongly recommended that evidence is planned and agreed with an assessor at the commencement of the unit. - Evidence should primarily be from work activities undertaken by the learner (i.e. work products) although this may be supplemented by other types of evidence, such as: observation, witness testimony, explanatory personal report, professional discussion (with an assessor), question and answer. - Simulation evidence (e.g. evidence generated from activities undertaken in the classroom or training environment) is not appropriate for this unit, except in exceptional circumstances and where agreed with the CIPD. - Evidence provided for assessment should reflect, or clearly equate to, that stated in the evidence requirements (ER) sections below.	
LO1: Be able to plan for the implementation of change processes within an organisation.	
Notes:	Learners should demonstrate their ability to clearly establish (e.g. through communications and analysis): the need, objectives and potential benefits of a specific change; those who will be affected by the change and their information and support needs; and the resources (e.g. budget, people, equipment, materials) that will be required for change processes and how these will be made available. They should use this information to develop a (written) change plan, which includes objectives, actions and time-scales, and communicate this to decision makers (e.g. managers, key stakeholders) gaining agreement for the plan to be implemented.
ER:	- Examples of communications - Change plan devised by learner - Confirmation from an appropriate person (usually the learner's manager) that facts were clearly established and plan was effectively communicated.
LO2 - Be able to implement a change plan	
Notes:	The learner should implement the plan, either working individually, or with others but in a fully contributing role. Within the implementation the learner should provide appropriate information and support (e.g. advice, sign-posting/guidance, training, representation, help with securing resources) to stakeholders and apply techniques to maintain positive working relationships (e.g. liaison and inclusion, anticipating and seeking to mitigate impact of change, appropriate communication and support, positive resolution of differences). As the implementation progresses, the learner should monitor effectiveness and make adjustments where required. The learner should also maintain records of the implementation, using organisational systems and formats.
ER:	- Examples of communications and support provided to others. - Feedback from others (and/or observation) re support provided and relationship skills - Records of change activities, showing on-going monitoring and adaptation as required. - Confirmation from an appropriate person (usually the learner's manager) that the learner's contribution was effective and met requirements.
LO3 - Be able to assess the impact of change processes within an organisation	
Notes:	Learners should measure (e.g. through consultation, analysis, assessment) the effectiveness of the change process in meeting objectives and identify any further work required (either to embed or further enhance). Findings should be appropriately communicated to the main stakeholder(s). Finally the learner should evaluate their own performance in contributing to the management of change.
ER:	- Written evaluation of the change processes, including data and main findings. - Feedback (and/or observation) regarding effective communication of findings. - Reflective evaluation of own contribution to the change initiative.

Note: Evidence from this unit is likely to relate directly to your application for CIPD Associate Membership.

Please add any appropriate evidence references to your form in preparation for your application.