



## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the principles of effective collaboration with other organisations</p>	<p>1.1 Assess the nature of potential stakeholders' interest and needs</p> <p>1.2 Evaluate the strengths and weaknesses of stakeholder mapping techniques</p> <p>1.3 Assess the value of a range of analytical techniques and alliance modelling</p> <p>1.4 Evaluate the implications of collaborative relationships for risk and knowledge management</p> <p>1.5 Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements</p> <p>1.6 Evaluate the components, use and likely effects of invoking an exit strategy</p>
<p>2 Be able to identify external collaborative relationships to be developed</p>	<p>2.1 Identify potential organisations that are likely to complement or enhance the work or reputation of the organisations involved</p> <p>2.2 Analyse the potential synergies and scope for collaboration likely to benefit the organisations involved</p> <p>2.3 Balance the benefits of collaboration against the cost requirements and any potentially adverse aspects</p> <p>2.4 Justify decisions and recommendations with evidence</p>

Learning outcomes	Assessment criteria
<p>3 Be able to collaborate with other organisations</p>	<p>3.1 Agree mutually acceptable terms of reference</p> <p>3.2 Develop a viable stakeholder engagement plan that is consistent with organisational strategy, objectives and values</p> <p>3.3 Develop arrangements to manage relationships that will realise the benefits of collaboration</p> <p>3.4 Collaborate within agreed terms of reference in a way that enhances the reputation of the organisation and fosters productive working relationships</p> <p>3.5 Evaluate the effectiveness of on-going collaborative relationships</p>

## Unit amplification

---

### AC 1.1 Assess the nature of potential stakeholders' interest and needs

- *Stakeholders:*
  - o internal, e.g. departments, managers, employees
  - o external, e.g. competitors, suppliers; customers; lenders, government agencies, owners, communities
  - o primary, secondary
- *Stakeholders' interests and needs:* financial, e.g. profits; stability, e.g. capital base; economic, e.g. market share; environmental, e.g. carbon emission reduction; social and community, e.g. charitable contributions; communications, e.g. channel, media; trading arrangements

### AC 1.2 Evaluate the strengths and weaknesses of stakeholder mapping techniques

- *Stakeholder mapping:*
  - o techniques – grids, e.g. power versus interest; RACI (responsible, accountable, consulted, informed) matrix; purposes, dimensions of impact to include identification, interest, claim, power, influence, priority
  - o strengths – analysis of relationships; identification of interests; relative importance of stakeholders; guide to reconciling conflicting interests
  - o weaknesses – redundancy of information; subjectivity in analysis of interests; limited guide to action

### AC 1.3 Assess the value of a range of analytical techniques and alliance modelling

- *Analytical techniques:* economic analysis; strategic analysis; component analysis
- *Alliance modelling:* reasons; benefits; business pipes (linear models); business platforms (network models); complementarity of business models; model components, e.g. value proposition, core capabilities; supply/distribution chains, costs; revenues; sustainability

**AC 1.4 Evaluate the implications of collaborative relationships for risk and knowledge management**

- *Collaborative relationships:* joint ventures; partnerships; licensing; sub-contracting; approved suppliers; approved retailers; formal agreements; informal agreements; exit arrangements
- *Implications:*
  - risk management, e.g. operational, financial, economic, legal, political, reputational
  - knowledge management – access; use/misuse; disclosure; modification; loss/theft; commercial confidentiality; competitive advantage; sensitivity

**AC 1.5 Evaluate the implications of collaborative relationships for the supply chain and sustainability of future working arrangements**

- *Implications of collaborative relationships:*
  - supply chain – co-operation between supply chain components; integration; just-in-time supply systems; synergy for supply chain components; value creation; logistics; procurement; synchronisation; use of information technology; failure of a link in the chain
  - sustainability – duration; viability; responsiveness to change (internal, external); resistance to threats

**AC 1.6 Evaluate the components, use and likely effects of invoking an exit strategy**

- *Exit strategy:*
  - components – legal; financial; regulatory
  - use – cessation of collaborative venture including consensual and non-consensual
  - likely effects – interruption to trading; changes to competitive position; financial; legal; reputational

## Information for tutors

---

### Suggested resources

#### Books

Gage, D. – *The Partnership Charter: How to Start Out Right with Your New Business Partnership* (Basic Books, 2004) ISBN 978-0738208985

Jacoby, D. – *The Economist Guide to Supply Chain Management* (Economist Books, 2009) ISBN 978-1846681745

#### Websites

[www.managementhelp.org](http://www.managementhelp.org) – The Free Management Library, information on business alliances and collaboration subjects

#### Other

The Bottom Line Podcasts and Downloads chaired by Evan Davies and Stephanie Flanders. The podcasts bring together practitioners to discuss current business matters. Many podcasts touch on topics relevant to the unit, for example the podcasts on special relationships and deals consider aspects of working collaboratively. They can be searched through and downloaded from [www.bbc.co.uk/podcasts/series/bottomline/all](http://www.bbc.co.uk/podcasts/series/bottomline/all)

*The Financial Times* (The Financial Times Ltd) – has stories on business, including specific collaborations and joint ventures

*Journal of Purchasing and Supply Management* (Elsevier) – has articles on purchasing and supply

### Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

#### Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Business Administration, Customer Service and Management and Leadership Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

## Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Assessment is based on performance at work in an area that requires the learner to be involved in developing and managing collaborative relationships with other organisations.

Sources of evidence for demonstrating achievement of learning outcome 1 could include work products such as stakeholder mapping and change analyses. These can be augmented by the learner keeping a log or reflective journal and with witness statements. Explanatory narratives could be used to identify the learner's specific contributions. These sources of evidence should show clearly how and why the learner considered the need for developing and managing collaborative relationships. The log or reflective journal should ensure that the learner reflects on the approach adopted for the practical aspect of this unit in learning outcomes 2 and 3 and any lessons learned from putting theory into practice.

For learning outcome 2, work products such as market-scanning reports, analyses of the benefits that accrue from collaborative working, cost-benefit analyses and work documents with justified recommendations will cover all the assessment criteria. For AC2.4, a professional discussion could examine why a specific course of action was followed, together with the reasons for rejecting other courses of action and what the consequences might be.

For learning outcome 3, work products such as agreements to show how collaborative arrangements are managed, a stakeholder engagement plan, performance and operational reports arising from the collaborations, and the results of monitoring, review and evaluation showing the effectiveness of collaborative relationships can be used for all criteria. For AC3.3 and AC3.4, witness testimony will identify the effectiveness and extent of the relationships with other organisations. For AC3.5, a log or reflective journal can be used to review the factors that made collaborative working arrangements successful and how these arrangements can be sustained.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.