



# Qualification specification

**NCFE Level 3 Diploma in Skills for Business:  
Sales and Marketing  
QN: 601/2652/8**

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## Summary of Changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
v7.1	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1.  Information regarding the aggregation methods and grade thresholds added to Section 4 .
v7.2	December 2021	<u>Band descriptions</u> updated in Presenting Evidence.
v7.3	January 2022	Paragraph added in regarding <a href="#">external quality assurance for graded qualifications</a> .
v7.4	June 2022	Information added to the entry guidance section to advise that <a href="#">registration</a> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.  Information added to the support for centres section about how to access <a href="#">support handbooks</a> .  Further information added to section 3 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <a href="#">assessment evidence</a> presented for external quality assurance must be in English.
v7.5	June 2023	Information regarding UCAS added to <a href="#">Section 1 About this qualification</a> .

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Diploma in Skills for Business: Sales and Marketing.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification please check the issue date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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**Things you need to know**

Qualification number (QN)	<b>601/2652/8</b>
Aim reference	60126528
Total Qualification Time (TQT)	930
Guided Learning Hours (GLH)	561-610
Credit value	93
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

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

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

**Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

## About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/2652/8.

This qualification forms part of a suite of qualifications which have been developed to form the substantial qualification element of Study Programmes, and meet the Teaching Agency's requirements for high-quality, rigorous qualifications in education.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

## UCAS points

This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

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## Qualification purpose

This qualification provides transferable skills, knowledge and understanding that can be applied in any business setting. The units in Group A are aligned to National Occupational Standards for business and represent the core attributes required by employers in a range of business settings. The units in Group B specialise in Sales and Marketing.

This qualification will:

- focus on the study of business skills, including sales and marketing
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

## Qualification objectives

The objectives of this qualification are to provide learners with:

- an understanding of the essential skills required to work successfully in a business environment
- the skills required to solve problems in a business environment
- an understanding of business culture and responsibilities
- the ability to successfully communicate and work with others in a business environment
- the opportunity to develop the skills required to manage and improve their own performance in a business environment
- an understanding of the relationship between sales and marketing
- knowledge of internet marketing in business
- knowledge of market research and creative product promotion.

## Achieving this qualification

To be awarded the Level 3 Diploma in Skills for Business: Sales and Marketing, learners are required to successfully complete 6 **graded** units from Group A and 4 units from Group B.



**Group A**

Unit No	Unit title	Graded
Unit 01	Business culture and responsibilities	Yes
Unit 02	Deliver customer service in a business environment	Yes
Unit 03	Produce documents in a business environment	Yes
Unit 04	Solve problems in a business environment	Yes
Unit 05	Work with others in a business environment	Yes
Unit 06	Communicate in a business environment	Yes
Unit 07	Contribute to running a project	Yes
Unit 08	Innovation in a business environment	Yes
Unit 09	Manage and improve own performance in a business environment	Yes
Unit 10	Respond to change in a business environment	Yes

**Group B**

Unit No	Unit title	Graded
Unit 11	Creative product promotion	No
Unit 12	Market research in business	No
Unit 13	Relationship marketing	No
Unit 14	Internet marketing in business	No
Unit 15	Understanding the relationship between sales and marketing	No
Unit 16	Conferences and events	No

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 3 Diploma in Skills for Business: Sales and Marketing, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 4.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole unit.

## Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
  - appropriate interpersonal skills
  - communicating with professional colleagues/peers and/or hierarchical seniors
  - supporting other aspiring employees
  - personal manners and deportment
  - understanding work practices and how different roles and departments function within an organisation.
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## Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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## Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit/qualification allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

## Entry guidance

This qualification is designed for learners aged 16 and above and is suitable for use within a Study Programme.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

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## Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Diploma in Skills for Business
- Level 3 and 4 Diplomas in Business Administration
- Level 3 Diploma in Customer Service
- Level 3 and 4 Diplomas in Management
- Foundation Degree in a business-related discipline
- Level 4 Certificate in Professional Marketing

## Progression to Higher Level Studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](https://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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## **Resource requirements**

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

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## **Support for centres**

There are a number of documents available on the NCFE website that centres might find useful.

## **Support handbook**

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## **Customer Support team**

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## **Fees and Pricing**

The current Fees and Pricing Guide is available on the NCFE website.

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### **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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# Section 2

## Unit content and assessment guidance



## Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is graded or not
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- grading descriptors/achievement descriptors and explanations
- delivery and assessment (including types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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**Unit 01 Business culture and responsibilities (H/505/9691)**

<b>Unit summary</b>	This unit will equip learners with the skills needed to improve sustainability within a business environment, analysing the benefits of keeping waste to a minimum and implementing new means of doing so. Learners will also gain an overall understanding of diversity - recognising the benefits of a diverse workforce, how to maintain security and confidentiality, and how to manage risk, in a business environment.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Be able to improve sustainability within a business environment

The learner can:

- 1.1 Analyse the benefits of keeping waste to a minimum
- 1.2 Follow agreed procedures for:
  - recycling
  - disposing of waste
  - maintaining equipment
- 1.3 Suggest ways to reduce waste in a business environment
- 1.4 Implement one of the suggestions
- 1.5 Evaluate the impact of the change

**Learning outcome 2**

The learner will:

- 2 Understand diversity within a business environment

The learner can:

- 2.1 Explain what is meant by 'diversity' in a business context
- 2.2 Recognise the benefits of having a diverse workforce
- 2.3 Compare how a range of organisations promote diversity
- 2.4 Explain how they can promote diversity within their place of work
- 2.5 Summarise legal and organisational guidelines that govern diversity within the workplace

**Unit 01 Business culture and responsibilities (H/505/9691) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to maintain security and confidentiality in a business environment

The learner can:

- 3.1 Explain why security and confidentiality are important in a business environment
  - 3.2 Ensure that property is kept secure in line with organisational procedures and legal requirements
  - 3.3 Ensure that information is kept secure and confidential in line with organisational procedures and legal requirements
  - 3.4 Explain the possible consequences of failing to maintain security and confidentiality in line with requirements
- 

**Learning outcome 4**

The learner will:

- 4 Be able to manage risk in a business environment

The learner can:

- 4.1 Identify a risk within their place of work
  - 4.2 Identify the source of the risk
  - 4.3 Assess the impact and likelihood of the risk
  - 4.4 Identify ways to minimise the impact and likelihood of the risk
-

**Unit 01 Business culture and responsibilities (H/505/9691) (cont'd)****Delivery and assessment**

- 1.1 Political, image/reputation, financial, environmental, employee motivation and morale.  
 1.3 Financial and environmental.  
 2.5 Current acts; Equality, Sex Discrimination, Equal Pay, Race Relations, Disability Discrimination, Employment Equality.  
 3.1 Ethical and legal requirements, trust, protection of information/property/systems, business disruption.  
 3.4 Internal consequences, external consequences.  
 4.1 Financial, health and safety, security, environmental, business interruption, competition.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- observation – 1.2, 1.4, 3.2, 3.3
- witness testimony – 1.2, 1.4, 3.2, 3.3
- report – 1.1–2.2, 2.5–3.4, 4.3, 4.4
- presentation – 1.3
- evaluation – 1.5
- assignments – 2.3, 2.4
- case studies - 2.3, 2.4
- questioning – 2.5
- risk assessment – 4.1–4.4

**Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Analyse the benefits of keeping waste to a minimum</b>	Learners will analyse the benefits of keeping waste to a minimum.	Learners will comprehensively analyse the benefits of keeping waste to a minimum.	Learners will conduct a sophisticated analysis of the benefits of keeping waste to a minimum.
<b>1.2 Follow agreed procedures for:</b> <ul style="list-style-type: none"> <li>• recycling</li> <li>• disposing of waste</li> <li>• maintaining equipment</li> </ul>	Learners will follow agreed procedures for: <ul style="list-style-type: none"> <li>• recycling</li> <li>• disposing of waste</li> <li>• maintaining equipment.</li> </ul>	Learners will show initiative in following agreed procedures for: <ul style="list-style-type: none"> <li>• recycling</li> <li>• disposing of waste</li> <li>• maintaining equipment.</li> </ul>	No Distinction for this AC.
<b>1.3 Suggest ways to reduce waste in a business environment</b>	Learners will suggest ways to reduce waste in a business environment.	Learners will make convincing suggestions of ways to reduce waste in a business environment.	Learners will suggest ways to reduce waste in a business environment, demonstrating originality.
<b>1.4 Implement one of the suggestions</b>	Learners will implement one of the suggestions.	Learners will implement one of the suggestions, demonstrating initiative	Learners will implement one of the suggestions, demonstrating originality
<b>1.5 Evaluate the impact of the change</b>	Learners will evaluate the impact of the change.	Learners will thoroughly evaluate the impact of the change.	Learners will thoroughly evaluate the impact of the change, drawing conclusions.

**Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Explain what is meant by 'diversity' in a business context</b>	Learners will explain what is meant by 'diversity' in a business context.	Learners will explain in detail what is meant by 'diversity' in a business context.	Learners will give a sophisticated explanation of what is meant by 'diversity' in a business context.
<b>2.2 Recognise the benefits of having a diverse workforce</b>	Learners will recognise the benefits of having a diverse workforce.	Learners will perceptively recognise the benefits of having a diverse workforce.	No Distinction for this AC.
<b>2.3 Compare how a range of organisations promote diversity</b>	Learners will compare how a range of organisations promote diversity.	Learners will compare how a range of organisations promote diversity, demonstrating critical judgement.	Learners will critically compare how a range of organisations promote diversity, drawing conclusions.
<b>2.4 Explain how they can promote diversity within their place of work</b>	Learners will explain how they can promote diversity within their place of work.	Learners will explain, in detail, how they can promote diversity within their place of work.	Learners will explain, in detail, how they can promote diversity within their place of work, demonstrating originality.
<b>2.5 Summarise legal and organisational guidelines that govern diversity within the workplace</b>	Learners will summarise legal and organisational guidelines that govern diversity within the workplace.	Learners will insightfully summarise legal and organisational guidelines that govern diversity within the workplace.	No Distinction for this AC.

**Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Explain why security and confidentiality are important in a business environment</b>	Learners will explain why security and confidentiality are important in a business environment.	Learners will explain in detail why security and confidentiality are important in a business environment.	No Distinction for this AC.
<b>3.2 Ensure that property is kept secure in line with organisational procedures and legal requirements</b>	Learners will ensure that property is kept secure in line with organisational procedures and legal requirements.	Learners will show initiative in ensuring that property is kept secure in line with organisational procedures and legal requirements.	No Distinction for this AC.
<b>3.3 Ensure that information is kept secure and confidential in line with organisational procedures and legal requirements</b>	Learners will ensure that information is kept secure and confidential in line with organisational procedures and legal requirements.	Learners will show initiative in ensuring that information is kept secure and confidential in line with organisational procedures and legal requirements.	No Distinction for this AC.
<b>3.4 Explain the possible consequences of failing to maintain security and confidentiality in line with requirements</b>	Learners will explain the possible consequences of failing to maintain security and confidentiality in line with requirements.	Learners will explain in detail the possible consequences of failing to maintain security and confidentiality in line with requirements.	Learners will give a sophisticated explanation of the possible consequences of failing to maintain security and confidentiality in line with requirements.

**Unit 01 Business culture and responsibilities (H/505/9691) - Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>4.1 Identify a risk within their place of work</b>	Learners will identify a risk within their place of work.	Learners will show initiative in identifying a risk within their place of work.	No Distinction for this AC.
<b>4.2 Identify the source of the risk</b>	Learners will identify the source of the risk.	Learners will perceptively identify the source of the risk.	No Distinction for this AC.
<b>4.3 Assess the impact and likelihood of the risk</b>	Learners will assess the impact and likelihood of the risk.	Learners will assess, in detail, the impact and likelihood of the risk.	Learners will assess the impact and likelihood of the risk, drawing conclusions.
<b>4.4 Identify ways to minimise the impact and likelihood of the risk</b>	Learners will identify ways to minimise the impact and likelihood of the risk.	Learners will identify ways to minimise the impact and likelihood of the risk, demonstrating creativity.	No Distinction for this AC.



**Unit 02 Deliver customer service in a business environment (T/505/9694)**

<b>Unit summary</b>	This unit is designed to equip learners with effective customer service skills; exceeding customer expectations by going the extra mile, delivering effective service to a wide range of customers, and monitoring and reviewing customer service.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Understand how to exceed customer expectations

The learner can:

- 1.1 Explain what 'added value' means in terms of customer service
- 1.2 Recognise opportunities to add value to a customer interaction
- 1.3 Recognise constraints in carrying out 'added value' interactions
- 1.4 Explain why it is important to let the customer know when they have gone the extra mile

**Learning outcome 2**

The learner will:

- 2 Be able to deliver effective customer service

The learner can:

- 2.1 Provide services to a range of customers
- 2.2 Adapt services to meet the needs of a range of customers
- 2.3 Provide 'added value' services to customers
- 2.4 Explain to the customer how they have gone the extra mile
- 2.5 Handle a range of customer complaints in line with agreed procedures

**Unit 02 Deliver customer service in a business environment (T/505/9694) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to monitor and review customer service

The learner can:

- 3.1 Record customer feedback, using a range of methods  
 3.2 Evaluate customer feedback  
 3.3 Suggest improvements to customer service, based on feedback

**Delivery and assessment**

- 1.3 Limits of authority, legislation.  
 2.1 Face to face, telephone, online, internal/external.  
 2.2 Payment methods, communication methods.  
 2.5 Face to face, telephone, online, internal/external.  
 3.1 Reports, chart, statistics, qualitative/quantitative.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- report – 1.1–1.4, 3.2, 3.3
- observation, witness testimony – 1.2, 2.1–2.5, 3.1–3.3
- case studies – 1.2, 1.3
- product – 2.5, 3.1
- presentation – 3.3

**Unit 02 Deliver customer service in a business environment (T/505/9694) – Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Explain what ‘added value’ means in terms of customer service</b>	Learners will explain what ‘added value’ means in terms of customer service.	Learners will explain in detail what ‘added value’ means in terms of customer service.	No Distinction for this AC.
<b>1.2 Recognise opportunities to add value to a customer interaction</b>	Learners will recognise opportunities to add value to a customer interaction.	Learners will demonstrate initiative in recognising opportunities to add value to a customer interaction.	Learners will recognise opportunities to be creative in adding value to a customer interaction, demonstrating originality.
<b>1.3 Recognise constraints in carrying out ‘added value’ interactions</b>	Learners will recognise constraints in carrying out ‘added value’ interactions.	No Merit for this AC.	No Distinction for this AC.
<b>1.4 Explain why it is important to let the customer know when they have gone the extra mile</b>	Learners will explain why it is important to let the customer know when they have gone the extra mile.	Learners will explain in detail why it is important to let the customer know when they have gone the extra mile.	No Distinction for this AC.

**Unit 02 Deliver customer service in a business environment (T/505/9694) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Provide services to a range of customers</b>	Learners will provide services to a range of customers.	Learners will confidently provide services to a range of customers.	Learners will confidently provide services to a range of customers demonstrating sophisticated customer service skills.
<b>2.2 Adapt services to meet the needs of a range of customers</b>	Learners will adapt services to meet the needs of a range of customers.	Learners will show initiative in adapting services to meet the needs of a range of customers.	Learners will show initiative in adapting services to meet the needs of a range of customers, demonstrating sophisticated customer service skills.
<b>2.3 Provide 'added value' services to customers</b>	Learners will provide 'added value' services to customers.	Learners will show initiative in providing 'added value' services to customers.	Learners will provide 'added value' services to customers, demonstrating sophisticated sales techniques.
<b>2.4 Explain to the customer how they have gone the extra mile</b>	Learners will explain to the customer how they have gone the extra mile.	Learners will convincingly explain to the customer how they have gone the extra mile.	No Distinction for this AC.
<b>2.5 Handle a range of customer complaints in line with agreed procedures</b>	Learners will handle a range of customer complaints in line with agreed procedures.	Learners will confidently handle a range of customer complaints in line with agreed procedures.	No Distinction for this AC.

**Unit 02 Deliver customer service in a business environment (T/505/9694) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Record customer feedback, using a range of methods</b>	Learners will record customer feedback, using a range of methods.	Learners will record customer feedback in detail, using a range of methods.	No Distinction for this AC.
<b>3.2 Evaluate customer feedback</b>	Learners will evaluate customer feedback.	Learners will perceptively evaluate customer feedback.	Learners will perceptively evaluate customer feedback, drawing conclusions.
<b>3.3 Suggest improvements to customer service, based on feedback</b>	Learners will suggest improvements to customer service, based on feedback.	Learners will suggest improvements to customer service, based on feedback, demonstrating critical judgment.	Learners will suggest improvements to customer service, based on feedback, demonstrating critical analysis.

**Unit 03 Produce documents in a business environment (F/505/9696)**

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<b>Unit summary</b>	The aim of this unit is to familiarise the learner with a range of different document types and formats. The learner will be able to research content for and produce a range of documents which meet varying requirements.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

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**Learning outcome 1**

The learner will:

- 1 Know different documents and formats that can be used to present information

The learner can:

- 1.1 Compare the different types of document that could be used to present agreed information, selecting the most appropriate
  - 1.2 Compare the different formats that could be used within each of these documents, selecting the most appropriate
- 

**Learning outcome 2**

The learner will:

- 2 Be able to research the requirements for documents

The learner can:

- 2.1 Agree the:
    - purpose
    - content
    - style
    - deadlinefor a range of documents
  - 2.2 Research the required content
  - 2.3 Compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case
-

**Unit 03 Produce documents in a business environment (F/505/9696) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to produce documents to meet requirements

The learner can:

- 3.1 Select the most appropriate format for each document  
 3.2 Organise the structure and layout of each document  
 3.3 Produce the documents  
 3.4 Proofread each document, correcting any errors

**Delivery and assessment**

- 1.1 Printed, electronic, formal, informal, use of different software packages, templates.  
 1.2 Text, number, graphics, charts.  
 2.1 Printed, electronic, formal, informal, use of different software packages, templates.  
 2.3 Computer software, communication transfer.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- assignment, report – 1.1, 1.2, 2.1–2.3, 3.1–3.4
- professional discussion, observation, witness testimony – 2.3, 3.1–3.4

**Unit 03 Produce documents in a business environment (F/505/9696) – Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Compare the different types of document that could be used to present agreed information, selecting the most appropriate</b>	Learners will compare the different types of document that could be used to present agreed information, selecting the most appropriate.	Learners will compare the different types of document that could be used to present agreed information, demonstrating critical judgement to select the most appropriate.	Learners will compare the different types of document that could be used to present agreed information, drawing conclusions to select the most appropriate.
<b>1.2 Compare the different formats that could be used within each of these documents, selecting the most appropriate</b>	Learners will compare the different formats that could be used within each of these documents, selecting the most appropriate.	Learners will compare the different formats that could be used within each of these documents, demonstrating critical judgement to select the most appropriate.	Learners will compare the different formats that could be used within each of these documents, drawing conclusions to select the most appropriate.
<b>2.1 Agree the:</b> <ul style="list-style-type: none"> <li>• purpose</li> <li>• content</li> <li>• style</li> <li>• deadline</li> </ul> <b>for a range of documents</b>	Learners will agree the: <ul style="list-style-type: none"> <li>• purpose</li> <li>• content</li> <li>• style</li> <li>• deadline</li> </ul> for a range of documents.	Learners will agree the: <ul style="list-style-type: none"> <li>• purpose</li> <li>• content</li> <li>• style</li> <li>• deadline</li> </ul> for a range of documents, showing creative ideas.	No Distinction for this AC.
<b>2.2 Research the required content</b>	Learners will research the required content.	Learners will research the required content, using own initiative.	No Distinction for this AC.



**Unit 03 Produce documents in a business environment (F/505/9696) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.3 Compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case</b>	Learners will compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case.	Learners will compare the different types of technology that can be used to create the documents, demonstrating critical judgement to select the most appropriate in each case.	No Distinction for this AC.
<b>3.1 Select the most appropriate format for each document</b>	Learners will select the most appropriate format for each document.	Learners will use critical judgement to select the most appropriate format for each document.	No Distinction for this AC.
<b>3.2 Organise the structure and layout of each document</b>	Learners will organise the structure and layout of each document.	Learners will confidently and creatively organise the structure and layout of each document.	Learners will confidently and creatively organise the structure and layout of their document demonstrating sophisticated formatting skills.
<b>3.3 Produce the documents</b>	Learners will produce the documents.	Learners will skilfully produce accurate documents.	Learners will skilfully produce accurate documents, demonstrating originality.
<b>3.4 Proofread each document, correcting any errors</b>	Learners will proofread each document, correcting any errors.	Learners will proofread each document thoroughly, using own initiative to correct any errors.	No Distinction for this AC.

**Unit 04 Solve problems in a business environment (R/505/9699)**

<b>Unit summary</b>	This unit provides learners with the skills required to identify a solution to a business problem, develop a problem-solving plan, and then solve the problem. Learners will also evaluate the success of their plan to ensure the method chosen was the most productive option.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1.**

The learner will:

- 1 Be able to identify a solution to a business problem

The learner can:

- 1.1 Identify a problem that exists within a business
- 1.2 Analyse the business problem
- 1.3 Diagnose causes of the problem
- 1.4 Confirm with others that they understand the problem
- 1.5 Compare different solutions to the problem
- 1.6 Agree upon a solution

**Learning outcome 2**

The learner will:

- 2 Be able to develop a problem-solving plan

The learner can:

- 2.1 Develop a plan to solve the problem, taking into account any constraints
- 2.2 Explain why they have chosen their approach
- 2.3 Explain how they will know when the problem has been solved
- 2.4 Allocate roles and responsibilities to support the plan

**Unit 04 Solve problems in a business environment (R/505/9699) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to solve a business problem

The learner can:

- 3.1 Carry out own actions as set out in the plan  
3.2 Review progress towards solving the business problem  
3.3 Make adjustments to the plan as necessary
- 

**Learning outcome 4**

The learner will:

- 4 Evaluate success of a problem-solving plan

The learner can:

- 4.1 Evaluate their approach to solving the business problem  
4.2 Evaluate other approaches that may have been more productive
- 

**Types of evidence**

Evidence could include:

- assignment, report – 1.1–1.6, 2.1–2.4, 3.1–3.3, 4.1, 4.2
- observation, witness testimony – 1.1, 1.2, 3.1–3.3
- professional discussion – 1.1, 1.2, 1.6, 3.2, 3.3
- product – 2.1, 3.1, 4.1

**Unit 04 Solve problems in a business environment (R/505/9699) – Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Identify a problem that exists within a business</b>	Learners will identify a problem that exists within a business.	Learners will identify a problem that exists within a business, demonstrating initiative.	No Distinction for this AC.
<b>1.2 Analyse the business problem</b>	Learners will analyse the business problem.	Learners will comprehensively analyse the business problem.	Learners will critically analyse the business problem.
<b>1.3 Diagnose causes of the problem</b>	Learners will diagnose causes of the problem.	Learners will give a detailed diagnosis of the problem.	Learners will diagnose causes of the problem, drawing conclusions.
<b>1.4 Confirm with others that they understand the problem</b>	Learners will confirm with others that they understand the problem.	Learners will confidently confirm with others that they understand the problem.	No Distinction for this AC.
<b>1.5 Compare different solutions to the problem</b>	Learners will compare different solutions to the problem.	Learners will compare, in detail, different solutions to the problem.	No Distinction for this AC.
<b>1.6 Agree upon a solution</b>	Learners will agree upon a solution.	Learners will agree upon a solution, showing critical judgement.	No Distinction for this AC.

**Unit 04 Solve problems in a business environment (R/505/9699) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Develop a plan to solve the problem, taking into account any constraints</b>	Learners will develop a plan to solve the problem, taking into account any constraints.	Learners will develop a detailed plan to solve the problem, taking into account any constraints.	Learners will develop a sophisticated plan to solve the problem, taking into account any constraints.
<b>2.2 Explain why they have chosen their approach</b>	Learners will explain why they have chosen their approach.	Learners will explain why they have chosen their approach using convincing arguments.	No Distinction for this AC.
<b>2.3 Explain how they will know when the problem has been solved</b>	Learners will explain how they will know when the problem has been solved.	Learners will thoroughly explain how they will know when the problem has been solved.	Learners will explain how they will know when the problem has been solved, showing critical analysis.
<b>2.4 Allocate roles and responsibilities to support the plan</b>	Learners will allocate roles and responsibilities to support the plan.	Learners will show initiative in allocating roles and responsibilities to support the plan.	No Distinction for this AC.

**Unit 04 Solve problems in a business environment (R/505/9699) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Carry out own actions as set out in the plan</b>	Learners will carry out own actions as set out in the plan.	Learners will skilfully carry out own actions as set out in the plan.	Learners will skilfully carry out own actions as set out in the plan demonstrating originality.
<b>3.2 Review progress towards solving the business problem</b>	Learners will review progress towards solving the business problem.	Learners will continually review progress towards solving the business problem.	Learners will review progress towards solving the business problem, showing critical analysis.
<b>3.3 Make adjustments to the plan as necessary</b>	Learners will make adjustments to the plan as necessary.	No Merit for this AC.	No Distinction for this AC.
<b>4.1 Evaluate their approach to solving the business problem</b>	Learners will evaluate their approach to solving the business problem.	Learners will thoroughly evaluate their approach to solving the business problem.	Learners will evaluate their approach to solving the business problem, drawing conclusions.
<b>4.2 Evaluate other approaches that may have been more productive</b>	Learners will evaluate other approaches that may have been more productive.	Learners will thoroughly evaluate other approaches that may have been more productive.	Learners will thoroughly evaluate other approaches that may have been more productive, drawing conclusions.

**Unit 05 Work with others in a business environment (J/505/9702)**

<b>Unit summary</b>	This unit aims to equip learners with understanding of different roles within an organisation, being able to describe and compare responsibilities across an organisation. The unit also helps the learner to understand team dynamics and conflict. The learner will also be able to give and receive feedback, with a view to improving team performance.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Understand roles within an organisation

The learner can:

- 1.1 Describe the sector that an organisation operates in
- 1.2 Describe the main responsibilities for a role within the organisation
- 1.3 Compare responsibilities across roles within the organisation

**Learning outcome 2**

The learner will:

- 2 Understand team dynamics

The learner can:

- 2.1 Outline what is meant by 'team dynamics'
- 2.2 Compare the benefits of working alone to working with others
- 2.3 Carry out a skills audit for themselves and members of their team
- 2.4 Suggest ways in which they can work together to make use of individual strengths
- 2.5 Work with others, making best use of individual strengths
- 2.6 Provide support to others

**Unit 05 Work with others in a business environment (J/505/9702) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to give and receive feedback

The learner can:

- 3.1 Explain the benefits of giving and receiving feedback in a business environment  
 3.2 Provide others with feedback on achievement of objectives  
 3.3 Respond positively to feedback from others  
 3.4 Create a plan to improve team performance based on feedback

**Learning outcome 4**

The learner will:

- 4 Know about conflict in a business environment

The learner can:

- 4.1 Give examples of possible sources of conflict within a team  
 4.2 Identify ways to resolve conflict within a team  
 4.3 Decide on most appropriate methods to resolve a specific conflict  
 4.4 Suggest ways of preventing conflict from occurring

**Delivery and assessment**

- 1.1 Sector: public, private, voluntary, industry type.  
 1.6 Formal and informal settings, purposes, roles, stages of team development.  
 2.3 Tools (eg. Likert scale).  
 2.4 Analysis of strengths.  
 3.2 Time, frequency, purpose, specific.  
 3.3 Positive and negative.  
 3.4 Set specific, measureable, achievable, realistic/relevant and timebound (SMART) targets.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- assignment, report – 1.1–1.3, 2.1–2.4, 3.1, 4.1–4.4
- product – 2.3
- observation, witness testimony - 2.5, 2.6, 3.2, 3.3
- professional discussion – 3.1
- product (plan) – 3.4



**Unit 05 Work with others in a business environment (J/505/9702) – Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Describe the sector that an organisation operates in</b>	Learners will describe the sector that an organisation operates in.	Learners will describe in detail the sector that an organisation operates in.	No Distinction for this AC.
<b>1.2 Describe the main responsibilities for a role within the organisation</b>	Learners will describe the main responsibilities for a role within the organisation.	Learners will describe in detail the main responsibilities for a role within the organisation.	No Distinction for this AC.
<b>1.3 Compare responsibilities across roles within the organisation</b>	Learners will compare responsibilities across roles within the organisation.	Learners will comprehensively compare their responsibilities to those of colleagues responsibilities across roles within the organisation.	No Distinction for this AC.
<b>2.1 Outline what is meant by 'team dynamics'</b>	Learners will outline what is meant by 'team dynamics'.	Learners will outline in detail what is meant by 'team dynamics'.	No Distinction for this AC.
<b>2.2 Compare the benefits of working alone to working with others</b>	Learners will compare the benefits of working alone to working with others.	Learners will do a detailed comparison of the benefits of working alone to working with others.	Learners will compare the benefits of working alone to working with others, using critical analysis.
<b>2.3 Carry out a skills audit for themselves and members of their team</b>	Learners will carry out a skills audit for themselves and members of their team.	Learners will carry out a detailed skills audit for themselves and members of their team.	Learners will carry out a skills audit for themselves and members of their team, drawing conclusions.

**Unit 05 Work with others in a business environment (J/505/9702) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.4 Suggest ways in which they can work together to make use of individual strengths</b>	Learners will suggest ways in which they can work together to make use of individual strengths.	Learners will comprehensively suggest ways in which they can work together to make use of individual strengths.	Learners will perceptively suggest ways in which they can work together to make use of individual strengths, demonstrating originality.
<b>2.5 Work with others, making best use of individual strengths</b>	Learners will work with others, making best use of individual strengths.	Learners will confidently work with others, making best use of individual strengths.	No Distinction for this AC.
<b>2.6 Provide support to others</b>	Learners will provide support to others.	Learners will show initiative in providing support to others.	No Distinction for this AC.
<b>3.1 Explain the benefits of giving and receiving feedback in a business environment</b>	Learners will explain the benefits of giving and receiving feedback in a business environment.	Learners will explain in detail the benefits of giving and receiving feedback in a business environment.	No Distinction for this AC.
<b>3.2 Provide others with feedback on achievement of objectives</b>	Learners will provide others with feedback on achievement of objectives.	Learners will provide others with feedback on achievement of objectives, demonstrating critical judgement.	Learners will provide others with feedback on achievement of objectives, demonstrating sophisticated skills.
<b>3.3 Respond positively to feedback from others</b>	Learners will respond positively to feedback from others.	No Merit for this AC.	No Distinction for this AC.

**Unit 05 Work with others in a business environment (J/505/9702) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.4 Create a plan to improve team performance based on feedback</b>	Learners will create a plan to improve team performance based on feedback.	Learners will create a detailed SMART plan to improve team performance based on feedback.	No Distinction for this AC.
<b>4.1 Give examples of possible sources of conflict within a team</b>	Learners will give examples of possible sources of conflict within a team.	Learners will give insightful examples of possible sources of conflict within a team.	No Distinction for this AC.
<b>4.2 Identify ways to resolve conflict within a team</b>	Learners will identify ways to resolve conflict within a team.	Learners will identify in detail ways to resolve conflict within a team.	Learners will identify ways to resolve conflict within a team, showing originality.
<b>4.3 Decide on most appropriate methods to resolve a specific conflict</b>	Learners will decide on the most appropriate methods to resolve a specific conflict.	Learners will decide on the most appropriate methods to resolve a specific conflict, demonstrating initiative.	Learners will decide on the most appropriate methods to resolve a specific conflict, demonstrating critical analysis.
<b>4.4 Suggest ways of preventing conflict from occurring</b>	Learners will suggest ways of preventing conflict from occurring.	Learners will perceptively suggest ways of preventing conflict from occurring.	Learners will perceptively suggest ways of preventing conflict from occurring, demonstrating originality.

**Unit 06 Communicate in a business environment (K/505/9692)**

<b>Unit summary</b>	The aim of this unit is to provide learners with both written and verbal communication skills. Learners will be able to evaluate communication within a business environment, summarising positive and negative points of a communication and developing a plan to improve their communication skills.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Know about written and verbal communication in a business environment

The learner can:

- 1.1 Summarise advantages and disadvantages of using written communication in a business environment
- 1.2 Summarise advantages and disadvantages of using verbal communication in a business environment
- 1.3 Explain the difference between an important communication and an urgent communication

**Learning outcome 2**

The learner will:

- 2 Be able to communicate in writing in a business environment

The learner can:

- 2.1 Confirm the purpose of a specified written business communication
- 2.2 Collate information needed to create a specified written communication
- 2.3 Create a written business communication that is appropriate for a specified audience
- 2.4 Make amendments to the communication to accommodate different audiences
- 2.5 Proofread the communication before sending, correcting any errors

**Unit 06 Communicate in a business environment (K/505/9692) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to communicate verbally in a business environment

The learner can:

- 3.1 Present own ideas verbally to others
- 3.2 Actively listen to others, responding appropriately
- 3.3 Ask questions to confirm understanding
- 3.4 Agree future actions, taking into account own views and those of others
- 3.5 Summarise, with others, the main points of the discussion
- 3.6 Use appropriate body language and voice tone throughout the discussion

**Learning outcome 4**

The learner will:

- 4 Be able to evaluate communication in a business environment

The learner can:

- 4.1 Seek feedback on whether a communication has achieved its purpose
- 4.2 Summarise positive and negative points of the communication
- 4.3 Develop a plan to improve own communication skills

**Delivery and assessment**

- 1.1, 1.2 Internal/external, styles and tones, benefits and barriers.
- 2.1, 2.4 Formal/informal, technical/non-technical, internal/external.
- 2.2 Organisational information, technical information, practical information.
- 2.3 Letter, report, email.
- 3.1 Presentation: face to face meeting, video conferencing.
- 3.3 Active involvement in the communication.
- 3.4 Clarification of understanding, next steps.
- 3.6 Verbal and non-verbal signs, facial expressions, body language.
- 4.1 Principles of the communication cycle, feedback from recipient(s).
- 4.3 Formal/informal, verbal/non-verbal, internal/external, technical/non-technical.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

**Unit 06 Communicate in a business environment (K/505/9692) (cont'd)****Types of evidence**

Evidence could include:

- assignment – 2.1, 2.3–2.5
- report – 1.1–1.3, 3.5, 4.2
- product – 2.2–2.5, 3.1, 4.1
- observation, witness testimony - 2.1, 2.2, 3.1–3.6, 4.1
- questioning – 1.1–1.3
- professional discussion – 4.2, 4.3
- personal development plan – 4.3

**Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Summarise advantages and disadvantages of using written communication in a business environment</b>	Learners will summarise advantages and disadvantages of using written communication in a business environment.	Learners will summarise advantages and disadvantages of using written communication in a business environment, demonstrating critical judgement.	No Distinction for this AC.
<b>1.2 Summarise advantages and disadvantages of using verbal communication in a business environment</b>	Learners will summarise advantages and disadvantages of using verbal communication in a business environment.	Learners will summarise advantages and disadvantages of using verbal communication in a business environment, demonstrating critical judgement.	No Distinction for this AC.
<b>1.3 Explain the difference between an important communication and an urgent communication</b>	Learners will explain the difference between an important communication and an urgent communication.	No Merit for this AC.	No Distinction for this AC.

**Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Confirm the purpose of a specified written business communication</b>	Learners will confirm the purpose of a specified written business communication.	No Merit for this AC.	No Distinction for this AC.
<b>2.2 Collate information needed to create a specified written communication</b>	Learners will collate information needed to create a specified written communication.	Learners will collate a comprehensive selection of information needed to create a specified written communication.	Learners will collate a comprehensive selection of information needed to create a specified written communication, demonstrating critical analysis.
<b>2.3 Create a written business communication that is appropriate for a specified audience</b>	Learners will create a written business communication that is appropriate for a specified audience.	Learners will create a detailed written business communication that is appropriate for a specified audience.	Learners will create a detailed and sophisticated written business communication that is appropriate for a specified audience.
<b>2.4 Make amendments to the communication to accommodate different audiences</b>	Learners will make amendments to the communication to accommodate different audiences.	Learners will make creative amendments to the communication to accommodate different audiences.	Learners will make sophisticated amendments to the communication to accommodate different audiences.
<b>2.5 Proofread the communications before sending, correcting any errors</b>	Learners will proofread the communications before sending, correcting any errors.	Learners will proofread the communications before sending, using own initiative to correct any errors and make appropriate improvements.	No Distinction for this AC.



**Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.1 Present own ideas verbally to others</b>	Learners will present own ideas verbally to others.	Learners will present own ideas verbally to others with fluency and confidence.	Learners will present own ideas verbally to others with fluency and confidence, showing originality.
<b>3.2 Actively listen to others, responding appropriately</b>	Learners will actively listen to others, responding appropriately.	Learners will actively listen to others, responding appropriately and with confidence.	Learners will demonstrate sophisticated active listening skills, responding appropriately and with confidence.
<b>3.3 Ask questions to confirm understanding</b>	Learners will ask questions to confirm understanding.	Learners will confidently ask questions to confirm understanding.	Learners will formulate own questions and ask them confidently to confirm understanding.
<b>3.4 Agree future actions, taking into account own views and those of others</b>	Learners will agree future actions, taking into account own views and those of others.	Learners will agree realistic future actions, positively taking into account own views and those of others.	No Distinction for this AC.
<b>3.5 Summarise, with others, the main points of the discussion</b>	Learners will summarise, with others, the main points of the discussion.	Learners will confidently summarise, with others, the main points of discussion.	Learners will confidently summarise, with others, the main points of discussion, demonstrating sophisticated skills.

**Unit 06 Communicate in a business environment (K/505/9692) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.6 Use appropriate body language and voice tone throughout the discussion</b>	Learners will use appropriate body language and voice tone throughout the discussion.	Learners will skilfully use appropriate body language and voice tone throughout the discussion.	No Distinction for this AC.
<b>4.1 Seek feedback on whether a communication has achieved its purpose</b>	Learners will seek feedback on whether a communication has achieved its purpose.	Learners will seek detailed feedback on whether a communication has achieved its purpose.	Learners will seek detailed feedback on whether a communication has achieved its purpose, drawing conclusions.
<b>4.2 Summarise the positive and negative points of the communication</b>	Learners will summarise the positive and negative points of the communication.	Learners will summarise the positive and negative points of the communication, demonstrating critical judgement.	No Distinction for this AC.
<b>4.3 Develop a plan to improve own communication skills</b>	Learners will develop a plan to improve own communication skills.	Learners will develop a thorough plan to improve own communication skills, demonstrating critical judgement.	No Distinction for this AC.

**Unit 07 Contribute to running a project (T/505/9758)**

<b>Unit summary</b>	This unit aims to equip learners with project running skills. The learner will be able to plan for, run, and evaluate a project. The learner will create project control documentation, design contingency measures for the project and then run the project. They will report on unexpected events and then evaluate the success of the project, describing how performance could have been improved.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Be able to plan for a project

The learner can:

- 1.1 Create project control documentation, to include:
  - stakeholders
  - purpose
  - scope
  - timetable
  - aims and objectives
  - resources
  - budget
  - additional documentation
- 1.2 Design contingency measures for the project

**Learning outcome 2**

The learner will:

- 2 Be able to run a project

The learner can:

- 2.1 Carry out the project, keeping stakeholders up to date throughout
- 2.2 Keep project control documentation up to date
- 2.3 Report on any unexpected events, taking corrective action where appropriate

**Unit 07 Contribute to running a project (T/505/9758) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to evaluate the success of a project

The learner can:

- 3.1 Evaluate the success of a project in relation to:
- purpose
  - aims and objectives
  - resources
  - budget
  - timescale
- 3.2 Describe how project performance could have been improved

**Delivery and assessment**

- 1.1 Project plan, risk log, stakeholder analysis, project reporting form, change log, budget monitoring, identification of stakeholders, distribution list. SMART targets, success factors.
- 2.1 Communication: informal/formal communication, meetings, documents, distribution lists.
- 2.2 Version numbers, track changes (history), distribution.
- 2.3 Change log, rescheduling, distribution to appropriate person(s) in appropriate format at appropriate time.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- risk assessment – 1.2
- product – 1.1, 2.1–2.3
- observation, witness testimony - 2.1–2.3
- evaluation report, presentation – 3.1, 3.2

**Unit 07 Contribute to running a project (T/505/9758) – Grading descriptors**

Assessment criteria	Pass	Merit	Distinction
<p><b>1.1 Create project control documentation, to include:</b></p> <ul style="list-style-type: none"> <li>• stakeholders</li> <li>• purpose</li> <li>• scope</li> <li>• timetable</li> <li>• aims and objectives</li> <li>• resources</li> <li>• budget</li> <li>• additional documentation</li> </ul>	<p>Learners will create project control documentation, to include:</p> <ul style="list-style-type: none"> <li>• stakeholders</li> <li>• purpose</li> <li>• scope</li> <li>• timetable</li> <li>• aims and objectives</li> <li>• resources</li> <li>• budget</li> <li>• additional documentation.</li> </ul>	<p>Learners will create comprehensive project control documentation, to include:</p> <ul style="list-style-type: none"> <li>• stakeholders</li> <li>• purpose</li> <li>• scope</li> <li>• timetable</li> <li>• aims and objectives</li> <li>• resources</li> <li>• budget</li> <li>• additional documentation.</li> </ul>	<p>Learners will create sophisticated project control documentation, to include:</p> <ul style="list-style-type: none"> <li>• stakeholders</li> <li>• purpose</li> <li>• scope</li> <li>• timetable</li> <li>• aims and objectives</li> <li>• resources</li> <li>• budget</li> <li>• additional documentation.</li> </ul>
<p><b>1.2 Design contingency measures for the project</b></p>	<p>Learners will design contingency measures for the project.</p>	<p>Learners will design contingency measures for the project showing detailed insight.</p>	<p>Learners will design detailed contingency measures for the project, continually reviewing and revising contingency measures.</p>
<p><b>2.1 Carry out the project, keeping stakeholders up to date throughout</b></p>	<p>Learners will carry out the project, keeping stakeholders up to date throughout.</p>	<p>Learners will carry out the project, showing initiative in keeping stakeholders up to date throughout.</p>	<p>Learners will carry out the project, showing initiative, continually reviewing and revising to keep stakeholders up to date.</p>
<p><b>2.2 Keep project control documentation up to date</b></p>	<p>Learners will keep project control documentation up to date.</p>	<p>Learners will keep project control documentation up to date in a thorough and organised manner.</p>	<p>No Distinction for this AC.</p>

**Unit 07 Contribute to running a project (T/505/9758) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.3 Report on any unexpected events, taking corrective action where appropriate</b>	Learners will report on any unexpected events, taking corrective action where appropriate.	Learners will report on any unexpected events, showing initiative in taking corrective action where appropriate.	No Distinction for this AC.
<b>3.1 Evaluate the success of a project in relation to:</b> <ul style="list-style-type: none"> <li>• purpose</li> <li>• aims and objectives</li> <li>• resources</li> <li>• budget</li> <li>• timescale</li> </ul>	Learners will evaluate the success of a project in relation to: <ul style="list-style-type: none"> <li>• purpose</li> <li>• aims and objectives</li> <li>• resources</li> <li>• budget</li> <li>• timescale.</li> </ul>	Learners will comprehensively evaluate the success of a project in relation to: <ul style="list-style-type: none"> <li>• purpose</li> <li>• aims and objectives</li> <li>• resources</li> <li>• budget</li> <li>• timescale.</li> </ul>	No Distinction for this AC.
<b>3.2 Describe how project performance could have been improved</b>	Learners will describe how project performance could have been improved.	Learners will describe in detail how project performance could have been improved.	Learners will describe in detail how project performance could have been improved, showing originality.

**Unit 08 Innovation in a business environment (T/505/9744)**

<b>Unit summary</b>	This unit will enable the learner to evaluate working practices against agreed criteria and also evaluate the feasibility of an idea. They will then be able to communicate an idea to decision makers, explaining the purpose of doing so and responding to feedback on their idea.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Be able to evaluate working practices

The learner can:

- 1.1 Assess the benefits of evaluating current working practices
- 1.2 Explain possible improvements to working practices, products or services
- 1.3 Research possible improvements
- 1.4 Evaluate ideas against agreed criteria

**Learning outcome 2**

The learner will:

- 2 Be able to evaluate the feasibility of an idea

The learner can:

- 2.1 Establish criteria to assess the feasibility of an idea
- 2.2 Evaluate the feasibility of an idea against criteria

**Learning outcome 3**

The learner will:

- 3 Be able to communicate ideas to decision makers

The learner can:

- 3.1 Explain the purpose of selling ideas to decision makers
- 3.2 Communicate an idea to decision makers
- 3.3 Respond to feedback on their idea

**Unit 08 Innovation in a business environment (T/505/9744) (cont'd)**

<b>Delivery and assessment</b>
1.1 Own and others. 2.1 Market analysis, competitive advantage, endorsement, finance, existing data, new data. 3.3 Positive/negative  The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.
<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• assignment – 1.2–1.4, 2.1</li><li>• report – 1.1–1.4, 2.2, 3.2, 3.3</li><li>• observation, witness testimony – 3.1–3.3</li><li>• presentation – 1.2–1.4, 2.2, 3.1–3.3</li></ul>



**Unit 08 Innovation in a business environment (T/505/9744) - Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Assess the benefits of evaluating current working practices</b>	Learners will assess the benefits of evaluating current working practices.	Learners will give a detailed assessment of the benefits of evaluating current working practices.	No Distinction for this AC.
<b>1.2 Explain possible improvements to working practices, products or services</b>	Learners will explain possible improvements to working practices, products or services.	Learners will explain possible improvements to working practices, products or services showing critical judgement.	No Distinction for this AC.
<b>1.3 Research possible improvements</b>	Learners will research possible improvements.	Learners will thoroughly research possible improvements.	Learners will thoroughly research possible improvements, critically analysing the options.
<b>1.4 Evaluate ideas against agreed criteria</b>	Learners will evaluate ideas against agreed criteria.	Learners will thoroughly evaluate ideas against agreed criteria.	Learners will critically evaluate ideas against agreed criteria drawing appropriate conclusions.
<b>2.1 Establish criteria to assess the feasibility of an idea</b>	Learners will establish criteria to assess the feasibility of an idea.	Learners will establish comprehensive criteria to assess the feasibility of an idea.	Learners will establish comprehensive criteria to assess the feasibility of an idea, demonstrating sophisticated skills.

**Unit 08 Innovation in a business environment (T/505/9744) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.2 Evaluate the feasibility of idea against criteria</b>	Learners will evaluate the feasibility of idea against criteria.	Learners will evaluate the feasibility of idea against criteria using critical judgement.	Learners will thoroughly evaluate the feasibility of idea against criteria and draw conclusions.
<b>3.1 Explain the purpose of selling ideas to decision makers</b>	Learners will explain the purpose of selling ideas to decision makers.	Learners will explain, in detail, the purpose of selling ideas to decision makers.	No Distinction for this AC.
<b>3.2 Communicate an idea to decision makers</b>	Learners will communicate an idea to decision makers, outlining the costs, risks and benefits.	Learners will confidently communicate an idea to decision makers, explaining the costs, risks and benefits.	Learners will confidently communicate an idea to decision makers, comprehensively explaining the costs, risks and benefits using sophisticated communication skills.
<b>3.3 Respond to feedback on your idea</b>	Learners will respond to feedback on their idea.	Learners will confidently respond to feedback on their idea, either by making appropriate adjustments or justifying that there should be no changes.	No Distinction for this AC.

**Unit 09 Manage and improve own performance in a business environment (L/505/9703)**

<b>Unit summary</b>	The aim of this unit is to equip learners with the ability to plan and manage their own work. The learner will understand why behaviour and attitude are important in a business environment and know how to improve their own performance.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Be able to plan own work

The learner can:

- 1.1 Set realistic targets and timescales for a range of tasks
- 1.2 Develop a plan to achieve these targets
- 1.3 Explain how they will maximise efficiency of available resources

**Learning outcome 2**

The learner will:

- 2 Be able to manage own work

The learner can:

- 2.1 Establish tasks and responsibilities for a specified piece of work
- 2.2 Agree deadlines for the work
- 2.3 Perform tasks in line with relevant guidelines, procedures and codes of practice
- 2.4 Keep others informed of progress, re-negotiating deadlines as required

**Unit 09 Manage and improve own performance in a business environment (L/505/9703) (cont'd)****Learning outcome 3**

The learner will:

- 3 Understand why behaviour and attitude are important in a business environment

The learner can:

- 3.1 Describe why the following are important characteristics in business:
- adaptability
  - resilience
  - assertiveness
  - honesty
  - respect
  - resourcefulness
- 3.2 Describe how to demonstrate:
- adaptability
  - resilience
  - assertiveness
  - honesty
  - respect
  - resourcefulness
- 3.3 Explain why it is important to help and support others in a business environment
- 

**Learning outcome 4**

The learner will:

- 4 Know how to improve own performance in a business environment

The learner can:

- 4.1 Evaluate own performance, using feedback from others
- 4.2 Explain ways in which they can improve own performance in the workplace
- 4.3 Contribute to developing a learning plan for themselves
- 4.4 Create a plan to monitor own progress
-

**Unit 09 Manage and improve own performance in a business environment (L/505/9703) (cont'd)****Delivery and assessment**

- 1.1 Align with organisational objectives, SMART targets.
- 1.3 Personal resources, physical resources.
- 4.1 Recognise progress, review objectives.  
Feedback: informal/formal.
- 4.4 SMART targets.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- professional discussion – 1.1, 2.1, 2.2, 2.4, 4.2–4.4
- report – 1.2, 1.3, 3.1–3.3, 4.1, 4.2
- action plan – 1.1, 1.2
- assignment – 2.1, 2.2
- observation, witness testimony, products – 2.3, 2.4
- performance review/appraisal document – 1.1, 4.3, 4.4

**Unit 09 Manage and improve own performance in a business environment (L/505/9703) – Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Set realistic targets and timescales for a range of tasks</b>	Learners will set realistic targets and timescales for a range of tasks.	No Merit for this AC.	No Distinction for this AC.
<b>1.2 Develop a plan to achieve these targets</b>	Learners will develop a plan to achieve these targets.	Learners will develop a detailed plan to achieve these targets.	Learners will develop a sophisticated plan to achieve these targets.
<b>1.3 Explain how they will maximise efficiency of available resources</b>	Learners will explain how they will maximise efficiency of available resources.	Learners will explain in detail how they will maximise efficiency of a range of available resources.	No Distinction for this AC.
<b>2.1 Establish tasks and responsibilities for a specified piece of work</b>	Learners will establish tasks and responsibilities for a specified piece of work.	Learners will establish tasks and responsibilities for a specified piece of work continually reviewing them.	Learners will establish tasks and responsibilities for a specified piece of work continually reviewing and revising the choices.
<b>2.2 Agree deadlines for the work</b>	Learners will agree deadlines for the work.	Learners will agree and continually review deadlines for the work.	Learners will agree and continually review and revise deadlines for the work.
<b>2.3 Perform tasks in line with relevant guidelines, procedures and codes of practice</b>	Learners will perform tasks in line with relevant guidelines, procedures and codes of practice.	Learners will skilfully perform tasks in line with relevant guidelines, procedures and codes of practice.	Learners will perform tasks in line with relevant guidelines, procedures and codes of practice, showing originality.

**Unit 09 Manage and improve own performance in a business environment (L/505/9703) – Grading descriptors (cont'd)**

Assessment criteria	Pass	Merit	Distinction
<b>2.4 Keep others informed of progress, re-negotiating deadlines as required</b>	Keep others informed of progress, re-negotiating deadlines as required.	No Merit for this AC.	No Distinction for this AC.
<b>3.1 Describe why the following are important characteristics in business:</b> <ul style="list-style-type: none"> <li>• adaptability</li> <li>• resilience</li> <li>• assertiveness</li> <li>• honesty</li> <li>• respect</li> <li>• resourcefulness</li> </ul>	Learners will describe why the following are important characteristics in business: <ul style="list-style-type: none"> <li>• adaptability</li> <li>• resilience</li> <li>• assertiveness</li> <li>• honesty</li> <li>• respect</li> <li>• resourcefulness.</li> </ul>	Learners will describe, in detail and using convincing examples, why the following are important characteristics in business: <ul style="list-style-type: none"> <li>• adaptability</li> <li>• resilience</li> <li>• assertiveness</li> <li>• honesty</li> <li>• respect</li> <li>• resourcefulness.</li> </ul>	No Distinction for this AC.
<b>3.2 Describe how to demonstrate:</b> <ul style="list-style-type: none"> <li>• adaptability</li> <li>• resilience</li> <li>• assertiveness</li> <li>• honesty</li> <li>• respect</li> <li>• resourcefulness</li> </ul>	Learners will describe how to demonstrate: <ul style="list-style-type: none"> <li>• adaptability</li> <li>• resilience</li> <li>• assertiveness</li> <li>• honesty</li> <li>• respect</li> <li>• resourcefulness.</li> </ul>	Learners will describe in detail, using convincing examples, how to demonstrate: <ul style="list-style-type: none"> <li>• adaptability</li> <li>• resilience</li> <li>• assertiveness</li> <li>• honesty</li> <li>• respect</li> <li>• resourcefulness.</li> </ul>	No Distinction for this AC.

**Unit 09 Manage and improve own performance in a business environment (L/505/9703) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>3.3 Explain why it is important to help and support others in a business environment</b>	Learners will explain why it is important to help and support others in a business environment.	Learners will give a detailed explanation of why it is important to help and support others in a business environment.	Learners will give a sophisticated explanation of why it is important to help and support others in a business environment.
<b>4.1 Evaluate own performance, using feedback from others</b>	Learners will evaluate own performance, using feedback from others.	Learners will carry out a thorough evaluation of own performance, using feedback from others.	No Distinction for this AC.
<b>4.2 Explain ways in which they can improve own performance in the workplace</b>	Learners will explain ways in which they can improve own performance in the workplace.	Learners will give a detailed explanation of ways in which they can improve own performance in the workplace.	No Distinction for this AC.
<b>4.3 Contribute to developing a learning plan for themselves</b>	Learners will contribute to developing a learning plan for themselves.	Learners will contribute to developing a detailed learning plan for themselves.	Learners will contribute to developing a sophisticated learning plan for themselves.
<b>4.4 Create a plan to monitor own progress</b>	Learners will create a plan to monitor own progress.	Learners will create a detailed plan to monitor own progress.	Learners will create a sophisticated plan to monitor own progress.



**Unit 10 Respond to change in a business environment (D/505/9706)**

<b>Unit summary</b>	This unit will give learners an understanding of change in a business and how it can affect people in the business. The learner will also be able to support others through change in a business.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Grading</b>	This unit is graded

**Learning outcome 1**

The learner will:

- 1 Understand change in business

The learner can:

- 1.1 Explain why it is important for a business to change
- 1.2 Analyse the positive and negative effects of change on a selected business
- 1.3 Compare the risks of slow against rapid change within a business
- 1.4 Compare the benefits of slow against rapid change within a business

**Learning outcome 2**

The learner will:

- 2 Understand how change can affect people within a business

The learner can:

- 2.1 Explain why people respond positively to change in a business
- 2.2 Explain why people respond negatively to change in a business

**Learning outcome 3**

The learner will:

- 3 Be able to support others through change in a business

The learner can:

- 3.1 Identify support mechanisms for self and others during change process
- 3.2 Create a plan to support somebody through a specified change
- 3.3 Explain how they would evaluate the effectiveness of their plan

**Unit 10 Respond to change in a business environment (D/505/9706) (cont'd)**

<b>Delivery and assessment</b>
<p>1.1 Internal factors, external factors. Technology, globalisation, politics, regulation, competition.</p> <p>The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• assignment, report – 1.1–1.4, 2.1, 2.2, 3.1–3.3</li><li>• product – 3.2</li></ul>

**Unit 10 Respond to change in a business environment (D/505/9706) – Grading descriptors**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>1.1 Explain why it is important for a business to change</b>	Learners will explain why it is important for a business to change.	Learners will explain in detail why it is important for a business to change.	Learners will give a sophisticated explanation of why it is important for a business to change.
<b>1.2 Analyse the positive and negative effects of change on a selected business</b>	Learners will analyse the positive and negative effects of change on a selected business.	Learners will analyse the positive and negative effects of change on a selected business, demonstrating critical judgement.	Learners will analyse the positive and negative effects of change on a selected business, demonstrating critical judgement and drawing conclusions.
<b>1.3 Compare the risks of slow and rapid change within a business</b>	Learners will compare the risks of slow and rapid change within a business.	Learners will compare the risks of slow and rapid change within a business, demonstrating critical judgement.	Learners will compare the risks of slow and rapid change within a business, demonstrating critical judgement and drawing conclusions.
<b>1.4 Compare the benefits of slow and rapid change within a business</b>	Learners will compare the benefits of slow and rapid change within a business.	Learners will compare the benefits of slow and rapid change within a business, demonstrating critical judgement.	Learners will compare the benefits of slow and rapid change within a business, demonstrating critical judgement and drawing conclusions.

**Unit 10 Respond to change in a business environment (D/505/9706) – Grading descriptors (cont'd)**

<b>Assessment criteria</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>2.1 Explain why people respond positively to change in a business</b>	Learners will explain why people respond positively to change in a business.	Learners will give a convincing explanation as to why people respond positively to change in a business.	No Distinction for this AC.
<b>2.2 Explain why people respond negatively to change in a business</b>	Learners will explain why people respond negatively to change in a business.	Learners will give a convincing explanation as to why people respond negatively to change in a business.	No Distinction for this AC.
<b>3.1 Identify support mechanisms for self and others during change process</b>	Learners will identify support mechanisms for self and others during change process.	Learners will perceptively identify support mechanisms for self and others during change process.	No Distinction for this AC.
<b>3.2 Create a plan to support somebody through a specified change</b>	Learners will create a plan to support somebody through a specified change.	Learners will create a thorough plan to support somebody through a specified change.	No Distinction for this AC.
<b>3.3 Explain how they would evaluate the effectiveness of their plan</b>	Learners will explain how they would evaluate the effectiveness of their plan.	Learners will give a detailed explanation of how they would evaluate the effectiveness of their plan.	No Distinction for this AC.

**Unit 11 Creative product promotion (L/505/9751)**

<b>Unit summary</b>	This unit provides learners with knowledge of the constituents of the promotional mix. Learners will understand the role of promotion within the marketing mix and the role of advertising agencies and the media. The learner will also be able to create a simple promotional campaign.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Equivalent units</b>	Creative product promotion (Y/502/5425)

**Learning outcome 1**

The learner will:

- 1 Know the constituents of the promotional mix

The learner can:

- 1.1 Describe the promotional mix used by two selected organisations for a selected product/service

**Learning outcome 2**

The learner will:

- 2 Understand the role of promotion within the marketing mix

The learner can:

- 2.1 Explain the role of promotion within the marketing mix for a selected product/service

**Learning outcome 3**

The learner will:

- 3 Understand the role of advertising agencies and the media

The learner can:

- 3.1 Explain the role of advertising agencies in the development of a successful promotional campaign
- 3.2 Explain the reasons behind the choice of media in a successful promotional campaign

**Unit 11 Creative product promotion (L/505/9751) (cont'd)****Learning outcome 4**

The learner will:

- 4 Be able to create a simple promotional campaign

The learner can:

- 4.1 Design a promotional campaign for a given product/service to meet the needs of a given campaign brief

**Delivery and assessment**

- 1.1 Promotional mix: marketing, advertising, selling, sales promotion, sponsorships, supporting corporate image. Short term/long term, target market, budget, timing, cost/benefits, branding; competitors, customer response
- 2.1 Product range, timing, price, place, packaging, people, processes, physical, branding, business aims and objectives
- 3.1 Planning; design, copywriting, graphic design, typesetting, production
- 3.2 Cost/benefit, geographical coverage, target audience. Hard copies, web pages, social media, mobile technology
- 4.1 Design (colour/style/script), content (text/graphics), channel, target group, budget, timing, frequency, resources (financial and human), role of external agencies, stages of development to end product

**Types of evidence**

Evidence could include:

- report – 1.1, 2.1, 3.1, 3.2
- assignment – 1.1, 2.1, 3.1, 3.2, 4.1
- observation; witness testimony; promotional plan – 4.1

**Unit 12 Market research in business (Y/505/9753)**

<b>Unit summary</b>	The aim of this unit is to equip learners with an understanding of the main types of market research used to make marketing decisions. Learners will be able to plan and carry out research, and will understand the challenges faced by businesses using internet marketing.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Equivalent units</b>	Market research in business (H/502/5427)

**Learning outcome 1**

The learner will:

- 1 Understand the main types of market research used to make marketing decisions

The learner can:

- 1.1 Describe types of market research
- 1.2 Explain how different market research methods have been used to make a marketing decision within a selected situation or business

**Learning outcome 2**

The learner will:

- 2 Be able to plan research

The learner can:

- 2.1 Plan market research for a selected product/service

**Learning outcome 3**

The learner will:

- 3 Be able to carry out research

The learner can:

- 3.1 Conduct primary and secondary research for a selected product/service

**Unit 12 Market research in business (Y/505/9753) (cont'd)****Learning outcome 4**

The learner will:

- 4 Understand the challenges faced by businesses using internet marketing

The learner can:

- 4.1 Interpret findings from the research presenting them in an appropriate format

**Delivery and assessment**

- 1.1 Primary research: surveys (face to face; telephone; postal; online); focus groups; piloting.  
Secondary research: existing data (internal/external).  
Qualitative/quantitative data.
- 2.1 Planning: identify stages; timing; resources; target group; sample size.  
Research: research tools; data collection; data analysis; recommendations.
- 3.1 Survey; questionnaire; question type; sequence; pilot.
- 4.1 Data presentation: trends; graphs; charts.  
Method and findings: oral/written. Identifying limitations of methods.

**Types of evidence**

Evidence could include:

- report – 1.1, 1.2
- assignment – 1.2, 2.1
- presentation (oral/written) – 1.2, 4.1
- observation; witness testimony, products – 3.1
- supporting documents – 4.1



**Unit 13 Relationship marketing (D/505/9754)**

<b>Unit summary</b>	This unit equips the learner with an understanding of the development and application of relationship marketing. The learner will know the different method of attracting and keeping customers and will be able to investigate quality issues. The learner will also understand the role of customer relationship management (CRM) systems.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Equivalent units</b>	Relationship marketing (K/502/5431)

**Learning outcome 1**

The learner will:

- 1 Understand the development and application of relationship marketing

The learner can:

- 1.1 Describe the development of relationship marketing
- 1.2 Explain how relationship marketing can be applied to a selected business

**Learning outcome 2**

The learner will:

- 2 Know the different methods of attracting and keeping customers

The learner can:

- 2.1 Describe different methods used to attract customers for a selected service/product
- 2.2 Describe methods used to retain customers for a selected service/product

**Learning outcome 3**

The learner will:

- 3 Be able to investigate quality issues

The learner can:

- 3.1 Use different techniques to identify perceived quality gaps for a selected service/product

**Unit 13 Relationship marketing (D/505/9754) (cont'd)****Learning outcome 4**

The learner will:

- 4 Understand the role of customer relationship management (CRM) systems

The learner can:

- 4.1 Explain how a customer relationship management system is used in a selected organisation

**Delivery and assessment**

- 1.1 Competition; organisational aims; stakeholder expectations.  
 1.2 Marketing mix: product; price; place; people. processes; physical presence; promotion (7 P's).  
 Stages of being a customer (before purchase/buying/post purchase).  
 2.1 Customer database; competitions; special offers; newsletters.  
 2.2 Loyalty schemes; discounts; membership; mailshots; advantage to being previous customer.  
 3.1 Tracking customer feedback; analysing lost customers; handling complaints; mystery shoppers.  
 4.1 Direct contacts; indirect contacts; analysing customer data; acting on information.

**Types of evidence**

Evidence could include:

- report – 1.1, 1.2, 2.1, 2.2, 3.1,4.1
- assignment – 1.2, 2.1, 2.2, 3.1, 4.1

**Unit 14 Internet marketing in business (H/505/9755)**

<b>Unit summary</b>	This unit will provide knowledge of the role of internet marketing within a modern marketing context. The learner will understand the benefits of internet marketing to customers, the opportunities offered to businesses by internet marketing and the challenges faced by businesses using internet marketing.
<b>Credit value</b>	10
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Equivalent units</b>	Internet marketing in business (M/502/5432)

**Learning outcome 1**

The learner will:

- 1 Know the role of internet marketing within a modern marketing context

The learner can:

- 1.1 Describe the role internet marketing has in a marketing context
- 1.2 Describe how selected organisations use internet marketing

**Learning outcome 2**

The learner will:

- 2 Understand the benefits of internet marketing to customers

The learner can:

- 2.1 Explain the benefits to customers of a business using internet marketing

**Learning outcome 3**

The learner will:

- 3 Understand the opportunities offered to businesses by internet marketing

The learner can:

- 3.1 Describe the benefits to a selected business of using internet marketing
- 3.2 Explain how internet marketing has given a selected business the opportunity to be more efficient, effective and successful

**Unit 14 Internet marketing in business (H/505/9755) (cont'd)****Learning outcome 4**

The learner will:

- 4 Understand the challenges faced by businesses using internet marketing

The learner can:

- 4.1 Explain the challenges facing a selected business when using the internet as a marketing tool

**Delivery and assessment**

- 1.1 Websites (own and others); search engines; social media; mobile technology; email.  
Technology based targeting; analytic software; consumer habits; increased geographical coverage; customer feedback.
- 1.2 N/A
- 2.1 Comparison; availability of information; types of online buying; convenience; responsive transactions; forums; reviews; time-saving; flexibility.
- 3.1 Access; promotion; cost; responding to change; researching competitors; easy payment (buying/selling); 'opening' times.
- 3.2 Managing supply chain; increased productivity; new opportunities; cost; monitoring opportunities.
- 4.1 Globalisation: payments; delivery costs; returns; technological advances; increased competition.

**Types of evidence**

Evidence could include:

- report – 1.1, 1.2, 2.1, 3.1, 3.2, 4.1
- assignment – 1.2, 2.1, 3.1, 3.2

**Unit 15 Understanding the relationship between sales and marketing (M/505/9757)**

<b>Unit summary</b>	The aim of this unit is to provide the learner with an understanding of the impact of different organisational structure on sales and marketing functions. Learners will also understand the interface between sales and marketing functions, and the impact of sales and marketing on product development processes.
<b>Credit value</b>	3
<b>Guided learning hours</b>	21
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Equivalent units</b>	Understanding the relationship between sales and marketing (F/502/8223)

**Learning outcome 1**

- 1 Understand the impact of different organisational structures on sales and marketing functions

The learner can:

- 1.1 Describe the features of different organisational structures  
 1.2 Explain the effect of different organisational structures on sales and marketing functions and their performance

**Learning outcome 2**

The learner will:

- 2 Understand the interface between sales and marketing functions

The learner can:

- 2.1 Explain the role and responsibilities of sales personnel  
 2.2 Explain the role and responsibilities of marketing personnel  
 2.3 Describe areas of synergy between the sales and marketing functions  
 2.4 Describe the benefits of collaborative working to the performance of an organisation  
 2.5 Explain potential causes of friction between the sales and marketing functions  
 2.6 Describe mutually acceptable solutions to identified sources of friction

**Unit 15 Understanding the relationship between sales and marketing (M/505/9757) (cont'd)****Learning outcome 3**

The learner will:

- 3 Understand the impact of sales and marketing on product development processes

The learner can:

- 3.1 Describe the product development process  
 3.2 Explain the role of sales and marketing in the product development process  
 3.3 Explain the market features and trends relating to a product or service  
 3.4 Describe the characteristics and benefits of a product or service  
 3.5 Explain the wants and needs of an organisation's customer base  
 3.6 Describe how to prepare a business case for a product or service  
 3.7 Describe how to forecast sales of a product or service  
 3.8 Explain the importance and use of customer feedback in relation to product development

**Delivery and assessment**

- 1.1 Hierarchies; centralised; flat.  
Size; type; ownership.  
 1.2 Staff skills; finance/costs/pricing; support functions; visual merchandising; advertising; offers; distribution.  
 2.1 Understanding products/pricing; understanding competitors; account management; sales plans; sales targets; sales forecasting; teamwork.  
 2.2 Understanding target market; developing strategies; develop brand identity; manage marketing programmes; pricing policies; promotions; distribution.  
 2.3 Agreeing priorities; planning; knowing target market; customer needs; new opportunities.  
 2.4 Customer satisfaction; customer information; reduce conflict of 'message'; meeting objectives; reduced costs.  
 3.1 Initial idea; prototype; identifying and sourcing materials; pilot design; marketing plan; market testing; trial production runs; scheduling; distribution channels.  
 3.2 Identify target market; identify need; contribute to packaging design, promotion and visual merchandising; advertising strategy.  
 3.3 Competition; demand; price; distribution; promotion.  
 3.4 Design, performance; customer satisfaction; cost.  
 3.5 Quality; reliability; value for money; good customer service; reputation; prompt delivery.  
 3.6 Marketing mix; resources (financial/human); market intelligence; strategy; forecasting; contingency.  
 3.7 Sales trends; market position; monitoring performance; budgeting; customer demand.  
 3.8 Demand; price; response to promotions.

**Types of evidence**

Evidence could include:

- report – 1.1, 1.2, 2.1–2.6, 3.1–3.8

**Unit 16 Conferences and events (T/505/9761)**

<b>Unit summary</b>	This unit provides learners with an understanding of conference and events planning. The learner will know and be able to co-ordinate conferences and events and also how to evaluate them.
<b>Credit value</b>	10
<b>Guided learning hours</b>	70
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>Equivalent units</b>	Conference and events (T/601/6550)

**Learning outcome 1**

The learner will:

- 1 Understand how to plan conferences and events

The learner can:

- 1.1 Explain how to assess the feasibility of conferences and events
- 1.2 Explain the factors to be considered when undertaking a feasibility study
- 1.3 Explain the planning process for conferences and events
- 1.4 Explain how to produce an action plan for the operation of conferences and events
- 1.5 Outline resources required and explain how these can be allocated
- 1.6 Identify roles and responsibilities when planning events and conferences
- 1.7 Explain the importance of allocating roles according to personal strengths
- 1.8 Describe the criteria for measuring the success of a conference and event
- 1.9 Explain the importance of contingency planning for all predictable problems

**Learning outcome 2**

The learner will:

- 2 Know how to co-ordinate conferences and events

The learner can:

- 2.1 Explain the importance of ensuring activities follow the agreed schedule
- 2.2 Outline potential problems in the operation of conferences and events
- 2.3 Explain the importance of contingency planning to deal with potential problems
- 2.4 Outline methods of encouraging feedback during conferences and events

**Unit 15 Conferences and events (T/505/9761) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to co-ordinate conferences and events

The learner can:

- 3.1 Implement schedules of events
  - 3.2 Monitor schedules of events
  - 3.3 Resolve problems arising from departures from schedules of events
  - 3.4 Obtain participants' feedback during events
- 

**Learning outcome 4**

The learner will:

- 4 Know how to evaluate conferences and events

The learner can:

- 4.1 Explain the importance of evaluation including self-assessment
  - 4.2 Explain the importance of objectivity and impartiality in evaluation
  - 4.3 Explain methods of evaluation used for conferences and events
  - 4.4 Explain the importance of analysing feedback against agreed criteria
- 

**Learning outcome 5**

The learner will:

- 5 Be able to evaluate conferences and events

The learner can:

- 5.1 Record feedback obtained from participants
  - 5.2 Analyse feedback to evaluate the success of conferences and events
  - 5.3 Produce recommendations for future events
-



**Unit 15 Conferences and events (T/505/9761) (cont'd)**

<b>Delivery and assessment</b>
<p>1.1 Aims and objectives; venue; numbers, budget; consultation/support.            1.2 Date; spacing; catering; rates; programme content; availability of venue/key personnel.            1.3 Objectives; target group; budget; venue; style; numbers; health and safety.            1.4 Staffing; budget; marketing; tasks; deadlines; dependency; contingency.            1.5 Budget; staffing; catering; promotional material; marketing; speakers.            1.6 Administration; promotion; activity/agenda/visual materials; welcome/introduction; catering; technical support.            1.8 Relationship development; increased sales; brand awareness; new contacts.            2.2 Effects of weather; non arrival; equipment failure.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• report – 1.1–1.9, 2.1–2.4, 4.1–4.4, 5.3</li> <li>• assignment – 3.1–3.4, 5.1–5.2</li> <li>• observation; witness testimony – 3.1–3.4, 5.1–5.2</li> <li>• products – 3.1–3.4, 5.1–5.3</li> </ul>

# Section 3

## Assessment and quality assurance

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 3 Diploma in Skills for Business: Sales and Marketing is internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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### Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

There is compensation within the internally assessed units as the grading descriptors are now based on learning outcomes rather than specific assessment criteria. This allows for increased professional judgement on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged

- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.
- 

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

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### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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### **Late submissions**

Tutors and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

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## Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

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## Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently, or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

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## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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# Section 4

## Grading information

## Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

**Please note that only units from Group A of this qualification are graded. Group B units are not graded.**

Each unit in Group A of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all graded units are weighted equally.

The grading descriptors for each unit have been included in this Qualification Specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5.

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to a UMS score. The UMS score for each unit is then combined and converted into an overall qualification grade.

There is compensation within the internally assessed units as the grading descriptors are now based on learning outcomes rather than specific assessment criteria. All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole. This allows for increased professional judgement on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.

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### Awarding the final grade

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit assessment grade						Final qualification grade
P	P	P	P	P	P	<b>P</b>
M	M	M	M	M	M	<b>M</b>
D	D	D	D	D	D	<b>D*</b>
P	P	P	P	P	M	<b>P</b>
P	P	P	P	P	D	<b>P</b>
P	M	M	M	M	M	<b>M</b>
M	M	M	M	M	D	<b>M</b>
P	D	D	D	D	D	<b>D</b>
M	D	D	D	D	D	<b>D</b>
P	P	P	P	M	M	<b>P</b>
P	P	P	P	D	D	<b>M</b>
P	P	M	M	M	M	<b>M</b>
M	M	M	M	D	D	<b>M</b>
P	P	D	D	D	D	<b>M</b>
M	M	D	D	D	D	<b>D</b>
P	P	P	P	M	D	<b>P</b>
P	M	M	M	M	D	<b>M</b>
P	M	D	D	D	D	<b>M</b>
P	P	P	M	M	M	<b>M</b>
P	P	P	D	D	D	<b>M</b>
M	M	M	D	D	D	<b>D</b>
P	P	P	M	M	D	<b>M</b>
P	P	P	M	D	D	<b>M</b>
P	P	M	M	M	D	<b>M</b>
P	M	M	M	D	D	<b>M</b>
P	P	M	D	D	D	<b>M</b>
P	M	M	D	D	D	<b>M</b>
P	P	M	M	D	D	<b>M</b>

### External quality assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

### Overall qualification grading descriptors

<b>Not Yet Achieved</b>
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
<b>Pass</b>
To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
<b>Merit</b>
To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.
<b>Distinction</b>
To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
<b>Distinction*</b>
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

**Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.**

# Section 5

## Glossary of terms

## Explanation of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

<b>Accurately</b>	Learner carries out all stages of a process correctly and without errors ( <i>see mostly accurately</i> ).
<b>Advanced ways</b>	Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs ( <i>see basic ways and considered ways</i> ).
<b>Appropriate</b>	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
<b>Application</b>	Using skills or knowledge to complete a specific task. Using technical language.
<b>Balanced conclusions</b>	All arguments are considered in making a conclusion ( <i>see reasoned conclusions</i> ).
<b>Basic ways</b>	Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg ( <i>see advanced ways and considered ways</i> ).
<b>Complex task/brief</b>	A task/brief made up of several interrelated elements.
<b>Complex technical problems</b>	A problem specific to the vocational area that has several interrelated elements ( <i>see technical problems</i> ).
<b>Considered experimentation</b>	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from ( <i>see limited experimentation and simple experimentation</i> ).
<b>Considered ways</b>	Ideas or solutions show some degree of thought ( <i>see advanced ways and basic ways</i> ).
<b>Correctly applies</b>	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context ( <i>see use</i> ).
<b>Directed tasks</b>	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
<b>Effective solutions</b>	Solutions are appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs ( <i>see possible solutions</i> ).
<b>Efficiently solves</b>	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.
<b>Everyday language</b>	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology ( <i>see specialist terms/language and technical terms/language</i> ).
<b>Format of source</b>	The style of information - eg a questionnaire, a report, an observation, interview ( <i>see type of source</i> ).
<b>General understanding</b>	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation ( <i>see technical understanding</i> ).

## Glossary of terms (cont'd)

<b>Limited experimentation</b>	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from ( <i>see considered experimentation and simple experimentation</i> ).
<b>Mostly accurately</b>	Learner is able to carry out most stages of a process without errors to achieve an outcome ( <i>see accurately and some degree of accuracy</i> ).
<b>Possible solutions</b>	The solution may not involve technical skills or understanding and may not be a long-term or effective solution ( <i>see effective solutions</i> ).
<b>Range</b>	Frequent use of most common words/techniques/materials ( <i>see some and wide range</i> ).
<b>Reasoned conclusions</b>	Explanations are provided as to why a conclusion was made ( <i>see balanced conclusions</i> ).
<b>Simple experimentation</b>	Straightforward, most obvious experimentation is carried out ( <i>see limited experimentation and considered experimentation</i> ).
<b>Some</b>	Occasional use of most common words/techniques/materials ( <i>see range and wide range</i> ).
<b>Some degree of accuracy</b>	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors ( <i>see accurately and mostly accurately</i> ).
<b>Sophisticated examples</b>	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made ( <i>see straightforward examples</i> ).
<b>Specialist skill</b>	Advanced technical skills in context ( <i>see technical skills</i> ).
<b>Specialist terms/language</b>	Advanced technical terms in context ( <i>see everyday language and technical terms/language</i> ).
<b>Straightforward examples</b>	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made ( <i>see sophisticated examples</i> ).
<b>Technical problems</b>	A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising; photography – image overexposed ( <i>see complex technical problems</i> ).
<b>Technical skills</b>	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes ( <i>see specialist skills</i> ).
<b>Technical terms/language</b>	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays ( <i>see everyday language and specialist terms/language</i> ).
<b>Technical understanding</b>	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding ( <i>see general understanding</i> ).
<b>Type of source</b>	The place that the information comes from - eg the internet, a museum visit, staff, visitors ( <i>see format of source</i> ).
<b>Use</b>	Applying general or basic skills or knowledge to a task ( <i>see correctly applies</i> ).
<b>Wide range</b>	Uses all relevant words/techniques/materials that could be expected at the level ( <i>see range</i> ).



# Section 6

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***