# Qualification Specification

# Qualification summary

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|---|---|
| **Qualification title** | **NCFE Level 2 Diploma in Skills for Business** |
| **Ofqual qualification number (QN)** | 601/2624/3 |
| **Guided learning hours (GLH)** | 360 |
| **Total qualification time (TQT)** | 480 |
| **Credit value** | 48 |
| **Minimum age** | Pre-16 |
| **Qualification purpose** | This qualification is designed to provide transferable skills, knowledge and understanding that can be applied in any business setting. The units are aligned to the National Occupational Standards (NOS) for business and represent the core attributes required by employers in a range of business settings. Learners can progress into further study to build upon these skills or to focus on a more specific vocational pathway. |
| **Grading** | Not yet achieved/pass/merit/distinction/distinction * |
| **Assessment method** | Internally assessed and externally quality assured portfolio of evidence |
| **Work/industry placement experience** | Work/industry placement experience is not required. |
| **Regulation information** | This is a regulated qualification. The regulated number for this qualification is 601/2624/3. |
| **Funding** | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider. |

# Contents

# Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

## Aims and objectives

This qualification aims to:

- focus on the study of working in a business environment
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

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

## 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.

## Guidance for entry and registration

This qualification is designed for learners aged pre-16 and above who want to develop their knowledge and understanding of the essential skills required to work successfully in a business environment, and gives them an understanding of business culture and responsibilities.

This qualification also allows learners to develop the skills required to solve problems, communicate and work effectively with others, and gives them the opportunity to learn how to manage and improve their own performance in a business environment.

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

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a Level 1 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

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

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve a minimum of **6 units/48credits from the 10 graded** optional units.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - Level 3 Diploma in Skills for Business (various pathways)
  - Level 3 Applied General Certificate in Business and Enterprise
  - Level 3 Diploma in Customer Service
  - Level 3 Diploma in Management Skills and Knowledge

## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

**The work situation being represented is relevant to the competence requirements being assessed:**

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

**The learner's work activities reflect those found in the work environment being represented, for example:**

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

## 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.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

Learners must be successful in this component to gain the NCFE Level 2 Diploma in Skills for Business (601/2624/3).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated 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.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. 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.

There is compensation within the internally assessed units as the grading descriptors are now based on LOs rather than specific assessment criteria (AC). This allows for increased professional judgement on the part of the assessor in terms of the learner's overall level of performance against the LOs.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes

- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

## External quality assurance

Summatively assessed and internally quality assured grades for completed units must be submitted via the NCFE Portal, prior to an external quality assurance review taking place. Following the external quality assurance review, the unit grades will either be accepted and banked by your external quality assurer (EQA) or, if they disagree with the grades, they will be rejected. More detailed guidance on this process and what to do if your grades are rejected can be found in the Support Handbook and on the NCFE website.

## Grading information

Each unit of the qualification is graded using a structure of not yet achieved, pass, merit, distinction, distinction*.

### Grading internally assessed units

The grading descriptors for each unit have been included in the Qualification Specification. Grading descriptors have been written for each LO in a unit. Assessors must be confident that, as a minimum, all LOs 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.

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 via the NCFE Portal. The grades submitted will be checked and confirmed through the external quality assurance process. This is known as 'banking' units. Once a learner's grade has been banked, they are permitted one opportunity to revise and redraft their work; more detail on this process can be found in the Support Handbook.

The internal assessment component is based on performance of open-ended tasks that 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 guided learning hours (GLH) and a score based on the holistic grade. The overall grade achieved for each unit is converted to a uniform mark scale (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 LOs rather than specific AC. 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 LO 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 LOs.

## Awarding the final grade

The final qualification grade is calculated by combining the UMS scores for each unit. The total UMS will then be converted into a grade based on the following fixed thresholds:

| | Max | P | M | D | D* |
|---|---|---|---|---|---|
| **UMS** | 400 | 240 | 280 | 320 | 360 |

The final grade for the qualification is based on a structure of not yet achieved, pass, merit, distinction and distinction* and will be issued to the centre by NCFE upon the centre claiming the learner's certificate on the NCFE Portal.

## Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade

| **Not Yet Achieved** |
|---|
| 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. |
| **Pass** |
| 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. |
| **Merit** |
| 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. |
| **Distinction** |
| 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. |

| Distinction* |
|---|
| The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification. |

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 | P |
| M | M | M | M | M | M | M |
| D | D | D | D | D | D | D* |
| P | P | P | P | P | M | P |
| P | P | P | P | P | D | P |
| P | M | M | M | M | M | M |
| M | M | M | M | M | D | M |
| P | D | D | D | D | D | D |
| M | D | D | D | D | D | D |
| P | P | P | P | M | M | P |
| P | P | P | P | D | D | M |
| P | P | M | M | M | M | M |
| M | M | M | M | D | D | M |
| P | P | D | D | D | D | M |
| M | M | D | D | D | D | D |
| P | P | P | P | M | D | P |
| P | M | M | M | M | D | M |
| P | M | D | D | D | D | M |
| P | P | P | M | M | M | M |
| P | P | P | D | D | D | M |
| M | M | M | D | D | D | D |
| P | P | P | M | M | D | M |
| P | P | P | M | D | D | M |
| P | P | M | M | M | D | M |
| P | M | M | M | D | D | M |
| P | P | M | D | D | D | M |
| P | M | M | D | D | D | M |
| P | P | M | M | D | D | M |

For further information on assessment, please refer to the User Guide to the External Quality Assurance Report, which can be found on the NCFE website.

**NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds; however, 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 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) 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 your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

## Unit 01 Business culture and responsibilities (K/505/9689)

| Unit summary |
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| This unit will provide learners with the skills needed to support sustainability in a business environment, understanding why businesses work in a sustainable way and how technology can be used to help this. This unit will also provide learners with an understanding of diversity in the workplace, including the legal and organisational guidelines that exist to govern diversity in the workplace. Learners will also learn how to maintain security and confidentiality in the workplace. |

| Assessment |
|---|
| This unit is internally assessed via a portfolio of evidence. |

| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |
|---|---|---|---|---|

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| 1. Be able to support sustainability within a business environment | 1.1 Define what '**sustainability**' means in a business context | The learner will define what 'sustainability' means in a business context | The learner will clearly define what 'sustainability' means in a business context | No Distinction for this AC |
| | 1.2 Outline **why businesses seek to work in a sustainable way** | The learner will outline why businesses seek to work in a sustainable way | The learner will outline why businesses seek to work in a sustainable way, justifying their opinions | The learner will outline why businesses seek to work in a sustainable way, demonstrating insight |
| | 1.3 Follow agreed procedures for: <ul><li>recycling</li><li>disposing of waste</li><li>maintaining equipment</li></ul> | The learner will follow agreed procedures for: <ul><li>recycling</li><li>disposing of waste</li><li>maintaining equipment</li></ul> | The learner will show initiative in following agreed procedures for: <ul><li>recycling</li><li>disposing of waste</li><li>maintaining equipment</li></ul> | No Distinction for this AC |
| | 1.4 Suggest **ways of using technology** to work in a more sustainable way | The learner will suggest ways of using technology to work in a more sustainable way | The learner will suggest ways of using technology to work in a more sustainable way, justifying their suggestions | The learner will suggest ways of using technology to work in a more sustainable way, showing creativity |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| 2. Understand diversity within a business environment | 2.1 Define what 'diversity' means in a business context | The learner will define what 'diversity' means in a business context | The learner will clearly define what 'diversity' means in a business context | No Distinction for this AC |
| | 2.2 Outline why it is important to respect others | The learner will outline why it is important to respect others | The learner will outline in detail why it is important to respect others | No Distinction for this AC |
| | 2.3 Describe how they can treat other people in a way that respects their:<br>• needs<br>• abilities<br>• background<br>• values<br>• customs<br>• beliefs | The learner will describe how they can treat other people in a way that respects their:<br>• needs<br>• abilities<br>• background<br>• values<br>• customs<br>• beliefs | The learner will describe in detail how they can treat other people in a way that respects their:<br>• needs<br>• abilities<br>• background<br>• values<br>• customs<br>• beliefs | The learner will describe, demonstrating insight, how they can treat other people in a way that respects their:<br>• needs<br>• abilities<br>• background<br>• values<br>• customs<br>• beliefs |
| | 2.4 Identify **legal and organisational guidelines** that govern diversity within the workplace | The learner will identify legal and organisational guidelines that govern diversity within the workplace | The learner will identify legal and organisational guidelines that govern diversity within the workplace, using independent research | No Distinction for this AC |
| 3. Be able to maintain security and confidentiality in a business environment | 3.1 Outline **why security and confidentiality are important in a business environment** | The learner will outline why security and confidentiality are important in a business environment | The learner will outline, in detail, why security and confidentiality are important in a business environment | No Distinction for this AC |
| | 3.2 Ensure that property is kept secure in line with organisational | The learner will ensure that property is kept secure in line with organisational | The learner will show initiative in ensuring that property is kept secure in line with organisational | No Distinction for this AC |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| | procedures and legal requirements | procedures and legal requirements | procedures and legal requirement | |
| | 3.3 Ensure that information is kept secure and confidential in line with organisational procedures and legal requirements | The learner will ensure that information is kept secure and confidential in line with organisational procedures and legal requirements | The learner 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 |
| | 3.4 Outline the possible **consequences** of failing to maintain security and confidentiality in line with requirements | The learner will outline the possible consequences of failing to maintain security and confidentiality in line with requirements | The learner will outline, in detail, the possible consequences of failing to maintain security and confidentiality in line with requirements | No Distinction for this AC |

| Range |
|---|
| **1.** Be able to support sustainability within a business environment |
| **1.1 Sustainability** to include: |

- financial concerns
- environmental concerns
- social concerns

**1.2 Why businesses seek to work in a sustainable way** to include:

- political
- image/reputation
- financial
- environmental
- employee motivation and morale

| Range |
| --- |
| **1.4 Ways of using technology** to include:<br><br>• paperless office<br>• remote working<br>• monitoring<br>• energy usage<br>• equipment choice |
| **2.** Understand diversity within a business environment |
| **2.4 Legal and organisational guidelines** to include:<br><br>• Equality Act<br>• Sex Discrimination<br>• Equal Pay<br>• Race Relations<br>• Disability Discrimination<br>• Employment Equality |
| **3.** Be able to maintain security and confidentiality in a business environment |
| **3.1 Why security and confidentiality are important in a business environment** to include:<br><br>• ethical and legal requirements<br>• trust<br>• protection of information/property/systems<br>• business disruption<br><br>**3.4 Consequences** to include both internal and external consequences. |

| Delivery and assessment guidance |
| --- |
| Evidence must include: |

| Delivery and assessment guidance |
| --- |
| • learner report |
| • presentation |
| • questioning |
| • observation |
| • witness testimony |
| • report |

## Unit 02 Deliver customer service in a business environment (M/505/9693)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit provides learners with an understanding of the needs and expectations of customers, how to identify them and the importance of meeting and managing them. Learners will also learn the skills required to deliver effective customer service, including how to handle customer complaints. This unit also covers the skills needed to monitor and review customer service. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| 1. Understand customer needs and expectations | 1.1 Describe **how to identify customer needs and expectations** | The learner will describe how to identify customer expectations | The learner will describe, in detail, how to identify customer expectations | No Distinction for this AC |
| | 1.2 Describe **why it is important to meet customer needs** | The learner will describe why it is important to meet customer expectations | The learner will describe, in detail, why it is important to meet customer expectations | No Distinction for this AC |
| | 1.3 Outline **ways to build positive working relationships with customers** | The learner will outline ways to build positive working relationships with customers | The learner will clearly outline of ways to build positive working relationships with customers | No Distinction for this AC |
| | 1.4 Explain **why it is important to manage customer expectations** | The learner will explain why it is important to manage customer expectations | The learner will explain why it is important to manage customer expectations, providing a justification | The learner will comprehensively explain why it is important to manage customer expectations |
| | 1.5 Identify **ways to manage customer expectations** | The learner will identify ways to manage customer expectations | The learner will identify ways to manage customer expectations, displaying initiative | No Distinction for this AC |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| 2. Be able to deliver effective customer service | 2.1 Provide **services** to a range of customers | The learner will provide services to a range of customers | The learner will confidently provide services to a range of customers | The learner will confidently provide services to a range of customers, demonstrating advanced customer service skills |
| | 2.2 **Adapt services** to meet needs of different customers | The learner will adapt services to meet needs of different customers | The learner will show initiative in adapting services to meet needs of different customers | The learner will show initiative in adapting services to meet needs of different customers, using advanced customer service skills |
| | 2.3 Handle customer complaints in line with agreed procedures | The learner will handle customer complaints in line with agreed procedures | The learner will confidently handle customer complaints in line with agreed procedures | The learner will confidently handle customer complaints in line with agreed procedure, using advanced customer service skills |
| 3. Be able to monitor and review customer service | 3.1 Describe ways to monitor customer service | The learner will describe ways to monitor customer service | The learner will describe in detail ways to monitor customer service | No Distinction for this AC |
| | 3.2 Record customer feedback | The learner will record customer feedback | The learner will record customer feedback, justifying their chosen method | No Distinction for this AC |
| | 3.3 Highlight examples of positive and negative feedback | The learner will highlight examples of positive and negative feedback | The learner will highlight examples of positive and negative feedback, displaying critical understanding | No Distinction for this AC |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| | 3.4 Make suggestions on ways to improve customer service | The learner will make suggestions on ways to improve customer service | The learner will show initiative in making suggestions on ways to improve customer service | The learner will show initiative and originality in making suggestions on ways to improve customer service |

| Range |
|---|

**1.** Understand customer needs and expectations

**1.1 How to identify customer needs and expectations** to include:

- customer research
- collecting appropriate information
- quantitative/qualitative data
- internal/external

**1.2 Why it is important to meet customer needs** to include:

- repeat customers
- new customers
- advocate

**1.3 Ways to build positive working relationships with customers** to include:

- communication
- responsiveness
- special offers/loyalty schemes

**1.4 Why it is important to manage customer expectations** to include loyalty and handling of complaints.

**1.5 Ways to manage customer expectations** to include:

| Range |
| --- |
| <br>• internal policies<br>• marketing<br>• communication |
| **2.** Be able to deliver effective customer service |
| **2.1 Services** to include:<br><br>• face to face<br>• telephone<br>• online<br>• internal/external<br><br>**2.2 Adapt services** to include payment methods and communication methods. |

| Delivery and assessment guidance |
| --- |
| Evidence must include:<br><br>• learner report<br>• observation<br>• witness testimony<br>• product |

# Unit 03 Produce documents in a business environment (A/505/9695)

| Unit summary | | | | |
|---|---|---|---|---|
| The aim of this unit is to provide learners with an understanding of the different documents and formats that can be used to present information, how to gather the information needed to create different documents, and how to produce documents in different formats to meet agreed requirements. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| 1. Know different documents and formats that can be used to present information | 1.1 Identify the different **types of document** that could be used to present agreed information | The learner will identify the different types of document that could be used to present agreed information | No Merit for this AC | No Distinction for this AC |
| | 1.2 Assess the **different formats** that could be used within each of these documents | The learner will assess the different formats that could be used within each of these documents | The learner will assess the different formats that could be used within each of these documents, showing justification for the formats chosen | No Distinction for this AC |
| 2. Be able to gather the required information for documents | 2.1 Confirm the following for a **range of documents**:<br>• purpose<br>• content<br>• style<br>• deadline | The learner will confirm the following for a range of documents:<br>• purpose<br>• content<br>• style<br>• deadline | The learner will confirm in detail the following for a range of documents:<br>• purpose<br>• content<br>• style<br>• deadline | No Distinction for this AC |
| | 2.2 Obtain the required content for each document | The learner will obtain the required content for each document | The learner will obtain the required content for each document, displaying initiative | No Distinction for this AC |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| | 2.3 Assess the **different types of technology** that can be used to create each document | The learner will assess the different types of technology that can be used to create each document | The learner will assess the different types of technology that can be used to create each document, displaying critical understanding | No Distinction for this AC |
| 3. Be able to produce documents to meet agreed requirements | 3.1 Select the most appropriate format for each document | The learner will select the most appropriate format for each document | The learner will select the most appropriate format for each document, justifying their choice | No Distinction for this AC |
| | 3.2 Organise the structure and layout of their documents | The learner will organise the structure and layout of their documents | The learner will show initiative in organising the structure and layout of their documents | The learner will show initiative in organising the structure and layout of their documents, demonstrating advanced formatting skills |
| | 3.3 Produce the documents | The learner will produce the documents | The learner will produce the documents, demonstrating initiative | The learner will produce the documents, demonstrating advanced skills |
| | 3.4 Correct any text or formatting errors | The learner will correct any text or formatting errors | The learner will correct any text or formatting errors, displaying initiative | The learner will correct any text or formatting errors, demonstrating advanced skills |

| Range |
|---|
| **1.** Know different documents and formats that can be used to present information |
| **1.1 Types of document** to include:<br><br>• printed<br>• electronic<br>• formal<br>• informal |

| Range |
| --- |
| • use of different software packages<br><br>**1.2 Different formats** to include:<br><br>• text<br>• number<br>• graphics<br>• charts |
| **2.** Be able to gather the required information for documents |
| **2.1 Range of document to include:**<br><br>• printed<br>• electronic<br>• formal<br>• informal<br>• use of different software packages<br><br>**2.3 Different types of technology** to include computer software and communication transfer. |

| Delivery and assessment guidance |
| --- |
| Evidence must include:<br><br>• assignment<br>• learner report<br>• product<br>• professional discussion<br>• observation<br>• witness testimony |

## Unit 04 Solve problems in a business environment (L/505/9698)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to equip learners with the skills needed to be able to work with others to identify solutions to a business problem, to contribute to a problem-solving plan and to be able to work with others to implement a plan and solve a business problem. Learners will also develop the skills necessary to review an approach taken to solving a problem, suggesting alternative methods that could have been used. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Optional** | **Graded P/M/D** | **Level 2** | **8 credits** | **60 GLH** |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| 1. Be able to work with others to identify a solution to a business problem | 1.1 Identify a problem that exists within a business | The learner will identify a problem that exists within a business | The learner will identify a problem that exists within a business, using initiative | The learner will perceptively identify a problem that exists within a business |
| | 1.2 Discuss the business problem with others | The learner will discuss the business problem with others | The learner will coherently discuss the business problem with others | No Distinction for this AC |
| | 1.3 Identify potential causes of the problem | The learner will identify potential causes of the problem | The learner will identify potential causes of the problem, using initiative | The learner will perceptively identify potential causes of the problem |
| | 1.4 Identify potential solutions to the problem | The learner will identify potential solutions to the problem | The learner will identify potential solutions to the problem, showing initiative | The learner will identify potential solutions to the problem, using critical judgement |
| | 1.5 Compare a range of solutions | The learner will compare a range of solutions | The learner will compare a range of solutions, justifying their opinions | No Distinction for this AC |
| | 1.6 Agree upon a solution | The learner will agree upon a solution | The learner will agree upon a realistic solution | The learner will agree upon a convincing solution |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| 2. Be able to contribute to a problem-solving plan | 2.1 Agree on a plan to achieve the solution | The learner will agree on a plan to achieve the solution | The learner will agree on a plan to achieve the solution, justifying their choice | No Distinction for this AC |
| | 2.2 Give positive and negative points of the agreed plan | The learner will give positive and negative points of the agreed plan | The learner will give positive and negative points of the agreed plan, justifying their opinions | No Distinction for this AC |
| | 2.3 Define own actions within the plan | The learner will define own actions within the plan | The learner will define in detail own actions within the plan | No Distinction for this AC |
| | 2.4 Explain how they will know when the problem has been solved | The learner will explain how they will know when the problem has been solved | The learner will coherently explain how they will know when the problem has been solved | No Distinction for this AC |
| | 2.5 Describe why it is sometimes important to adjust a plan | The learner will describe why it is sometimes important to adjust a plan | The learner will describe, in detail, why it is sometimes important to adjust a plan | No Distinction for this AC |
| 3. Be able to solve a business problem | 3.1 Carry out own actions as agreed in the plan | The learner will carry out own actions as agreed in the plan | The learner will confidently carry out own actions as agreed in the plan | The learner will skilfully carry out own actions as agreed in the plan |
| | 3.2 Seek feedback on progress from others | The learner will seek feedback on progress from others | The learner will demonstrate initiative to actively seek feedback on progress from others | The learner will skilfully and actively seek positive and negative feedback on progress from others |
| | 3.3 Make necessary adjustments to the plan, in line with feedback from others | The learner will make necessary adjustments to the plan, in line with feedback from others | The learner will make necessary adjustments to the plan, showing initiative and in line with feedback from others | The learner will make necessary adjustments to the plan, showing critical judgement and in line with feedback from others |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| 4. Be able to review a problem-solving approach | 4.1 Give examples of what went well when solving the problem | The learner will give examples of what went well when solving the problem | The learner will give detailed examples of what went well when solving the problem | No Distinction for this AC |
| | 4.2 Give examples of improvements that could be made | The learner will give examples of improvements that could be made | The learner will give detailed examples of improvements that could be made | No Distinction for this AC |
| | 4.3 Suggest other approaches to solving the problem which may have been more productive | The learner will suggest other approaches to solving the problem which may have been more productive | The learner will confidently suggest other approaches to solving the problem which may have been more productive, justifying the suggestions | The learner will convincingly suggest other approaches to solving the problem which may have been more productive |

| Delivery and assessment guidance |
|---|
| Evidence must include:<br><br>• observation<br>• witness testimony<br>• assignment<br>• professional discussion<br>• learner report<br>• product |

## Unit 05 Work with others in a business environment (F/505/9701)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to provide learners with the knowledge and skills required to work effectively with others in a business environment; identifying strengths within a team and how to make the most of these, using feedback to improve their own performance, along with an understanding of conflict within a team and how it can be avoided. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| 1. Be able to work with others to achieve objectives | 1.1 Outline own job role | The learner will outline own job role | The learner will outline own job role in detail | No Distinction for this AC |
| | 1.2 Describe how own role fits into their team's structure | The learner will describe how own role fits into their team's structure | The learner will describe in detail how own role fits into their team's structure | The learner will comprehensively describe how their own role fits into their team's structure |
| | 1.3 Outline why it is important to work with others to achieve objectives | The learner will outline why it is important to work with others to achieve objectives | The learner will outline, in detail, why it is important to work with others to achieve objectives | No Distinction for this AC |
| | 1.4 Agree own tasks for a range of team objectives | The learner will agree own tasks for a range of team objectives | No Merit for this AC | No Distinction for this AC |
| | 1.5 Carry out own tasks in line with agreed systems and procedures | The learner will carry out own tasks in line with agreed systems and procedures | The learner will confidently carry out own tasks in line with agreed systems and procedures | The learner will carry out own tasks in line with agreed systems and procedures, with confidence and demonstrating advanced skills |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| | 1.6 Seek guidance from **others** where appropriate | The learner will seek guidance from others where appropriate | The learner will seek timely guidance from others where appropriate, showing initiative | No Distinction for this AC |
| 2. Know how to recognise strengths within a team | 2.1 Explain **why it is important to recognise individual strengths within a team** | The learner will explain why it is important to recognise individual strengths within a team | The learner will explain in detail why it is important to recognise individual strengths within a team | The learner will give a thorough explanation of why it is important to recognise individual strengths within a team |
| | 2.2 Identify individual strengths within their own team | The learner will identify individual strengths within their own team | The learner will identify individual strengths within their own team, demonstrating critical understanding | No Distinction for this AC |
| | 2.3 Suggest ways of working together in a way that makes best use of individual strengths | The learner will suggest ways of working together in a way that makes best use of individual strengths | The learner will suggest ways of working together in a way that makes best use of individual strengths, justifying choices | The learner will suggest ways of working together in a way that makes best use of individual strengths, showing creativity and justifying choices |
| 3. Be able to use feedback to improve own performance within a team | 3.1 Outline why it is important to give and receive feedback within a team | The learner will outline why it is important to give and receive feedback within a team | The learner will outline, in detail, why it is important to give and receive feedback within a team | No Distinction for this AC |
| | 3.2 Provide positive and constructive feedback to colleagues | The learner will provide positive and constructive feedback to colleagues | The learner will confidently provide positive and constructive feedback to colleagues | The learner will confidently provide positive and constructive feedback to colleagues, using advanced feedback skills |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| | 3.3 Respond positively to feedback from others | The learner will respond positively to feedback from others | No Merit for this AC | No Distinction for this AC |
| | 3.4 Create a personal plan to address feedback | The learner will create a personal plan to address feedback | The learner will create a detailed personal plan to address feedback, justifying the content of the plan | No Distinction for this AC |
| 4. Know about conflict in a business environment | 4.1 Identify conflicts that can occur in a business environment | The learner will identify conflicts that can occur in a business environment | The learner will identify conflicts that can occur in a business environment, using initiative | The learner will identify conflicts that can occur in a business environment, demonstrating insight |
| | 4.2 Give an example of a conflict they have been involved in | The learner will give an example of a conflict they have been involved in | The learner will give a detailed example of a conflict they have been involved in | No Distinction for this AC |
| | 4.3 Describe how they dealt with the conflict | The learner will describe how they dealt with the conflict | The learner will clearly describe in detail how they dealt with the conflict | The learner will provide an insightful description of how they dealt with the conflict |
| | 4.4 Identify what they would have done differently | The learner will identify what they would have done differently | The learner will coherently identify what they would have done differently | No Distinction for this AC |

| Range |
|---|
| **1.** Be able to work with others to achieve objectives |
| **1.6 Others** to include within the team and outside the team |
| **2.** Know how to recognise strengths within a team |
| **2.1 Why it is important to recognise individual strengths within a team** to include team role theory. |

| Delivery and assessment guidance |
|---|
| Evidence must include: |

| Delivery and assessment guidance |
|---|
| <br>• assignment<br>• learner report<br>• professional discussion<br>• product (plan)<br>• observation<br>• witness testimony<br> |

# Unit 06 Communicate in a business environment (D/505/9690)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit provides learners with the skills needed to communicate effectively in writing and verbally in a business environment, including those needed to review the effectiveness of a communication. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |

| Learning outcomes (LOs) <br> The learner will: | Assessment criteria (AC) <br> The learner can: | Pass <br> The learner will be able to: | Merit <br> The learner will be able to: | Distinction <br> The learner will be able to: |
|---|---|---|---|---|
| 1. Understand written and verbal communication in a business environment | 1.1 Assess **advantages and disadvantages of using written communication** in a business environment | The learner will assess advantages and disadvantages of using written communication in a business environment | The learner will give a detailed assessment of the advantages and disadvantages of using written communication in a business environment, citing case studies | No Distinction for this AC |
| | 1.2 Assess **advantages and disadvantages of using verbal communication** in a business environment | The learner will assess advantages and disadvantages of using verbal communication in a business environment | The learner will give a detailed assessment of the advantages and disadvantages of using verbal communication in a business environment, citing case studies | No Distinction for this AC |
| | 1.3 Describe the difference between an important communication and an urgent communication | The learner will describe the difference between an important communication and an urgent communication | No Merit for this AC | No Distinction for this AC |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| 2. Be able to communicate in writing in a business environment | 2.1 Agree the purpose of a specified **written communication** | The learner will agree the purpose of a specified written communication | No Merit for this AC | No Distinction for this AC |
| | 2.2 Carry out **research** to create a written communication | The learner will carry out research to create a written communication | The learner will carry out independent research to create a written communication | The learner will carry out comprehensive independent research to create a written communication |
| | 2.3 Create the **written communication** for a specified audience | The learner will create a written communication for a specified audience | The learner will create a detailed written communication for a specified audience | The learner will create a detailed written communication for a specified audience, using advanced skills |
| | 2.4 Proofread the written communication, correcting any errors | The learner will proofread a written communication, correcting any errors | The learner will proofread a written communication, using own initiative to correct any errors | No Distinction for this AC |
| 3. Be able to communicate verbally in a business environment | 3.1 Present own ideas **verbally** to others | The learner will present own ideas verbally to others | The learner will confidently present own ideas verbally to others | The learner will present own ideas verbally to others with fluency and confidence |
| | 3.2 Actively listen to others, responding appropriately | The learner will actively listen to others, responding appropriately | The learner will actively listen to others, responding appropriately and with confidence | The learner will demonstrate advanced active listening skills, responding appropriately and with confidence |
| | 3.3 Ask **questions** to confirm understanding | The learner will ask questions to confirm understanding | The learner will confidently ask questions to confirm understanding | The learner will confidently ask questions to confirm understanding, demonstrating a skilful questioning technique |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| | 3.4 Agree **future actions**, taking into account own views and those of others | The learner will agree future actions, taking into account own views and those of others | The learner will agree realistic future actions, taking into account own views and those of others | The learner will agree realistic future actions, making appropriate critical judgements of own views and those of others |
| | 3.5 Summarise, with others, the main points of discussion | The learner will summarise, with others, the main points of discussion | The learner will confidently summarise, with others, the main points of discussion | The learner will confidently and fluently summarise, with others, the main points of discussion |
| 4. Be able to review a communication in a business environment | 4.1 Seek **feedback** on whether a communication has achieved its purpose | The learner will seek feedback on whether a communication has achieved its purpose | The learner will confidently seek feedback on whether a communication has achieved its purpose | No Distinction for this AC |
| | 4.2 Give examples of positive and negative aspects of the communication | The learner will give examples of positive and negative points of the communication | No Merit for this AC | No Distinction for this AC |
| | 4.3 Identify ways to improve own **communication skills** | The learner will identify ways to improve own communication skills | The learner will identify ways to improve own communication skills, justifying the selection | No Distinction for this AC |

| Range |
|---|
| **1.** Understand written and verbal communication in a business environment |
| **1.1 Advantages and disadvantages of using written communication** to include: <br><br> • internal/external <br> • styles and tones <br> • benefits and barriers |

| Range |
| --- |
| **1.2 Advantages and disadvantages of using verbal communication** to include:<br><br>• internal/external<br>• styles and tones<br>• benefits and barriers |
| **2.** Be able to communicate in writing in a business environment |
| **2.1 Written communication** to include:<br><br>• formal/informal<br>• technical/non-technical<br>• internal/external<br><br>**2.2 Research** to include:<br><br>• organisational information<br>• technical information<br>• practical information<br><br>**2.3 Written communication** to include:<br><br>• letter<br>• report<br>• email |
| **3.** Be able to communicate verbally in a business environment |
| **3.1 Verbally** to include:<br><br>• presentation<br>• face-to-face meeting<br>• video conferencing |

| Range |
| --- |
| **3.3 Questions** asked will show active involvement in the communication.<br><br>**3.4 Future actions** to include clarification of understanding and next steps. |
| **4.** Be able to review a communication in a business environment |
| **4.1 Feedback** to include the principles of the communication cycle and feedback from recipient(s).<br><br>**4.3 Communication skills** to include:<br><br>• formal/informal<br>• verbal/non-verbal<br>• internal/external<br>• technical/non-technical |

| Delivery and assessment guidance |
| --- |
| Evidence must include:<br><br>• learner reports<br>• questioning<br>• assignment<br>• observation<br>• witness testimony<br>• products<br>• professional discussion<br>• learner reflection |

## Unit 07 Contribute to running a project (J/505/9697)

| Unit summary | | | | |
|---|---|---|---|---|
| The aim of this unit is to equip learners with the skills needed to contribute to the running of a project, including the planning, delivery and review phases. This unit covers resource planning for a project, communication with stakeholders, along with individual and overall project performance review. | | | | |
| **Assessment** | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| **Optional** | **Graded P/M/D** | **Level 2** | **8 credits** | **60 GLH** |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| 1. Be able to contribute to planning a project | 1.1 Identify the **stakeholders** within a project | The learner will identify the stakeholders within a project | No Merit for this AC | No Distinction for this AC |
| | 1.2 Outline the purpose, scope, timetable, aims and **objectives** of the project | The learner will outline the purpose, scope, timetable, aims and objectives of the project | The learner will coherently outline the purpose, scope, timetable, aims and objectives of the project | The learner will comprehensively outline the purpose, scope, timetable, aims and objectives of the project |
| | 1.3 State what **resources** are needed for the project | The learner will state what resources are needed for the project | The learner will state in detail what resources are needed for the project | No Distinction for this AC |
| | 1.4 Identify **methods** of keeping stakeholders up to date on progress | The learner will identify methods of keeping stakeholders up to date on progress | The learner will identify, in detail, methods of keeping stakeholders up to date on progress | No Distinction for this AC |
| 2. Be able to contribute towards running a project | 2.1 Keep **relevant** documentation up to date | The learner will keep relevant documentation up to date | The learner will show initiative in keeping relevant documentation up to date | The learner will show initiative and be thorough in keeping relevant documentation up to date |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| | 2.2 Maintain **communication** with stakeholders | The learner will maintain communication with stakeholders | The learner will maintain communication with stakeholders, showing initiative | The learner will maintain communication with stakeholders, showing initiative and using advanced skills |
| | 2.3 Seek advice in response to unexpected events | The learner will seek advice in response to unexpected events | The learner will seek advice in response to unexpected events, justifying the need and the source of advice | No Distinction for this AC |
| 3. Be able to contribute towards reviewing a project | 3.1 Review own **personal performance** within the project | The learner will review own personal performance within the project | No Merit for this AC | No Distinction for this AC |
| | 3.2 Identify areas for **personal improvement** | The learner will identify areas for personal improvement | The learner will identify areas for personal improvement, identifying clear specific, measurable, achievable, relevant, and timebound (SMART) targets | No Distinction for this AC |
| | 3.3 Describe what went well in the project | The learner will describe what went well in the project | The learner will describe in detail what went well in the project | The learner will thoroughly describe what went well in the project |
| | 3.4 Describe what did not go well in the project | The learner will describe what did not go well in the project | The learner will describe in detail what did not go well in the project | The learner will thoroughly describe what did not go well in the project |
| | 3.5 State what they would do differently in future | The learner will state what they would do differently in future | The learner will state what they would do differently in future, showing critical understanding | The learner will state what they would do differently in future, demonstrating critical judgement |

| Range |
| --- |
| **1.** Be able to contribute to planning a project |
| **1.1 Stakeholders** to include:<br><br>• internal<br>• external<br>• customers<br><br>**1.2 Objectives** to include SMART objectives.<br><br>**1.3 Resources** to include:<br><br>• time<br>• budget<br>• people<br>• training<br>• communication<br>• IT<br><br>**1.4 Methods** to include:<br><br>• formal/informal<br>• meetings<br>• documents |
| **2.** Be able to contribute towards running a project |
| **2.1 Relevant** refers to relevant to individual project and own role.<br><br>**2.2 Communication** to include:<br><br>• formal/informal<br>• meetings |

| Range |
|---|
| • documents |
| **3.** Be able to contribute towards reviewing a project |
| **3.1 Personal performance** to include:<br><br>• contribution to the project plan<br>• ability to perform allocated tasks<br>• completing tasks on time<br>• communication skills<br><br>**3.2 Personal improvement** to include from own perspective and the perspective of others. |

| Delivery and assessment guidance |
|---|
| Evidence must include:<br><br>• learner assignment<br>• report<br>• presentation<br>• observation<br>• witness testimony<br>• products<br>• formal/informal<br>• meetings<br>• documents<br>• reflection<br>• development plan |

## Unit 08 Innovation in a business environment (A/505/9700)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit provides learners with the skills needed to facilitate innovation in a business environment by equipping them with the skills needed to review working practices and look at possible improvements, assess the feasibility of an idea and then successfully communicate ideas to others. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| 1. Be able to review working practices | 1.1 State the **benefits** of reviewing current working practices | The learner will state the benefits of reviewing current working practices | The learner will state in detail the benefits of reviewing current working practices | No Distinction for this AC |
| | 1.2 Identify possible improvements to working practices, products or services | The learner will identify possible improvements to working practices, products or services | The learner will identify possible improvements to working practices, products or services, justifying their choices | No Distinction for this AC |
| | 1.3 Research possible improvements | The learner will research possible improvements | The learner will independently research possible improvements | The learner will thoroughly and independently research possible improvements |
| | 1.4 Assess ideas against agreed criteria | The learner will assess ideas against agreed criteria | The learner will assess ideas against agreed criteria, demonstrating critical understanding | The learner will assess ideas against agreed criteria, showing critical judgement |
| 2. Be able to assess the feasibility of an idea | 2.1 Establish **criteria** to assess the feasibility of an idea | The learner will establish criteria to assess the feasibility of an idea | The learner will establish criteria to assess the feasibility of an idea, justifying their choices | No Distinction for this AC |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| | 2.2 Assess the feasibility of the idea against criteria | The learner will assess the feasibility of the idea against criteria | The learner will assess the feasibility of the idea against criteria, giving justification for their assessment | No Distinction for this AC |
| 3. Be able to communicate ideas to others | 3.1 Clearly communicate an idea to others | The learner will clearly communicate an idea to others | The learner will clearly and confidently communicate an idea to others | The learner will clearly communicate an idea to others, with fluency and confidence |
| | 3.2 Promote the benefits of their idea to others | The learner will promote the benefits of their idea to others | The learner will promote the benefits of their idea to others, justifying their thoughts | The learner will skilfully promote the benefits of their idea to others, justifying their thoughts |
| | 3.3 Respond to **feedback** on their idea | The learner will respond to feedback on their idea | The learner 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 |

| Range |
|---|
| **1.** Be able to review working practices |
| **1.1 Benefits** to include own and others. |
| **2.** Be able to assess the feasibility of an idea |
| **2.1 Criteria** to include:<br><br>• market analysis<br>• competitive advantage<br>• endorsement<br>• finance<br>• existing data |

| Range |
| --- |
| • new data |
| **3. Be able to communicate ideas to others** |
| **3.3 Feedback** to include both positive and negative. |

| Delivery and assessment guidance |
| --- |
| Evidence must include:<br><br>• learner report<br>• assignment<br>• presentation<br>• questioning<br>• observation<br>• witness testimony |

# Unit 09 Manage and improve own performance in a business environment (R/505/9704)

| Unit summary |
|---|
| The aim of this unit is to provide learners with the knowledge and skills to be able to plan, manage and improve their own performance in a business environment. This unit covers planning and setting realistic targets and deadlines, important characteristics needed in business and how to demonstrate them, and seeking feedback to help develop a plan to improve performance. |

| Assessment |
|---|
| This unit is internally assessed via a portfolio of evidence. |

| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |
|---|---|---|---|---|

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| 1. Be able to plan own work | 1.1 Agree realistic **targets** and timescales for a range of tasks | The learner will agree realistic targets and timescales for a range of tasks | The learner will agree clear specific, measurable, achievable, relevant, and timebound (SMART) targets and timescales for a range of tasks | No Distinction for this AC |
| | 1.2 Describe what is meant by **resources** | The learner will describe what is meant by resources | The learner will describe in detail what is meant by resources | The learner will comprehensively describe what is meant by resources |
| | 1.3 Describe resources needed for their role | The learner will describe resources needed for their role | The learner will give a detailed description of resources needed for their role | The learner will give a comprehensive description of resources needed for their role, showing insight |
| | 1.4 Illustrate how they will use the resources efficiently | The learner will illustrate how they will use the resources efficiently | The learner will illustrate in detail how they will use the resources efficiently | The learner will comprehensively illustrate how they will use the resources efficiently |
| 2. Be able to manage own work | 2.1 Agree own tasks and responsibilities for a specified piece of work | The learner will agree own tasks and responsibilities for a specified piece of work | The learner will agree own realistic tasks and | No Distinction for this AC |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| | | | responsibilities for a specified piece of work | |
| | 2.2 Agree a deadline for the work | The learner will agree a deadline for the work | The learner will agree a realistic deadline for the work | No Distinction for this AC |
| | 2.3 Carry out own tasks in line with agreed guidelines, procedures and codes of practice | The learner will carry out own tasks in line with agreed guidelines, procedures and codes of practice | The learner will confidently carry out own tasks in line with agreed guidelines, procedures and codes of practice | The learner will use advanced skills to carry out own tasks in line with agreed guidelines, procedures and codes of practice |
| | 2.4 Keep others informed of progress, renegotiating deadlines as required | The learner will keep others informed of progress, renegotiating deadlines as required | The learner will keep others informed of progress by a variety of means, confidently renegotiating deadlines as required | The learner will keep others informed of progress by a variety of means, perceiving potential threats and confidently renegotiating deadlines as required |
| 3. Understand why behaviour and attitude are important in a business environment | 3.1 Describe why the following are important characteristics in business:<br>• adaptability<br>• resilience<br>• assertiveness<br>• honesty<br>• respect<br>• resourcefulness | The learner will describe why the following are important characteristics in business:<br>• adaptability<br>• resilience<br>• assertiveness<br>• honesty<br>• respect<br>• resourcefulness | The learner will describe, in detail and using examples, why the following are important characteristics in business:<br>• adaptability<br>• resilience<br>• assertiveness<br>• honesty<br>• respect<br>• resourcefulness | No Distinction for this AC |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| | 3.2 Describe how to demonstrate:<br>• adaptability<br>• resilience<br>• assertiveness<br>• honesty<br>• respect<br>• resourcefulness | The learner will describe how to demonstrate:<br>• adaptability<br>• resilience<br>• assertiveness<br>• honesty<br>• respect<br>• resourcefulness | The learner will describe in detail, using examples, how to demonstrate:<br>• adaptability<br>• resilience<br>• assertiveness<br>• honesty<br>• respect<br>• resourcefulness | No Distinction for this AC |
| | 3.3 Outline why it is important to help and support others in a business environment | The learner will outline why it is important to help and support others in a business environment | The learner will outline why it is important to help and support others in a business environment, justifying their reasons | No Distinction for this AC |
| 4. Know how to improve own performance in a business environment | 4.1 Gather feedback from others on own performance | The learner will gather feedback from others on own performance | The learner will use own initiative to actively gather feedback from others on own performance | The learner will use own initiative to actively gather feedback from others on own performance, demonstrating critical judgement |
| | 4.2 Develop a plan to improve own performance | The learner will develop a plan to improve own performance | The learner will develop a detailed plan to improve own performance, demonstrating initiative | No Distinction for this AC |
| | 4.3 Describe how the plan will be updated | The learner will describe how the plan will be updated | The learner will give a detailed description of how the plan will be updated | No Distinction for this AC |

| Range |
|---|
| **1.** Be able to plan own work |

| Range |
|---|
| **1.1 Targets** must align with organisational objectives and include SMART targets. |
| **1.2 Resources** to include both personal and physical resources. |

| Delivery and assessment guidance |
|---|
| Evidence must include:<br><br>• professional discussion<br>• supporting products (for example, performance review, action plans)<br>• learner report<br>• product<br>• appraisal<br>• development plan<br>• observation<br>• witness testimony |

# Unit 10 Respond to change in a business environment (Y/505/9705)

| Unit summary | | | | |
|---|---|---|---|---|
| This unit aims to provide learners with an understanding of the reasons for change in a business environment, the impact change can have on people within an organisation and how they can support change within a business. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence | | | | |
| Optional | Graded P/M/D | Level 2 | 8 credits | 60 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: | Pass The learner will be able to: | Merit The learner will be able to: | Distinction The learner will be able to: |
|---|---|---|---|---|
| 1. Understand the reasons for change in business | 1.1 State **why it is important for a business to change** | The learner will state why it is important for a business to change | The learner will state why it is important for a business to change, demonstrating critical understanding | No Distinction for this AC |
| | 1.2 State the risks associated with a business changing too quickly | The learner will state the risks associated with a business changing too quickly | The learner will state the risks associated with a business changing too quickly, justifying their choices | The learner will state the risks associated with a business changing too quickly, demonstrating critical judgement |
| | 1.3 State the risks associated with a business changing too slowly | The learner will state the risks associated with a business changing too slowly | The learner will state the risks associated with a business changing too slowly, justifying their choices | The learner will state the risks associated with a business changing too slowly, demonstrating critical judgement |
| 2. Understand how change can affect people within a business | 2.1 Outline positive effects change can have on people working in a business | The learner will outline positive effects change can have on people working in a business | The learner will outline the positive effects change can have on people working in a business, justifying their opinions | No Distinction for this AC |

| Learning outcomes (LOs)<br>The learner will: | Assessment criteria (AC)<br>The learner can: | Pass<br>The learner will be able to: | Merit<br>The learner will be able to: | Distinction<br>The learner will be able to: |
|---|---|---|---|---|
| | 2.2 Outline negative effects change can have on people working in a business | The learner will outline negative effects change can have on people working in a business | The learner will outline the negative effects change can have on people working in a business, justifying their opinions | No Distinction for this AC |
| 3. Understand own role in supporting change within a business | 3.1 Describe methods of dealing with change in a business | The learner will describe methods of dealing with change in a business | The learner will describe, in detail, methods of dealing with change in a business | No Distinction for this AC |
| | 3.2 Outline how to help others cope with change in a business | The learner will outline how to help others cope with change in a business | The learner will clearly outline how to help others cope with change in a business | No Distinction for this AC |

| Range |
|---|
| **1.** Understand the reasons for change in business |
| **1.1 Why it is important for a business to change** to include:<br><br>• internal factors<br>• external factors<br>• technology<br>• economic environment<br>• government policy<br>• regulation<br>• competition |

| Delivery and assessment guidance |
|---|
| Evidence must include:<br><br>• learner report |

| Delivery and assessment guidance |
|---|
| • assignment |

# NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

**Knowledge LOs**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

**Competence/skills LOs**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

# Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

| | |
|---|---|
| **Apply** | Link existing knowledge to new or different situations. |
| **Assess** | Consider information in order to make decisions. |
| **Classify** | Organise according to specific criteria. |
| **Compare** | Examine the subjects in detail, looking at similarities and differences. |
| **Define** | State the meaning of a word or phrase. |
| **Demonstrate** | Show an understanding of the subject or how to apply skills in a practical situation. |
| **Describe** | Write about the subject giving detailed information. |
| **Differentiate** | Give the differences between two or more things. |
| **Discuss** | Write an account giving more than one view or opinion. |
| **Distinguish** | Show or recognise the difference between items/ideas/information. |
| **Estimate** | Give an approximate decision or opinion using previous knowledge. |
| **Explain** | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| **Give (positive and negative points)** | Provide information showing the advantages and disadvantages of the subject. |
| **Identify** | List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking). |
| **Illustrate** | Give clear information using written examples, pictures or diagrams. |
| **List** | Make a list of key words, sentences or comments that focus on the subject. |
| **Perform** | Do something (take an action/follow an instruction) that the question or task asks or requires. |
| **Plan** | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |
| **Provide** | Give relevant information about a subject. |
| **Reflect** | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice. |

| Select | Choose for a specific purpose. |
|--------|-------------------------------|
| State | Give the main points clearly in sentences. |
| Use | Take or apply an item, resource or piece of information as asked in the question or task. |

# Section 4: support

## Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet

## Other support materials

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.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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# Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Optional units

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH |
|---|---|---|---|---|---|
| Unit 01 | K/505/9689 | Business culture and responsibilities | 2 | 8 | 60 |
| Unit 02 | M/505/9693 | Deliver customer service in a business environment | 2 | 8 | 60 |
| Unit 03 | A/505/9695 | Produce documents in a business environment | 2 | 8 | 60 |
| Unit 04 | L/505/9698 | Solve problems in a business environment | 2 | 8 | 60 |
| Unit 05 | F/505/9701 | Work with others in a business environment | 2 | 8 | 60 |
| Unit 06 | D/505/9690 | Communicate in a business environment | 2 | 8 | 60 |
| Unit 07 | J/505/9697 | Contribute to running a project | 2 | 8 | 60 |
| Unit 08 | A/505/9700 | Innovation in a business environment | 2 | 8 | 60 |
| Unit 09 | R/505/9704 | Manage and improve own performance in a business environment | 2 | 8 | 60 |

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH |
|---|---|---|---|---|---|
| Unit 10 | Y/505/9705 | Respond to change in a business environment | 2 | 8 | 60 |

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

# Change history record

| Version | Publication date | Description of change |
|---------|------------------|-----------------------|
| v5.2 | December 2021 | Band descriptions updated in Presenting Evidence. |
| v5.3 | January 2022 | Paragraph added in regarding external quality assurance for graded qualifications. |
| v5.4 | June 2022 | Information added to the entry guidance section to advise that registration 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 support handbooks.

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 assessment evidence presented for external quality assurance must be in English. |
| v5.5 | March 2026 | Qualification has been updated to NCFE's new qualification specification template. |