Qualification specification

NCFE Level 3 Certificate in Principles of Business Administration

QN: 601/7074/8

This qualification is now withdrawn.

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 July 2018). Please check the qualification page on our website for the most recent version.

- Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1 (page 14).

- Further information added to the achieving this qualification section 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.

- 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.

- Information regarding UCAS added to <u>Section 1 Things you need to know</u>.

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 NCFE Level 3 Certificate in Principles of Business Administration.

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 regulated qualification title of NCFE Level 3 Certificate in Principles of Business Administration.

Things you need to know

Qualification number (QN)	**601/7074/8**
Aim reference	60170748
Total Qualification Time (TQT)	230
Guided learning hours (GLH):	210
Level	3
UCAS	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.
Assessment requirements	Internally assessed and externally moderated portfolio of evidence 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.

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.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/7074/8.

This qualification forms part of a suite of knowledge based qualifications. This qualification has been developed to enable learners to progress into employment in business administration roles or onto higher level studies.

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

Aims and objectives of this qualification

This qualification aims to:

- provide learners with the essential knowledge of how to carry out every day and more complex administrative tasks such as managing information, planning meetings and delivering presentations.

The objectives of this qualification are to help learners to:

- gain underpinning knowledge of communication systems and processes
- understand how to create bespoke business documents
- learn how to supervise others and contribute to wider departmental or organisational change.

Achieving this qualification

To be awarded the NCFE Level 3 Certificate in Principles of Business Administration learners are required to successfully complete 3 mandatory units and 4 optional units.

This qualification consists of 3 mandatory units:

Unit No	Unit title
Unit 01	Principles of business
Unit 02	Principles of business communication and information
Unit 03	Principles of administration

and 16 optional units:

Unit No	Unit title
Unit 04	Understand the development and implementation of an information system
Unit 05	Understand how to improve business performance
Unit 06	Understand how to develop and deliver a presentation
Unit 07	Understand how to build, manage and administer legal files
Unit 08	Understand how to use business data and bespoke business documents
Unit 09	Understand equality, diversity and inclusion in the workplace
Unit 10	Understand how to manage performance and conflict in the workplace
Unit 11	Understand how to deliver customer service
Unit 12	Principles of digital marketing and research

Unit No	Unit title
Unit 13	Principles of marketing stakeholder relationships
Unit 14	Principles of market research
Unit 15	Principles of marketing and evaluation
Unit 16	Understand the customer service environment
Unit 17	Understand the legal context of business
Unit 18	Principles of social media within a business
Unit 19	Principles of leadership and management

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

To achieve the NCFE Level 3 Certificate in Principles of Business Administration, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

A unit certificate can be requested for learners who don't achieve their full qualification but who 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.

Entry guidance

This qualification is designed for 19+ adult learners who may be changing career or entering a new industry, and need a solid background in this area.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

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.

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 assessment criteria 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.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Diploma in Skills for Business: Human Resources
- NCFE Level 4 NVQ Diploma in Business Administration

It may also be useful to learners studying qualifications in the following sector area(s):

- Travel and Tourism
- Sport, Leisure and Recreation
- Retail
- Health Public Service and Care
- Engineering and Manufacturing technologies
- Arts, Media and Publishing.

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.

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.

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 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.

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.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Degree in Business Administration-related subject
- Level 4 (NVQ) Diploma in Business Administration
- staff must hold or be working towards an assessor qualification
- Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably qualified Assessor/Verifier.

Examples of work experience

- staff must have recent and relevant experience of working in a mid-level business administration role
- teaching specialist in business administration or management.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Resource requirements

The units in this qualification have been mapped against those of the NCFE Level 3 Diploma in Business Administration (601/3965/1). Please see the mapping document for further information, which is available on the qualification page on the NCFE website.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

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.

Centre Support team

Our award-winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email customersupport@ncfe.org.uk.

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.

Training and support

We can provide training sessions for Assessors and Internal Moderators. 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.

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 summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation 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 and assessment criteria are covered and if the evidence generated can be internally and externally moderated. 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 Research and Product Development team on 0191 239 8000.

Unit 01 Principles of business (L/507/4329)

Unit summary	This unit aims to provide learners with the opportunity to increase their knowledge of business markets, innovation and growth, financial management and the principles of marketing.
Guided learning hours	50
Level	3
Mandatory/optional	Mandatory

The learner will:

1   Understand business markets

The learner can:

1.1   Explain the characteristics of different **business markets**
1.2   Explain the nature of interactions between businesses within a market
1.3   Explain how an organisation's goals may be shaped by the market in which it operates
1.4   Describe the **legal obligations** of a business

The learner will:

2   Understand business innovation and growth

The learner can:

2.1   Define business innovation
2.2   Explain the uses of **models of business innovation**
2.3   Identify sources of support and guidance for business innovation
2.4   Explain the process of product or service development
2.5   Explain the benefits, risks and implications associated with innovation

The learner will:

3   Understand financial management

The learner can:

3.1   Explain the importance of financial viability for an organisation
3.2   Explain the consequences of poor financial management
3.3   Explain different **financial terminology**

Unit 01 Principles of business (L/507/4329) (cont'd)

The learner will:

4   Understand business budgeting

The learner can:

4.1   Explain the uses of a budget
4.2   Explain how to manage a budget

The learner will:

5   Understand sales and marketing

The learner can:

5.1   Explain the principles of marketing
5.2   Explain a sales process
5.3   Explain the features and uses of market research
5.4   Explain the value of a brand to an organisation
5.5   Explain the relationship between sales and marketing

Key words

1.1   business markets are also known as business-to-business (B2B) markets or industrial marketing. They are markets in which goods/services are sold between companies/organisations as opposed to consumer markets

1.4   legal obligations may include, but are not limited to: insurance, health, safety and environmental, data protection, employment law, premises

2.2   models of business innovation may include but not limited to: hire and leasing, return and reuse, collection of used products, made to order, collaborative consumption

3.3   financial terminology as a minimum should include:
- turnover
- gross profit
- net profit
- debt
- credit

Unit 01 Principles of business (L/507/4329) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.5		learner written statements
1.1–5.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 02 Principles of business communication and information (T/507/5779)

Unit summary	The aim of this unit is to provide learners with an understanding of key communication tools in business, such as negotiation, development and delivery of presentations, bespoke business documents and information systems. Learners will also be able to describe business communication models, systems and processes.
Guided learning hours	40
Level	3
Mandatory/optional	Mandatory

The learner will:

1   Understand negotiation in a business environment

The learner can:

1.1   Explain the importance of negotiation in a business environment
1.2   Explain the features and uses of different **approaches to negotiation**
1.3   Identify the components of negotiation tactics

The learner will:

2   Understand how to develop and deliver presentations

The learner can:

2.1   Explain the different types of **presentation** and their requirements
2.2   Explain how different resources can be used to develop a presentation
2.3   Explain different methods of giving presentations
2.4   Explain best practice in delivering presentations
2.5   Explain how to collect and use feedback on a presentation

Unit 02 Principles of business communication and information (T/507/5779) (cont'd)

The learner will:

3 Understand how to create bespoke business documents

The learner can:

3.1 Explain the characteristics of bespoke documents
3.2 Explain the factors to be taken into account in creating and presenting bespoke documents
3.3 Explain the legal requirements and procedures for gathering information for bespoke documents
3.4 Explain **techniques** to create bespoke business documents
3.5 Explain how to gain approval of bespoke documents

The learner will:

4 Understand information systems in a business environment

The learner can:

4.1 Explain the typical stages of **information system** development
4.2 Analyse the benefits and limitations of different information systems
4.3 Explain legal, security and confidentiality requirements for information systems in a business environment
4.4 Explain how to monitor the use and effectiveness of an information system

Unit 02 Principles of business communication and information (T/507/5779) (cont'd)

The learner will:

5   Understand business communication models, systems and processes

The learner can:

5.1   Analyse the communication needs of internal and external **stakeholders**
5.2   Analyse the different communication models that support administration
5.3   Evaluate the effectiveness of different **communication systems**
5.4   Explain the factors that affect the choice of communication media
5.5   Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
5.6   Explain the factors to be taken into account in planning and structuring different communication media
5.7   Explain ways of overcoming barriers to communication
5.8   Explain the use of communications theories and body language
5.9   Explain proofreading techniques for business communications

Unit 02 Principles of business communication and information (T/507/5779) (cont'd)

Key words

1.2   **approaches to negotiation** may include, but are not limited to:
- breaking down the negotiation into parts
- taking control
- prioritising
- researching and questioning
- dealing with barriers and ultimatums

2.1   **presentations** can be electronic or paper-based methods of delivering a message to individuals or a group

3.4   **techniques** should cover the methods used, including software and in-house processes

4.1   **information systems** may include:
- hardware
- software
- infrastructure

5.1   **stakeholders** may include, but are not limited to:
- shareholders
- directors
- colleagues and managers
- customers
- the local community in which a business operates
- standards agencies

5.3   **communication systems** may include, but are not limited to:
- telephone
- email
- face-to-face
- letter

Unit 02 Principles of business communication and information (T/507/5779) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.9		learner written statements
1.1–5.9	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.9	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.9	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 03 Principles of administration (M/507/5781)

Unit summary	This unit provides learners with an understanding of how to manage an office facility, including health and safety in a business environment. They will understand how to take minutes, chair, lead and manage meetings. Learners will also understand how to supervise an administration team and how to organise events.
Guided learning hours	35
Level	3
Mandatory/optional	Mandatory

The learner will:

1   Understand how to manage an office facility

The learner can:

1.1   Explain the legal requirements relating to the management of office facilities
1.2   Describe the **typical services** provided by an office facility
1.3   Explain how to establish office management procedures
1.4   Explain how to manage office resources
1.5   Explain techniques to monitor and manage work flows
1.6   Explain typical support and **welfare facilities** for office workers

The learner will:

2   Understand health and safety in a business environment

The learner can:

2.1   Explain the legal obligations of the employer for health and safety in the workplace
2.2   Explain an individual's responsibilities for health and safety in the workplace
2.3   Describe accident and emergency procedures

Unit 03 Principles of administration (M/507/5781) (cont'd)

The learner will:

3   Understand how to take minutes of meetings

The learner can:

3.1   Explain the purpose of meeting minutes
3.2   Explain the legal implications of meeting minutes
3.3   Explain the importance of accuracy in minute taking
3.4   Describe what should and should not be included in different types
         of meeting minutes
3.5   Describe how to take notes during meetings

The learner will:

4   Understand how to chair, lead and manage meetings

The learner can:

4.1   Explain the features and purpose of different types of formal and informal meeting
4.2   Explain the role and responsibilities of the chair
4.3   Explain the role of others in a meeting
4.4   Explain techniques to facilitate a meeting
4.5   Explain the information requirements of a meeting before, during and after a meeting

The learner will:

5   Understand how to supervise an administration team

The learner can:

5.1   Explain the use of targets and budgets to manage workloads
5.2   Explain how to allocate work to individual team members
5.3   Explain different **quality management techniques** to manage the performance of an
         administrative team
5.4   Explain the techniques used to identify the need for improvements in team outputs and standards

Unit 03 Principles of administration (M/507/5781) (cont'd)

The learner will:

6   Understand how to organise events

The learner can:

6.1   Explain the characteristics, requirements and purposes of different types of **events**
6.2   Explain the types of information and information sources needed to organise an event
6.3   Explain how to plan an event
6.4   Explain how to identify the right resources from an event plan
6.5   Describe the likely types of information needed by delegates before, during and after an event

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Key words

1.2   typical services may include:
- purchasing/sales
- processing customer orders
- research
- resolving enquiries

1.6   welfare facilities may include:
- toilets and washrooms
- drinking water
- eating areas
- sufficient ventilation, lighting and temperature

5.3   quality management techniques could include:
- total quality management (TQM)
- statistical process control (SPC)
- continual improvement processes

6.1   events may include, but are not limited to:
- a meeting
- a conference
- a product launch
- an announcement
- a celebration
- a social occasion

Unit 03 Principles of administration (M/507/5781) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–6.5		learner written statements
1.1–6.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–6.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–6.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 04 Understand the development and implementation of an information system (L/507/4332)

Unit summary	This unit aims to provide learners with an understanding of how to design and contribute to the development and implementation of an information system. Learners will also develop knowledge of how information systems are used.
Guided learning hours	30
Level	3
Mandatory/optional	Optional

The learner will:

1　　Understand the design and implementation of an information system

The learner can:

1.1　　Explain the types of information to be managed by a system
1.2　　Explain how information will be used and by whom
1.3　　Explain who needs to be consulted in the design and implementation of an **information system** and why
1.4　　Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system

The learner will:

2　　Understand how information systems are used

The learner can**:**

2.1　　Explain how the intended use of reports affects the choice of format and language
2.2　　Explain how the audience of reports affects the choice of format and language
2.3　　Explain the features of **different problem-solving techniques** related to information systems
2.4　　Evaluate the suitability of possible problem-solving actions related to information systems
2.5　　Explain techniques to validate the reliability of information
2.6　　Analyse the suitability of different evaluation techniques related to information systems
2.7　　Assess the potential **consequences** of breaches of confidentiality
2.8　　Evaluate the potential **consequences** of publishing reports containing inaccurate or unsubstantiated information

Unit 04 Understand the development and implementation of an information system (L/507/4332) (cont'd)

Key words

1.3　　**information systems** may include:
- hardware
- software
- infrastructure

2.3　　**different problem-solving techniques** may include, but are not exclusive to:
- means-end analysis
- inductive reasoning
- rule of thumb (heuristic)

2.8　　**consequences** cover the effects on:
- the individual
- the organisation
- the stakeholders

Unit 04 Understand the development and implementation of an information system (L/507/4332) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.8		learner written statements
1.1–2.8	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.8	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.8	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 05 Understand how to improve business performance (J/507/4331)

Unit summary	The aim of this unit is to equip learners with an understanding of the principles of resolving business problems and improvement techniques and processes. Learners will be able to describe problem solving techniques and processes. Learners will also be able to evaluate different change management models.
Guided learning hours	35
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the principles of resolving business problems

The learner can:

1.1   Explain the use of different **problem-solving techniques**
1.2   Explain the organisational and **legal constraints** relating to problem-solving
1.3   Describe the role of **stakeholders** in problem-solving
1.4   **Describe** the steps in the business decision-making process
1.5   Analyse the implications of adopting recommendations and implementing decisions to solve business problems

The learner will:

2   Understand improvement techniques and processes

The learner can:

2.1   Describe the purpose and benefits of continuous improvement
2.2   Analyse the features, use and constraints of different **continuous improvement techniques and models**
2.3   Explain how to carry out a **cost-benefit analysis**
2.4   Explain the importance of feedback from customers and other stakeholders in continuous improvement

Unit 05 Understand how to improve business performance (J/507/4331) (cont'd)

The learner will:

3   Understand the principles of change management

The learner can:

3.1   Explain the importance of effective leadership when implementing change
3.2   Explain the role of internal and external stakeholders in the management of change
3.3   Evaluate the suitability of **change management models** for different contexts
3.4   Explain how to assess the business risks associated with change
3.5   Assess the need for contingency planning when implementing change
3.6   Assess the need for crisis management when implementing change
3.7   Explain the different types of barriers to change and how to deal with these
3.8   Explain how to evaluate change management projects

Unit 05 Understand how to improve business performance (J/507/4331) (cont'd)

Key words

1.1   **problem-solving techniques** may include, but are not limited to:
- define and clarify the issue
- gather all the facts and understand their causes
- brainstorm possible options and solutions
- consider and compare the pros and cons of each option
- select the best option
- explain your decision to those involved and affected.

1.2   **legal constraints** refer to a limit that is set out to regulate how far a person or an organisation can go in regards to a specific matter

1.3   **stakeholders** may include, but are not limited to:
- shareholders
- directors
- colleagues and managers
- customers
- the local community in which a business operates
- standards agencies

1.4   the **description** of how a decision is made will need to be in-line with organisational policies and procedures

2.2   **continuous improvement techniques and models** could include:
- training programmes
- surveys
- time studies
- brainstorming sessions
- Ishikawa diagrams
- Kaizen
- Kanban systems
- Six Sigma

2.3   **cost-benefit analysis** refers to a systematic approach for estimating the strengths and weaknesses of different options

3.3   **change management models** may include:
- Lewin - force field analysis
- Kotter - 8 steps
- nudge theory
- psychological contract
- Fisher - personal change

Unit 05 Understand how to improve business performance (J/507/4331) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.8		learner written statements
1.1–3.8	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.8	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.8	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 06 Understand how to develop and deliver a presentation (T/507/4339)

Unit summary	This unit aims to provide learners with an understanding of the principles underpinning the delivery of presentations. Learners will be able to describe different types of media used to deliver a presentation and its limitations.
Guided learning hours	15
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand how to develop a presentation

The learner can:

1.1   Explain best practice in developing **presentations**
1.2   Explain who needs to be consulted on the development of a presentation
1.3   Explain the factors to be taken into account in developing a presentation
1.4   Analyse the advantages and limitations of different **communication media**

The learner will:

2   Understand the principles underpinning the delivery of presentations

The learner can:

2.1   Analyse the advantages and limitations of different **methods** of, and **media** for, making presentations
2.2   Explain how the type and size of the **audience** affects the delivery of a presentation
2.3   Explain the factors to be taken into account in developing **contingency plans** when delivering presentations
2.4   Explain voice projection and timing techniques when delivering presentations
2.5   Explain the **factors** to be taken into account in responding to questions from an audience
2.6   Explain different methods for evaluating the effectiveness of a presentation

Unit 06 Understand how to develop and deliver a presentation (T/507/4339) (cont'd)

Key words

1.1   **presentations** can be electronic or paper-based methods of delivering a message to individuals or a group

1.4   **communication media** refers to the manner in which the information is to be presented:
- visually – on screen, flip chart, white board, paper
- verbally – face-to-face, teleconference

2.1   **methods/media** may include:
- chalk and talk
- OHP (Overhead projection)
- PowerPoint
- video clips
- interactive white board
- handouts

2.2   **audience** may include, but is not exclusive to:
- internal – colleagues, managers, other departments
- external – individuals, companies

2.3   **contingency plans** may include:
- agreement for post-event handouts
- use of USB sticks
- secondary emergency equipment
- pre-event testing of equipment

2.5   **factors** may include:
- timing
- listening
- understanding
- considering
- responding
- referring

Unit 06 Understand how to develop and deliver a presentation (T/507/4339) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.6		learner written statements
1.1–2.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 07 Understand how to build, manage and administer legal files (T/507/5782)

Unit summary	This unit provides learners with the underpinning knowledge required to build legal case files. Learners will identify the importance of confidentiality, deadlines and accurate record keeping.
Guided learning hours	35
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand administrative requirements of different legal areas

The learner can:

1.1   Explain the administrative requirements of the different **legal areas** being administered
1.2   Explain the scope and limits of their own responsibilities and authority
1.3   Explain the requirements of the **duty of confidentiality**

The learner will:

2   Understand how to build legal case files

The learner can:

2.1   Explain how to identify **shortfalls** in evidence and materials
2.2   Explain the features and uses of different **interviewing techniques**
2.3   Explain the use of specialist software for processing legal cases
2.4   Explain how to access and use sources of information and evidence
2.5   Explain the potential consequences of not meeting deadlines when building a legal case file

The learner will:

3   Understand the management of legal case files

The learner can:

3.1   Describe the structure, format and contents of a case file
3.2   Explain how to validate information when managing a legal **case file**
3.3   Explain the requirements of processing appeals
3.4   Explain the potential consequences of not meeting internal and external deadlines when managing a legal case file

Unit 07 Understand how to build, manage and administer legal files (T/507/5782) (cont'd)

The learner will:

4   Understand the administration of legal files

The learner can:

4.1   Explain the use of specialist software for processing legal cases
4.2   Explain the potential consequences of inadequate or inaccurate record keeping
4.3   Describe the **organisational and regulatory purpose** and nature of different legal checks and searches
4.4   Explain the **organisational and regulatory purpose** of a client care letter
4.5   Explain how records of time spent on work are used

Key words

1.1   **legal areas** will be defined by the learner's workplace or chosen organisation

1.3   the explanation of the **duty of confidentiality** should include relevant and current legislation and practical implications

2.1   **shortfalls** is a failure to attain a specified amount or level - a shortage

2.2   **interviewing techniques** may include, but are not limited to:
* listening
* questioning
* advising
* taking instruction

3.2   a **case file** is a collection of documents and evidence relating to a particular legal case

4.3   the description/explanation should include reference to appropriate **regulation** and demonstrate an understanding of internal **organisational** procedures. It should also include the **purpose** and potential implications of non-compliance

Unit 07 Understand how to build, manage and administer legal files (T/507/5782) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.5		learner written statements
1.1–4.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 08 Understand how to use business data and bespoke business documents (F/507/5784)

Unit summary	The aim of this unit is to provide learners with an understanding of the analysis and presentation of business data. Learners will develop the knowledge required to design and create bespoke business documents.
Guided learning hours	30
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the analysis and presentation of business data

The learner can:

1.1   Explain the uses and limitations of primary and secondary data
1.2   Explain the uses and limitations of quantitative and qualitative data
1.3   Evaluate the issues relating to the validity and reliability of data and its analysis
1.4   Explain the use of IT tools to carry out research
1.5   Assess the risks attached to making judgments based on limited or unrepresentative samples
1.6   Assess the risks attached to generalising research findings
1.7   Explain different formats and techniques for the presentation of the analysis

The learner will:

2   Understand how to create bespoke business documents

The learner can:

2.1   Explain the use of **bespoke** business documents
2.2   Describe the factors to be taken into account in selecting the appropriate method of presenting a business document
2.3   Describe the use of **technology** to create bespoke business documents
2.4   Explain the purpose and requirements of **corporate identity** in bespoke business documents
2.5   Analyse different **design techniques** used to create attractive bespoke business documents
2.6   Explain the factors to be taken into account in evaluating the impact of bespoke business documents

Unit 08 Understand how to use business data and bespoke business documents (F/507/5784) (cont'd)

Key words

2.1   **bespoke** - something that has been tailored, personalised or custom made

2.3   **technology** may include, but is not limited to:
   - word processing
   - graphic design
   - publishing software
   - online publishing
   - digital printing
   - blog, vlog and other social media formats

2.4   **corporate identity** is a collection of visual elements, which are used in various applications to promote the image of an organisation

2.5   **design techniques** may include, but are not limited to:
   - graphic design
   - logotype
   - fonts
   - icons
   - symbols

Unit 08 Understand how to use business data and bespoke business documents (F/507/5784) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.6		learner written statements
1.1–2.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 09 Understand equality, diversity and inclusion in the workplace (K/507/4337)

Unit summary	The aim of this unit is to equip learners with an understanding of organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will also be able to support equality, diversity and inclusion in the workplace.
Guided learning hours	15
Level	3
Mandatory/optional	Optional

The learner will:

1　　Understand the organisational aspects of equality, diversity and inclusion in the workplace

The learner can:

1.1　　Explain the difference between equality, diversity and inclusion
1.2　　Explain the impact of equality, diversity and inclusion across aspects of organisational policy
1.3　　Explain the potential consequences of breaches of equality legislation
1.4　　Describe nominated responsibilities within an organisation for equality, diversity and inclusion

The learner will:

2　　Understand the personal aspects of equality, diversity and inclusion in the workplace

The learner can:

2.1　　Explain the different **forms of discrimination** and harassment
2.2　　Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
2.3　　Explain the importance of displaying **behaviour** that supports equality, diversity and inclusion in the workplace

Key words

2.1　　**forms of discrimination** may include, but are not limited to:
● direct discrimination
● indirect discrimination

2.3　　explanations of **behaviour** should include the legal consequences of not displaying supportive behaviour

Unit 09 Understand equality, diversity and inclusion in the workplace (K/507/4337) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.3		learner written statements
1.1–2.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 10 Understand how to manage performance and conflict in the workplace (D/507/5646)

Unit summary	This unit will enable learners to develop knowledge of team performance management through bench marking. Learners will develop knowledge of managing individual underperformance and conflict in the workplace.
Guided learning hours	35
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the management of team performance

The learner can:

1.1   Explain the use of **benchmarks** in managing performance
1.2   Explain a range of **quality management techniques** to manage team performance
1.3   Describe constraints on the ability to amend priorities and plans

The learner will:

2   Understand the management of underperformance in the workplace

The learner can:

2.1   Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
2.2   Explain how to identify causes of underperformance
2.3   Explain the purpose of making individuals aware of their underperformance clearly but sensitively
2.4   Explain how to address issues that hamper individuals' performance
2.5   Explain how to agree a course of action to address underperformance

Unit 10 Understand how to manage performance and conflict in the workplace (D/507/5646) (cont'd)

The learner will:

3   Understand the principles of conflict management

The learner can:

3.1   Evaluate the suitability of different **methods of conflict management** in different situations
3.2   Describe the **personal skills** needed to deal with conflict between other people
3.3   Analyse the **potential consequences** of unresolved conflict within a team
3.4   Explain the role of **external arbitration** and conciliation in conflict resolution

Unit 10 Understand how to manage performance and conflict in the workplace (D/507/5646) (cont'd)

Key words

1.1   a **benchmark** is a standard or measurement that may include:
- key performance indicators (KPIs)
- best operational practices

1.2   **quality management techniques** may include:
- total quality management (TQM)
- statistical process control (SPC)
- continual improvement processes

3.1   **methods of conflict management** may include, but are not exclusive to:
- avoiding
- competing
- collaborating
- compromising
- accommodating

3.2   **personal skills** could include:
- withholding judgement
- empathic questioning
- active listening
- assertiveness
- objectivity

3.3   **potential consequences** may include, but are not limited to:
- organisational
- financial
- team dynamics
- productivity
- personal

3.4   **external arbitration** may include, but is not limited to:
- supportive
- mediation
- investigative

Unit 10 Understand how to manage performance and conflict in the workplace (D/507/5646) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.4		learner written statements
1.1–3.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 11 Understand how to deliver customer service (Y/507/5788)

Unit summary	The aim of this unit is to equip learners with the knowledge required to organise customer service delivery. Learners will also develop the knowledge required to monitor and resolve customers' complaints.
Guided learning hours	25
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand how to organise customer service delivery

The learner can:

1.1   Explain how different **methods of promoting** products and/or services impact on customer service delivery
1.2   Explain who should be involved in the organisation of customer service delivery
1.3   Explain the importance of differentiating between customers' wants, needs and expectations
1.4   Explain different ways of **segmenting** customer groups
1.5   Explain how customer segmentation is used in organising customer service delivery
1.6   Explain how to analyse the "**customer journey**"

The learner will:

2   Understand the monitoring and resolution of customers' complaints

The learner can:

2.1   Assess the suitability of a range of **monitoring techniques** for customers' complaints
2.2   Explain how to identify those complaints that should prompt a review of the service offer and service delivery
2.3   Explain **negotiating techniques** used to resolve customers' complaints
2.4   Explain **conflict management techniques** used in dealing with upset customers
2.5   Explain **organisational procedures** for dealing with customer complaints
2.6   Explain when to escalate customers' complaints
2.7   Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
2.8   Explain the advantages and limitations of offering compensation or replacement products and/or services

Unit 11 Understand how to deliver customer service (Y/507/5788) (cont'd)

Key words

1.1   **methods of promoting** products and/or services could include, but are not exclusive to, advertising, eg TV, online, press, flyers, in store messaging and social media campaigns

1.4   **segmentation** is the technique used to enable a business to better target its products at the right customers

1.6   **customer journey** eg points of transaction, points of contact and response mechanisms for each stage of the journey

2.1   **monitoring techniques** may include, but are not limited to:
- record keeping
- customer contact systems
- emails
- letters
- task-specific documents

2.3   **negotiating techniques** may include, but are not limited to:
- compensation
- replacement
- cost reduction
- upgrade
- standard communication
- referral to a specialist team

2.4   **conflict management techniques** may include, but are not limited to:
- standard communication
- referral to a specialist team
- explanation at source
- 'second facing' at source

Unit 11 Understand how to deliver customer service (Y/507/5788) (cont'd)

2.5   **organisational procedures** may include, but are not limited to:
- explanation at source
- 'second facing' at source
- compensation
- replacement
- cost reduction
- upgrade
- standard communication
- referral to a specialist team

Unit 11 Understand how to deliver customer service (Y/507/5788) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.8		learner written statements
1.1–2.8	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.8	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.8	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 12 Principles of digital marketing and research (R/507/5790)

Unit summary	This unit aims to provide learners with an understanding of the role of digital marketing and research and techniques used in its implementation.
Guided learning hours	50
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the role and requirements of digital marketing

The learner can:

1.1   Explain the role of digital marketing within **the overall marketing strategy**
1.2   Explain the strengths and weaknesses of digital marketing for **different marketing applications**
1.3   Explain the importance of targeted digital marketing
1.4   Describe the sources of data lists for use in targeting customers and potential customers
1.5   Explain the legal requirements and implications of digital marketing
1.6   Describe the design requirements of data capture and reporting systems for digital marketing
1.7   Explain the importance of evaluating the impact of digital marketing activities

The learner will:

2   Understand the principles of search engine optimisation (SEO)

The learner can:

2.1   Explain the importance of search engine optimisation
2.2   Describe how to calculate the cost-efficiency of SEO
2.3   Explain the use of Meta Tags, website codes and keywords
2.4   Explain the use of offsite SEO in optimising marketing effectiveness
2.5   Explain the design principles of response systems
2.6   Explain the advantages and disadvantages of links to other websites

Unit 12 Principles of digital marketing and research (R/507/5790) (cont'd)

The learner will:

3　　Understand the principles of marketing research using the internet

The learner can:

3.1　　Explain the scope for customising search-related internet facilities to enable the identification and retrieval of targeted information
3.2　　Explain the advantages and disadvantages of different data mining techniques
3.3　　Explain how to use multiple-table relational databases
3.4　　Explain how to ensure the validity and reliability of information retrieved from the internet

The learner will:

4　　Understand the principles of digital marketing device and message design

The learner can:

4.1　　Explain the potential uses of a Customer Relationship Management (CRM) system
4.2　　Explain the design requirements of a CRM system
4.3　　Describe the characteristics of an effective digital marketing device
4.4　　Describe the characteristics of an effective digital response system
4.5　　Explain the requirements, advantages and disadvantages of different tracking systems
4.6　　Explain how to overcome the barriers posed by non-interoperable technologies

The learner will:

5　　Understand how to use digital technology for marketing purposes

The learner can:

5.1　　Explain the implications for the use of digital technology of campaigns that are aimed at retention, acquisition and conversion
5.2　　Explain methods of managing digital databases including permission marketing and the application of suppressions/opt-outs
5.3　　Explain the advantages and disadvantages of different digital technologies and combination of technologies for a range of marketing applications

Unit 12 Principles of digital marketing and research (R/507/5790) (cont'd)

Key words

1.1   **the overall marketing strategy** of the learner's chosen organisation

1.2   **different marketing applications,** for example to other businesses, to consumers, brand, celebrity, corporate, direct. Learners should choose marketing appellations common to their chosen organisation/industry

Unit 12 Principles of digital marketing and research (R/507/5790) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.3		learner written statements
1.1–5.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 13 Principles of marketing stakeholder relationships (Y/507/5791)

Unit summary	This unit will help learners to understand how to build, manage, monitor and control stakeholder relationships. They will know how to identify common goals and engage stakeholders in marketing activities. Learners will also be able to explain the use of key performance indicators in monitoring the effectiveness of stakeholder relationships.
Guided learning hours	30
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand marketing stakeholder relationships

The learner can:

1.1   Explain the basis on which the need for marketing stakeholder relationships are identified and prioritised
1.2   Explain the use of stakeholder mapping in developing ways of building relationships
1.3   Describe the nature of interest of different stakeholder groups and how this affects the nature of relationships and communications
1.4   Explain the significance of stakeholders to the achievement of the overall marketing strategy
1.5   Describe the features of the market in which stakeholders operate
1.6   Describe how to establish stakeholders' attitudes to an organisation
1.7   Describe actual and potential synergies and conflicts between clients and other stakeholders

The learner will:

2   Understand how to build and manage marketing stakeholder relationships

The learner can:

2.1   Explain how to identify common goals and potential synergy between stakeholders and an organisation
2.2   Explain the importance of engaging stakeholders in marketing activities
2.3   Explain the basis upon which stakeholder communications plans are developed

Unit 13 Principles of marketing stakeholder relationships (Y/507/5791) (cont'd)

The learner can:

2.4   Explain the requirements of a competitor management strategy
2.5   Explain the importance of agreeing common objectives with clients
2.6   Describe the scope of generalist and specialist personnel that can be deployed in support of building long-term relationships with clients

The learner will:

3   Understand how to monitor and control marketing stakeholder relationships

The learner can:

3.1   Explain the use of key performance indicators and success criteria in monitoring the effectiveness of stakeholder relationships
3.2   Describe methods of monitoring the on going effectiveness of stakeholder relationships
3.3   Explain the importance of effective stakeholder communications and feedback system
3.4   Explain how changes in the market environment in which stakeholders operate may have an impact on relationships
3.5   Explain how to develop strategies and plans that address changing stakeholder attitudes and needs
3.6   Explain how to develop reporting systems that meet agreed success criteria
3.7   Explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders

Unit 13 Principles of marketing stakeholder relationships (Y/507/5791) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.7		learner written statements
1.1–3.7	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.7	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.7	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 14 Principles of market research (D/507/5792)

Unit summary	This unit aims to provide learners with knowledge of market research, from the commissioning process, through design, data collection and data interpretation to evaluation.
Guided learning hours	40
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the basis on which market research is commissioned

The learner can:

1.1   Describe how to identify the need for market research and the sources of evidence to support this
1.2   Describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others
1.3   Explain how to set research parameters, aims and evaluation criteria
1.4   Explain the importance of involving stakeholders in the definition of research to be carried out
1.5   Explain how to evaluate different options for conducting the research

The learner will:

2   Understand how to design market research projects

The learner can:

2.1   Explain how to set research objectives, timescales, budget and resource requirements and success criteria
2.2   Explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives
2.3   Describe the factors to be taken into account when selecting research instruments that are fit for purpose
2.4   Explain how to ensure the suitability of methods chosen to conduct research
2.5   Explain the strengths and limitations of quantitative and qualitative research
2.6   Explain how risks inherent in market research may be addressed
2.7   Explain how to ensure that research data collected is valid and reliable
2.8   Describe the uses of the research outputs
2.9   Explain how to obtain approval to the proposed research

Unit 14 Principles of market research (D/507/5792) (cont'd)

The learner will:

3   Understand the principles of marketing data collection

The learner can:

3.1	Explain the difference between primary and secondary research and how this affects data collection methods and interpretation
3.2	Describe the importance of using research instruments correctly
3.3	Explain the role of data collection in a market research project
3.4	Explain how to address problems arising in data collection (eg insufficiency of representative sample, unreliable or invalid data)
3.5	Explain the importance of accurate data collection and recording
3.6	Explain marketing data storage, security and access requirements

The learner will:

4   Understand the principles of marketing data interpretation and evaluation

The learner can:

4.1	Explain the volume of data needed to ensure statistical confidence
4.2	Explain how to evaluate the quality, reliability and validity of market research data
4.3	Describe the use(s) of market research
4.4	Explain the application, strengths and weaknesses of different data analysis methods
4.5	Explain the use of statistical tools to identify trends, causes and correlations in marketing data
4.6	Explain the strengths and weaknesses of different data evaluation methods
4.7	Explain the basis on which to reach conclusions as to the usefulness of the research

Unit 14 Principles of market research (D/507/5792) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.7		learner written statements
1.1–4.7	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.7	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.7	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 15 Principles of marketing and evaluation (H/507/5793)

Unit summary	The aim of this unit is to equip learners with an understanding of market segmentation, how to assess market opportunities for new products or services, the principles of marketing strategy development and how to evaluate the effectiveness of a marketing strategy.
Guided learning hours	50
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the principles of market segmentation

The learner can:

1.1   Explain the importance of defining market segments to the development and achievement of the marketing strategy
1.2   Explain the difference between market segments and customer classification
1.3   Explain how the characteristics, motivations and behaviours of potential target customers are identified
1.4   Explain how to cluster customers with similar characteristics
1.5   Describe how to confirm that proposed segments are real, distinctive, viable and their buying power measurable
1.6   Explain how to evaluate the profitability and stability of market segments
1.7   Describe how a range of products may appeal to different market segments
1.8   Explain the motivators and inhibitors that influence customer behaviour
1.9   Explain the use of Customer Relationship Management

Unit 15 Principles of marketing and evaluation (H/507/5793) (cont'd)

The learner will:

2   Understand how to assess market opportunities for new products and/or services

The learner can:

2.1   Describe the economic and buyer behavioural factors to be taken into account when assessing new market opportunities
2.2   Describe the cultural factors that are likely to affect customers' perception of products and/or services and sales performance
2.3   Explain how to identify opportunities and threats in new markets and for new products in existing markets
2.4   Explain how competitor and potential competitor activity may affect projected sales performance
2.5   Explain the basis of recommendations to exploit new market opportunities

The learner will:

3   Understand the principles of marketing strategy development

The learner can:

3.1   Describe the topics to be addressed in a marketing strategy
3.2   Explain the use of market analyses to inform the development of a marketing strategy
3.3   Explain how to evaluate risks to the achievement of objectives
3.4   Describe how to forecast sales by product and/or service
3.5   Explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts
3.6   Explain the importance of engaging stakeholders in the development of a marketing strategy
3.7   Explain the significance of customer loyalty to the achievement of marketing objectives and strategy
3.8   Explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment

Unit 15 Principles of marketing and evaluation (H/507/5793) (cont'd)

The learner will:

4   Understand how to evaluate the effectiveness of a marketing strategy

The learner can:

4.1   Explain the importance of conducting the evaluation in accordance with the specification
4.2   Describe the factors to be taken into account in the evaluation of the effectiveness of a marketing strategy
4.3   Explain the strengths and weaknesses of different evaluation methods
4.4   Describe how to identify trends and themes from evaluation data
4.5   Explain how to ensure the reliability and validity of evaluation data
4.6   Explain how to achieve an acceptable level of statistical confidence
4.7   Explain how to address critical issues revealed by evaluation
4.8   Explain the importance of justifying recommendations and conclusions with evidence
4.9   Explain the use of impact analysis in the evaluation process
4.10   Explain the importance of marketing to the achievement of business objectives and strategies
4.11   Describe the links between corporate social responsibility and marketing strategies

Unit 15 Principles of marketing and evaluation (H/507/5793) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.11		learner written statements
1.1–4.11	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.11	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.11	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 16 Understand the customer service environment (R/507/5627)

Unit summary	This unit aims to provide learners with an understanding of the relationship between customer service and a brand, the structure of customer service and the implications of legislation on customer service delivery.
Guided learning hours	50
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the concepts and practices underpinning customer service delivery

The learner can:

1.1   Explain the value of customer service as a **competitive** tool
1.2   Explain the process of mapping the **customer journey** and its importance in delivering effective customer service
1.3   Describe techniques used to identify **service failures**
1.4   Explain the concept and importance of the **service profit chain**
1.5   Describe methods of measuring organisational effectiveness in the delivery of customer service

The learner will:

2   Understand the relationship between customer service and a brand

The learner can:

2.1   Explain the importance of a **brand** to customers and to an organisation
2.2   Explain how branding can influence customers' perception of an organisation and its products and/or services
2.3   Explain the potential impact of good and poor customer service on a brand

Unit 16 Understand the customer service environment (R/507/5627) (cont'd)

The learner will:

3   Understand the structure of customer service

The learner can:

3.1   Explain the features of different customer service models and customer service standards
3.2   Explain the relationship between customer service and operational areas of an organisation
3.3   Explain the relationship between customer service and continuous improvement processes
3.4   Explain the costs and benefits of customer service to an organisation
3.5   Explain the impact of organisational values on how customers create their expectations
3.6   Explain how organisational values impact on meeting customer expectations

The learner will:

4   Understand the implications of legislation on customer service delivery

The learner can:

4.1   Explain the implications of **consumer-related legislation** on customer service delivery
4.2   Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information

The learner will:

5   Understand how to organise customer service delivery

The learner can:

5.1   Explain how different methods of promoting products and/or services impact on customer service delivery
5.2   Explain who should be involved in the organisation of customer service delivery
5.3   Explain the importance of differentiating between customers' wants, needs and expectations
5.4   Explain different ways of segmenting customer groups
5.5   Explain how customer segmentation is used in organising customer service delivery
5.6   Explain how to analyse the 'customer journey'

Key words

1.1   competitive is as good as, or better than, others of a comparable nature

1.2   customer journey, eg points of transaction, points of contact and response mechanisms for each stage of the journey

1.3   service failure is where the customer service standard and/or customer expectations have not been met

1.4   service profit chain is the relationship between profitability, customer loyalty, and employee satisfaction, loyalty, and productivity

2.1   brand is a type of product/service provided by a particular company under a specific name

4.1   consumer-related legislation may include:
- Sales of Goods Act 1979
- Consumer Protection Act 1987

5.1   methods of promoting products and/or services could include, but are not exclusive to, advertising, eg TV, online, press, flyers, in store messaging and social media campaigns

5.4   segmentation is the technique used to enable a business to better target its products at the right customers

Unit 16 Understand the customer service environment (R/507/5627) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.6		learner written statements
1.1–5.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 17 Understand the legal context of business (M/507/5795)

Unit summary	The aim of this unit is to equip learners with knowledge of the legal framework within which businesses operate, including business governance, contract law and employment law.
Guided learning hours	40
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the legal framework within which businesses operate

The learner can:

1.1   Explain the legal requirements of different types of business
1.2   Describe the roles and powers of **government departments and agencies** in regulating business
1.3   Explain the legal provisions relating to intellectual property

The learner will:

2   Understand the principles of business governance

The learner can:

2.1   Explain the corporate governance statutory framework of a business
2.2   Explain the roles and responsibilities of an organisation's governing body
2.3   Explain the financial reporting requirements of an organisation

The learner will:

3   Understand how contract law affects a business

The learner can:

3.1   Explain the elements of a valid business contract
3.2   Analyse different types of **contracts**
3.3   Explain the difference between negligence and liability
3.4   Explain the liabilities and entitlements of sellers and purchasers of goods and services

Unit 17 Understand the legal context of business (M/507/5795) (cont'd)

The learner will:

4   Understand the requirements of employment law

The learner can:

4.1   Describe the sources, institutions and enforcement systems for individual employment rights
4.2   Explain the features of types of worker and employment contracts for service
4.3   Explain the implications of contracts of service and contracts for service
4.4   Explain the implications of different types of **employment status**
4.5   Explain the requirements for an organisation for health and safety
4.6   Explain the requirements for an organisation for equality and diversity
4.7   Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy
4.8   Describe the impact of human rights legislation on the employment relationship

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Key words

1.2   government departments and agencies may include, but are not limited to:
*   the Department for Business, Innovation and Skills (BIS)
*   the Environment Agency
*   the Health and Safety Executive
*   the Driver and Vehicle Licensing Agency
*   the Food Standards Agency

3.2   contracts may include, but are not limited to:
*   distribution agreements
*   partnership agreements
*   joint ventures

4.4   employment status may include, but is not limited to:
*   worker
*   employee
*   self-employed and contactor
*   director

Unit 17 Understand the legal context of business (M/507/5795) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.8		learner written statements
1.1–4.8	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.8	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.8	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 18 Principles of social media within a business (T/507/5796)

Unit summary	This unit aims to provide learners with an understanding of how social media fits into the objectives and marketing of a business. Learners will understand how to select social media tools and channels for a business and how to measure the success of doing so. Learners will understand how social media policy and guidelines can impact a business and monitor how a business is using social media.
Guided learning hours	40
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand how social media fits into the objectives and marketing of a business

The learner can:

1.1   Describe a business and its type, vision, aims, objectives and goals
1.2   Identify the brand and values of a business and how these are portrayed to the audience of a business
1.3   Describe the marketing tools available to a business
1.4   Explain the consequences of using social media on the budget of different sizes and types of business
1.5   Explain the benefits and consequences of encouraging amplification
1.6   Explain the benefits and consequences of encouraging engagement
1.7   Explain the factors to consider when identifying a social media plan for a business
1.8   Explain how social media could fit into the marketing plan of a business

Unit 18 Principles of social media within a business (T/507/5796) (cont'd)

The learner will:

2   Understand how to select social media tools and channels for a business

The learner can:

2.1   Describe the different tools and channels that can be used for social media
2.2   Describe the features and benefits of the different tools and channels that can be used for social
         media
2.3   Identify the potential type of audience for each different tool and channel that can be used for
         social media
2.4   Explain the factors to consider when selecting different tools and channels for social media
2.5   Evaluate different tools and channels for social media for business use

The learner will:

3   Understand how to measure the success of using social media tools and channels

The learner can:

3.1   Explain the importance of measuring the outcomes of using different social media tools and
         channels
3.2   Explain why SMARTER targets should be set for different social media tools and channels
3.3   Describe the methods a business can use to measure and identify success of different social
         media tools and channels
3.4   Describe what success could look like when using different social media tools and channels for
         different types and sizes of business

Unit 18 Principles of social media within a business (T/507/5796) (cont'd)

The learner will:

4   Understand how social media policy and guidelines can impact a business

The learner can:

4.1   Describe the components of a business's social media policy and guidelines
4.2   Explain the importance of having a social media policy and guidelines
4.3   Explain the importance of having a reputation management policy
4.4   Describe the benefits of managing perception changes in a business's reputation
4.5   Describe how to manage perception changes in a business's reputation

Unit 18 Principles of social media within a business (T/507/5796) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.5		learner written statements
1.1–4.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 19 Principles of leadership and management (F/507/4330)

Unit summary	The aim of this unit is to equip learners with an understanding of the principles of leadership and management, including styles and models of leadership. Learners will also gain an understanding of the role, functions and processes of management.

Guided learning hours	50
Level	3
Mandatory/optional	Optional

The learner will:

1   Understand the principles of effective decision making

The learner can:

1.1   Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
1.2   Assess the importance of analysing the **potential impact** of decision making
1.3   Explain the importance of obtaining sufficient valid information to enable effective decision making
1.4   Explain the importance of aligning decisions with business objectives, values and policies
1.5   Explain how to validate information used in the decision making process
1.6   Explain how to address issues that hamper the achievement of targets and quality standard

The learner will:

2   Understand leadership styles and models

The learner can:

2.1   Explain the difference in the influence of managers and leaders on their teams
2.2   Evaluate the suitability and impact of different **leadership styles** in different contexts
2.3   Analyse theories and models of motivation and their application in the workplace

Unit 19 Principles of leadership and management (F/507/4330) (cont'd)

The learner will:

3   Understand the role, functions and processes of management

The learner can:

3.1   Analyse a manager's responsibilities for planning, coordinating and controlling work
3.2   Explain how managers ensure that team objectives are met
3.3   Explain how a manager's role contributes to the achievement of an organisation's vision, mission
         and objectives
3.4   Analyse theories and **models of management**
3.5   Explain how the application of management theories guides a manager's actions
3.6   Explain the operational constraints imposed by budgets

The learner will:

4   Understand performance measurement

The learner can:

4.1   Explain the relationship between business objectives and performance measures
4.2   Explain the features of a performance measurement system
4.3   Explain how to set key performance indicators (KPIs)
4.4   Explain the tools, processes and timetable for monitoring and reporting on business performance
4.5   Explain the use of management accounts and management information systems in performance
         management
4.6   Explain the distinction between outcomes and outputs

Unit 19 Principles of leadership and management (F/507/4330) (cont'd)

Key words

1.2   **potential impact** may include, but is not exclusive to the impact on:
- teams
- individuals
- suppliers
- stakeholders
- managers

2.2   **leadership styles** may include, but are not exclusive to:
- autocratic
- situational leadership
- transformational leadership
- transactional leadership
- charismatic
- servant leader

3.4   **models of management** may include, but are not exclusive to:
- classical eg Fayol, Taylor, Weber
- human relations eg Mayo or Schein
- neo-human approaches eg Maslow, McGregor, Likert and Argyris

Unit 19 Principles of leadership and management (F/507/4330) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.6		learner written statements
1.1–4.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Section 3

Assessment and Moderation

Assessment and Moderation

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 NCFE Level 3 Certificate in Principles of Business Administration is internally assessed and externally moderated.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 16).

The main pieces of evidence for the portfolio could include (in no particular order):

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports.

You'll also find a variety of assessment and moderation pro-formas on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria relating to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

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 Moderator.

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 Moderator will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Moderators 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 Moderator 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 Moderator to hear both the learner(s) and the Assessor (if applicable).

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

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which…)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 5

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 our Diversity and Equality policy is available on the NCFE website.

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 moderation 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.

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000, or responding to the next survey we send you. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

Contact us

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