Qualification specification

NCFE Level 3 Diploma in Skills for Business: Retail
QN: 601/2651/6
This qualification is now withdrawn.

Contents

Summary of Changes **4**

Section 1 **5**
Qualification overview **6**
Introduction 6
Things you need to know 7
Total Qualification Time (TQT) 7
Credit 7
About this qualification 8
UCAS points 8
Qualification purpose 8
Qualification objectives 9
Achieving this qualification 9
Essential skills 10
Barred units, equivalencies and exemptions 10
Recognition of Prior Learning (RPL) 10
Credit transfer 11
Direct Claim Status 11
Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE) 11
Entry guidance 11
Progression opportunities 12
Progression to Higher Level Studies 12
Qualification dates 13
Staffing requirements 13
Assessors and internal quality assurance 13
Resource requirements 13
Support for learners 14
Evidence and Grading Tracker 14
Support for centres 14
Support handbook 14
Customer Support team 14
Reasonable Adjustments and Special Considerations Policy 14
Subject maps 14
Fees and Pricing 14
Training and support 14
Learning resources 16

Section 2 **17**
Unit content and assessment guidance **18**
Unit 01 Business culture and responsibilities (H/505/9691) 19
Unit 02 Deliver customer service in a business environment (T/505/9694) 26
Unit 03 Produce documents in a business environment (F/505/9696) 31
Unit 04 Solve problems in a business environment (R/505/9699) 36
Unit 05 Work with others in a business environment (J/505/9702) 41
Unit 06 Communicate in a business environment (K/505/9692) 48
Unit 07 Contribute to running a project (T/505/9758) 55
Unit 08 Innovation in a business environment (T/505/9744) 60
Unit 09 Manage and improve own performance in a business environment (L/505/9703) 65
Unit 10 Respond to change in a business environment (D/505/9706) 72
Unit 11 Understanding the retail industry (Y/505/9767) 76
Unit 12 Visual merchandising in a retail environment (D/505/9768) 78

Unit 13 Buyer behaviour in sales situations (K/502/8622) 80
Unit 14 Promoting and branding in retail business (K/505/9773) 82
Unit 15 Understanding the receipt and storage of goods in retail (M/505/9774) 84

Section 3 **87**
Assessment and quality assurance **88**
How the qualification is assessed 88
Internal assessment 88
Supervision of learners and your role as an Assessor 89
Feedback to learners 89
Presenting evidence 89
Late submissions 90
Why would the unit grades be rejected by an External Quality Assurer? 91
Quality assurance 92
Internal quality assurance 92
External quality assurance 92
External Quality Assurance (CACHE and NCFE graded qualifications) 92

Section 4 **93**
Grading information **94**
Grading internally assessed units 94
Overall qualification grading descriptors 96

Section 5 **97**
Grading criteria glossary of terms **98**

Section 6 **100**
General information **101**
Equal opportunities 101
Diversity, access and inclusion 101
Contact us 102

Summary of Changes

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

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

Section 1

Qualification overview

Qualification overview

Introduction

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

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 version date in the page headers against that of the Qualification Specification on the NCFE website.

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

Things you need to know

Qualification number (QN)	**601/2651/6**
Aim reference	60126516
Total Qualification Time (TQT)	930
Guided Learning Hours (GLH)	567
Credit value	93
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

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

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/2651/6.

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

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

This qualification is suitable for use within a Study Programme.

UCAS points

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

Qualification purpose

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

This qualification will:

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

Qualification objectives

The objectives of this qualification are to provide learners with:

- an understanding of the essential skills required to work successfully in a business environment
- the skills required to solve problems in a business environment
- an understanding of business culture and responsibilities
- the ability to successfully communicate and work with others in a business environment
- the opportunity to develop the skills required to manage and improve their own performance in a business environment.
- an understanding of the retail industry
- the skills required for visual merchandising in a retail environment
- an understanding of buyer behaviour in sales situations
- an understanding of the receipt and storage of goods in retail
- knowledge of promotion and branding in a retail business.

Achieving this qualification

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

Group A

Unit number	Unit title	Graded
Unit 01	Business culture and responsibilities	Yes
Unit 02	Deliver customer service in a business environment	Yes
Unit 03	Produce documents in a business environment	Yes
Unit 04	Solve problems in a business environment	Yes
Unit 05	Work with others in a business environment	Yes
Unit 06	Communicate in a business environment	Yes
Unit 07	Contribute to running a project	Yes
Unit 08	Innovation in a business environment	Yes
Unit 09	Manage and improve own performance in a business environment	Yes
Unit 10	Respond to change in a business environment	Yes

Group B

Unit number	Unit title	Graded
Unit 11	Understanding the retail industry	No
Unit 12	Visual merchandising in a retail environment	No
Unit 13	Buyer behaviour in sales situations	No
Unit 14	Promoting and branding in retail business	No
Unit 15	Understanding the receipt and storage of goods in retail	No

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

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

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

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

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

Essential skills

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

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

Barred units, equivalencies and exemptions

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

Unit	Equivalent unit
Visual merchandising in a retail environment (D/505/9768)	Visual merchandising in retail (L/502/5504)
Understanding the receipt and storage of goods in retail (M/505/9774)	Understanding the receipt and storage of goods in a retail environment (A/500/4938)

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Direct Claim Status

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

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

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

Entry guidance

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

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

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

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

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Diploma in Skills for Business
- Levels 3 and 4 Diplomas in Business Administration
- Levels 3 and 4 Diplomas in Customer Service
- Levels 3 and 4 Diplomas in Management
- Foundation degree in a business-related discipline
- Level 4 Retail Management.

Progression to Higher Level Studies

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

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

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk 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 internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

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

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker 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 Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Support for centres

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

Support handbook

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

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

Customer Support team

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

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 Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

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

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

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

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

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

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

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

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

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

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

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

The learner will:

1 Be able to improve sustainability within a business environment

The learner can:

1.1 Analyse the benefits of keeping waste to a minimum
1.2 Follow agreed procedures for:
- recycling
- disposing of waste
- maintaining equipment

1.3 Suggest ways to reduce waste in a business environment
1.4 Implement one of the suggestions
1.5 Evaluate the impact of the change

The learner will:

2 Understand diversity within a business environment

The learner can:

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

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

The learner will:

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

The learner can:

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

---

The learner will:

4 Be able to manage risk in a business environment

The learner can:

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

---

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

Delivery and assessment
1.1 Political, image/reputation, financial, environmental, employee motivation and morale. 1.3 Financial and environmental. 2.5 Current acts; Equality, Sex Discrimination, Equal Pay, Race Relations, Disability Discrimination, Employment Equality. 3.1 Ethical and legal requirements, trust, protection of information/property/systems, business disruption. 3.4 Internal consequences, external consequences. 4.1 Financial, health and safety, security, environmental, business interruption, competition.
Types of evidence
Evidence could include: • Observation – 1.2, 1.4, 3.2, 3.3 • Witness testimony – 1.2, 1.4, 3.2, 3.3 • Report – 1.1 to 2.2, 2.5 to 3.4, 4.3, 4.4 • Presentation – 1.3 • Evaluation – 1.5 • Assignments – 2.3, 2.4 • Case studies – 2.3, 2.4 • Questioning – 2.5 • Risk assessment – 4.1, 4.2, 4.3, 4.4.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Analyse the benefits of keeping waste to a minimum	Learners will analyse the benefits of keeping waste to a minimum	Learners will comprehensively analyse the benefits of keeping waste to a minimum	Learners will conduct a sophisticated analysis of the benefits of keeping waste to a minimum
1.2 Follow agreed procedures for: • **recycling** • **disposing of waste** • **maintaining equipment**	Learners will follow agreed procedures for: • recycling • disposing of waste • maintaining equipment	Learners will show initiative in following agreed procedures for: • recycling • disposing of waste • maintaining equipment	No Distinction for this AC
1.3 Suggest ways to reduce waste in a business environment	Learners will suggest ways to reduce waste in a business environment	Learners will make convincing suggestions of ways to reduce waste in a business environment	Learners will suggest ways to reduce waste in a business environment, demonstrating originality
1.4 Implement one of the suggestions	Learners will implement one of the suggestions	Learners will implement one of the suggestions, demonstrating initiative	Learners will implement one of the suggestions, demonstrating originality
1.5 Evaluate the impact of the change	Learners will evaluate the impact of the change	Learners will thoroughly evaluate the impact of the change	Learners will thoroughly evaluate the impact of the change, drawing conclusions

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

Assessment criteria	Pass	Merit	Distinction
2.1 Explain what is meant by 'diversity' in a business context	Learners will explain what is meant by 'diversity' in a business context	Learners will explain in detail what is meant by 'diversity' in a business context	Learners will give a sophisticated explanation of what is meant by 'diversity' in a business context
2.2 Recognise the benefits of having a diverse workforce	Learners will recognise the benefits of having a diverse workforce	Learners will perceptively recognise the benefits of having a diverse workforce	No Distinction for this AC
2.3 Compare how a range of organisations promote diversity	Learners will compare how a range of organisations promote diversity	Learners will compare how a range of organisations promote diversity, demonstrating critical judgement	Learners will critically compare how a range of organisations promote diversity, drawing conclusions
2.4 Explain how they can promote diversity within their place of work	Learners will explain how they can promote diversity within their place of work	Learners will explain in detail how they can promote diversity within their place of work	Learners will explain in detail how they can promote diversity within their place of work, demonstrating originality

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

Assessment criteria	Pass	Merit	Distinction
2.5 Summarise legal and organisational guidelines that govern diversity within the workplace	Learners will summarise legal and organisational guidelines that govern diversity within the workplace	Learners will insightfully summarise legal and organisational guidelines that govern diversity within the workplace	No Distinction for this AC
3.1 Explain why security and confidentiality are important in a business environment	Learners will explain why security and confidentiality are important in a business environment	Learners will explain in detail why security and confidentiality are important in a business environment	No Distinction for this AC
3.2 Ensure that property is kept secure in line with organisational procedures and legal requirements	Learners will ensure that property is kept secure in line with organisational procedures and legal requirements	Learners will show initiative in ensuring that property is kept secure in line with organisational procedures and legal requirements	No Distinction for this AC
3.3 Ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	Learners will ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	Learners will show initiative in ensuring that information is kept secure and confidential in line with organisational procedures and legal requirements	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
3.4 Explain the possible consequences of failing to maintain security and confidentiality in line with requirements	Learners will explain the possible consequences of failing to maintain security and confidentiality in line with requirements	Learners will explain in detail the possible consequences of failing to maintain security and confidentiality in line with requirements	Learners will give a sophisticated explanation of the possible consequences of failing to maintain security and confidentiality in line with requirements
4.1 Identify a risk within their place of work	Learners will identify a risk within their place of work	Learners will show initiative in identifying a risk within their place of work	No Distinction for this AC
4.2 Identify the source of the risk	Learners will identify the source of the risk	Learners will perceptively identify the source of the risk	No Distinction for this AC
4.3 Assess the impact and likelihood of the risk	Learners will assess the impact and likelihood of the risk	Learners will assess in detail the impact and likelihood of the risk	Learners will assess the impact and likelihood of the risk, drawing conclusions
4.4 Identify ways to minimise the impact and likelihood of the risk	Learners will identify ways to minimise the impact and likelihood of the risk	Learners will identify ways to minimise the impact and likelihood of the risk, demonstrating creativity	No Distinction for this AC

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

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

The learner will:

1 Understand how to exceed customer expectations

The learner can:

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

---

The learner will:

2 Be able to deliver effective customer service

The learner can:

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

---

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

The learner will:

3 Be able to monitor and review customer service

The learner can:

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

Delivery and assessment
1.3 Limits of authority, legislation. 2.1 Face to face, telephone, online, internal/external. 2.2 Payment methods, communication methods. 2.5. Face to face, telephone, online, internal/external. 3.1 Reports, chart, statistics, qualitative/quantitative.
Types of evidence
Evidence could include: • Report – 1.1 to 1.4, 3.3 • Observation – 1.2, 2.1 to 3.3 • Witness testimony – 1.2, 2.1 to 3.3 • Case studies – 1.2, 1.3 • Product – 2.5, 3.1 • Evaluation report – 3.2 • Presentation – 3.3.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Explain what 'added value' means in terms of customer service	Learners will explain what 'added value' means in terms of customer service	Learners will explain in detail what 'added value' means in terms of customer service	No Distinction for this AC
1.2 Recognise opportunities to add value to a customer interaction	Learners will recognise opportunities to add value to a customer interaction	Learners will demonstrate initiative in recognising opportunities to add value to a customer interaction	Learners will recognise opportunities to be creative in adding value to a customer interaction, demonstrating originality
1.3 Recognise constraints in carrying out 'added value' interactions	Learners will recognise constraints in carrying out 'added value' interactions	No Merit for this AC	No Distinction for this AC
1.4 Explain why it is important to let the customer know when they have gone the extra mile	Learners will explain why it is important to let the customer know when they have gone the extra mile	Learners will explain in detail why it is important to let the customer know when they have gone the extra mile	No Distinction for this AC
2.1 Provide services to a range of customers	Learners will provide services to a range of customers	Learners will confidently provide services to a range of customers	Learners will confidently provide services to a range of customers, demonstrating sophisticated customer service skills

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

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

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

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

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

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

The learner will:

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

The learner can:

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

---

The learner will:

2 Be able to research the requirements for documents

The learner can:

2.1 Agree the:
- purpose
- content
- style
- deadline

for a range of documents
2.2 Research the required content
2.3 Compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case

---

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

The learner will:

3 Be able to produce documents to meet requirements

The learner can:

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

Delivery and assessment
1.1 Printed, electronic, formal, informal, use of different software packages, templates. 1.2 Text, number, graphics, charts. 2.1 Printed, electronic, formal, informal, use of different software packages, templates. 2.3 Computer software, communication transfer.
Types of evidence
Evidence could include: • Assignment – 1.1 to 3.4 • Report – 1.1 to 3.4 • Professional discussion – 2.3 to 3.4 • Observation – 2.3 to 3.4 • Witness testimony – 2.3 to 3.4.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Compare the different types of document that could be used to present agreed information, selecting the most appropriate	Learners will compare the different types of document that could be used to present agreed information, selecting the most appropriate	Learners will compare the different types of document that could be used to present agreed information, demonstrating critical judgement to select the most appropriate	Learners will compare the different types of document that could be used to present agreed information, drawing conclusions to select the most appropriate
1.2 Compare the different formats that could be used within each of these documents, selecting the most appropriate	Learners will compare the different formats that could be used within each of these documents, selecting the most appropriate	Learners will compare the different formats that could be used within each of these documents, demonstrating critical judgement to select the most appropriate	Learners will compare the different formats that could be used within each of these documents, drawing conclusions to select the most appropriate
2.1 Agree the: • **purpose** • **content** • **style** • **deadline** **for a range of documents**	Learners will agree the: • purpose • content • style • deadline for a range of documents	Learners will agree the: • purpose • content • style • deadline for a range of documents, showing creative ideas	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
2.2 Research the required content	Learners will research the required content	Learners will research the required content, using own initiative	No Distinction for this AC
2.3 Compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case	Learners will compare the different types of technology that can be used to create the documents, selecting the most appropriate in each case	Learners will compare the different types of technology that can be used to create the documents, demonstrating critical judgement to select the most appropriate in each case	No Distinction for this AC
3.1 Select the most appropriate format for each document	Learners will select the most appropriate format for each document	Learners will use critical judgement to select the most appropriate format for each document	No Distinction for this AC
3.2 Organise the structure and layout of each document	Learners will organise the structure and layout of each document	Learners will confidently and creatively organise the structure and layout of each document	Learners will confidently and creatively organise the structure and layout of each document, demonstrating sophisticated formatting skills

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

Assessment criteria	Pass	Merit	Distinction
3.3 Produce the documents	Learners will produce the documents	Learners will skilfully produce accurate documents	Learners will skilfully produce accurate documents, demonstrating originality
3.4 Proofread each document, correcting any errors	Learners will proofread each document, correcting any errors	Learners will proofread each document thoroughly, using own initiative to correct any errors	No Distinction for this AC

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

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

The learner will:

1 Be able to identify a solution to a business problem

The learner can:

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

The learner will:

2 Be able to develop a problem-solving plan

The learner can:

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

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

The learner will:

3 Be able to solve a business problem

The learner can:

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

The learner will:

4 Evaluate success of a problem-solving plan

The learner can:

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

Types of evidence
Evidence could include: • Assignment – 1.1 to 4.2 • Report – 1.1 to 4.2 • Observation – 1.1, 1.2, 3.1 to 3.3 • Witness testimony – 1.1, 1.2, 3.1 to 3.3 • Professional discussion – 1.1, 1.2, 1.6, 3.2, 3.3 • Product – 2.1, 3.1, 4.1.

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

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

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

Assessment criteria	Pass	Merit	Distinction
2.1 Develop a plan to solve the problem, taking into account any constraints	Learners will develop a plan to solve the problem, taking into account any constraints	Learners will develop a detailed plan to solve the problem, taking into account any constraints	Learners will develop a sophisticated plan to solve the problem, taking into account any constraints
2.2 Explain why they have chosen their approach	Learners will explain why they have chosen their approach	Learners will explain why they have chosen their approach, using convincing arguments	No Distinction for this AC
2.3 Explain how they will know when the problem has been solved	Learners will explain how they will know when the problem has been solved	Learners will thoroughly explain how they will know when the problem has been solved	Learners will explain how they will know when the problem has been solved, showing critical analysis
2.4 Allocate roles and responsibilities to support the plan	Learners will allocate roles and responsibilities to support the plan	Learners will show initiative in allocating roles and responsibilities to support the plan	No Distinction for this AC
3.1 Carry out own actions as set out in the plan	Learners will carry out own actions as set out in the plan	Learners will skilfully carry out own actions as set out in the plan	Learners will skilfully carry out own actions as set out in the plan, demonstrating originality

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

Assessment criteria	Pass	Merit	Distinction
3.2 Review progress towards solving the business problem	Learners will review progress towards solving the business problem	Learners will continually review progress towards solving the business problem	Learners will review progress towards solving the business problem, showing critical analysis
3.3 Make adjustments to the plan as necessary	Learners will make adjustments to the plan as necessary	No Merit for this AC	No Distinction for this AC
4.1 Evaluate their approach to solving the business problem	Learners will evaluate their approach to solving the business problem	Learners will thoroughly evaluate their approach to solving the business problem	Learners will evaluate their approach to solving the business problem, drawing conclusions
4.2 Evaluate other approaches that may have been more productive	Learners will evaluate other approaches that may have been more productive	Learners will thoroughly evaluate other approaches that may have been more productive	Learners will thoroughly evaluate other approaches that may have been more productive, drawing conclusions

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

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

The learner will:

1 Understand roles within an organisation

The learner can:

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

---

The learner will:

2 Understand team dynamics

The learner can:

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

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

The learner will:

3 Be able to give and receive feedback

The learner can:

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

---

The learner will:

4 Know about conflict in a business environment

The learner can:

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

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

Delivery and assessment
1.1 Sectors: public, private, voluntary, industry type. 1.6 Formal and informal settings, purposes, roles, stages of team development. 2.3 Tools (eg Likert scale). 2.4 Analysis of strengths. 3.2 Time, frequency, purpose, specific. 3.3 Positive and negative. 3.4 Set specific, measurable, achievable, realistic/relevant and timebound (SMART) targets.
Types of evidence
Evidence could include: • Assignment – 1.1 to 2.4, 3.1, 4.1 to 4.4 • Report – 1.1 to 3.1, 4.1 to 4.4 • Product – 2.3 • Observation – 2.5, 2.6, 3.2, 3.3 • Witness testimony – 2.5, 2.6, 3.2, 3.3 • Professional discussion – 3.1 • Product (plan) – 3.4.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the sector that an organisation operates in	Learners will describe the sector that an organisation operates in	Learners will describe in detail the sector that an organisation operates in	No Distinction for this AC
1.2 Describe the main responsibilities for a role within the organisation	Learners will describe the main responsibilities for a role within the organisation	Learners will describe in detail the main responsibilities for a role within the organisation	No Distinction for this AC
1.3 Compare responsibilities across roles within the organisation	Learners will compare responsibilities across roles within the organisation	Learners will comprehensively compare their responsibilities to those of colleagues' responsibilities across roles within the organisation	No Distinction for this AC
2.1 Outline what is meant by 'team dynamics'	Learners will outline what is meant by 'team dynamics'	Learners will outline in detail what is meant by 'team dynamics'	No Distinction for this AC
2.2 Compare the benefits of working alone to working with others	Learners will compare the benefits of working alone to working with others	Learners will do a detailed comparison of the benefits of working alone to working with others	Learners will compare the benefits of working alone to working with others, using critical analysis

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

Assessment criteria	Pass	Merit	Distinction
2.3 Carry out a skills audit for themselves and members of their team	Learners will carry out a skills audit for themselves and members of their team	Learners will carry out a detailed skills audit for themselves and members of their team	Learners will carry out a skills audit for themselves and members of their team, drawing conclusions
2.4 Suggest ways in which they can work together to make use of individual strengths	Learners will suggest ways in which they can work together to make use of individual strengths	Learners will comprehensively suggest ways in which they can work together to make use of individual strengths	Learners will perceptively suggest ways in which they can work together to make use of individual strengths, demonstrating originality
2.5 Work with others, making best use of individual strengths	Learners will work with others, making best use of individual strengths	Learners will confidently work with others, making best use of individual strengths	No Distinction for this AC
2.6 Provide support to others	Learners will provide support to others	Learners will show initiative in providing support to others	No Distinction for this AC
3.1 Explain the benefits of giving and receiving feedback in a business environment	Learners will explain the benefits of giving and receiving feedback in a business environment	Learners will explain in detail the benefits of giving and receiving feedback in a business environment	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
3.2 Provide others with feedback on achievement of objectives	Learners will provide others with feedback on achievement of objectives	Learners will provide others with feedback on achievement of objectives, demonstrating critical judgement	Learners will provide others with feedback on achievement of objectives, demonstrating sophisticated skills
3.3 Respond positively to feedback from others	Learners will respond positively to feedback from others	No Merit for this AC	No Distinction for this AC
3.4 Create a plan to improve team performance based on feedback	Learners will create a plan to improve team performance based on feedback	Learners will create a detailed SMART plan to improve team performance based on feedback	No Distinction for this AC
4.1 Give examples of possible sources of conflict within a team	Learners will give examples of possible sources of conflict within a team	Learners will give insightful examples of possible sources of conflict within a team	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
4.2 Identify ways to resolve conflict within a team	Learners will identify ways to resolve conflict within a team	Learners will identify in detail ways to resolve conflict within a team	Learners will identify ways to resolve conflict within a team, showing originality
4.3 Decide on most appropriate methods to resolve a specific conflict	Learners will decide on the most appropriate methods to resolve a specific conflict	Learners will decide on the most appropriate methods to resolve a specific conflict, demonstrating initiative	Learners will decide on the most appropriate methods to resolve a specific conflict, demonstrating critical analysis
4.4 Suggest ways of preventing conflict from occurring	Learners will suggest ways of preventing conflict from occurring	Learners will perceptively suggest ways of preventing conflict from occurring	Learners will perceptively suggest ways of preventing conflict from occurring, demonstrating originality

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

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

The learner will:

1 Know about written and verbal communication in a business environment

The learner can:

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

---

The learner will:

2 Be able to communicate in writing in a business environment

The learner can:

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

---

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

The learner will:

3 Be able to communicate verbally in a business environment

The learner can:

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

---

The learner will:

4 Be able to evaluate communication in a business environment

The learner can:

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

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

Delivery and assessment
1.1, 1.2 Internal/external, styles and tones, benefits and barriers. 2.1, 2.4 Formal/informal, technical/non-technical, internal/external. 2.2 Organisational information, technical information, practical information. 2.3 Letter, report, email. 3.1 Presentation: face to face meeting, video conferencing. 3.3 Active involvement in the communication. 3.4 Clarification of understanding, next steps. 3.6 Verbal and non-verbal signs, facial expressions, body language. 4.1 Principles of the communication cycle, feedback from recipient(s). 4.3 Formal/informal, verbal/non-verbal, internal/external, technical/non-technical.
Types of evidence
Evidence could include: • Assignment – 2.1, 2.3 to 2.5 • Report – 1.1 to 1.3, 3.5, 4.2 • Product – 2.2 to 3.1, 4.1 • Observation – 2.1, 2.2, 3.1 to 4.1 • Witness testimony – 2.1, 2.2, 3.1 to 4.1 • Questioning – 1.1 to 1.3 • Professional discussion – 4.2, 4.3 • Personal development plan – 4.3.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Summarise advantages and disadvantages of using written communication in a business environment	Learners will summarise advantages and disadvantages of using written communication in a business environment	Learners will summarise advantages and disadvantages of using written communication in a business environment, demonstrating critical judgement	No Distinction for this AC
1.2 Summarise advantages and disadvantages of using verbal communication in a business environment	Learners will summarise advantages and disadvantages of using verbal communication in a business environment	Learners will summarise advantages and disadvantages of using verbal communication in a business environment, demonstrating critical judgement	No Distinction for this AC
1.3 Explain the difference between an important communication and an urgent communication	Learners will explain the difference between an important communication and an urgent communication	No Merit for this AC	No Distinction for this AC
2.1 Confirm the purpose of a specified written business communication	Learners will confirm the purpose of a specified written business communication	No Merit for this AC	No Distinction for this AC
2.2 Collate information needed to create a specified written communication	Learners will collate information needed to create a specified written communication	Learners will collate a comprehensive selection of information needed to create a specified written communication	Learners will collate a comprehensive selection of information needed to create a specified written communication, demonstrating critical analysis

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

Assessment criteria	Pass	Merit	Distinction
2.3 Create a written business communication that is appropriate for a specified audience	Learners will create a written business communication that is appropriate for a specified audience	Learners will create a detailed written business communication that is appropriate for a specified audience	Learners will create a detailed and sophisticated written business communication that is appropriate for a specified audience
2.4 Make amendments to the communication to accommodate different audiences	Learners will make amendments to the communication to accommodate different audiences	Learners will make creative amendments to the communication to accommodate different audiences	Learners will make sophisticated amendments to the communication to accommodate different audiences
2.5 Proofread the communications before sending, correcting any errors	Learners will proofread the communications before sending, correcting any errors	Learners will proofread the communications before sending, using own initiative to correct any errors and make appropriate improvements	No Distinction for this AC
3.1 Present own ideas verbally to others	Learners will present own ideas verbally to others	Learners will present own ideas verbally to others with fluency and confidence	Learners will present own ideas verbally to others with fluency and confidence, showing originality

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

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

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

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

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

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

The learner will:

1 Be able to plan for a project

The learner can:

1.1 Create project control documentation, to include:
- stakeholders
- purpose
- scope
- timetable
- aims and objectives
- resources
- budget
- additional documentation

1.2 Design contingency measures for the project

The learner will:

2 Be able to run a project

The learner can:

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

---

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

The learner will:

3 Be able to evaluate the success of a project

The learner can:

3.1 Evaluate the success of a project in relation to:
- purpose
- aims and objectives
- resources
- budget
- timescale

3.2 Describe how project performance could have been improved

Delivery and assessment
1.1 Project plan, risk log, stakeholder analysis, project reporting form, change log, budget monitoring, identification of stakeholders, distribution list. SMART targets, success factors. 2.1 Communication: informal/formal communication, meetings, documents, distribution lists. 2.2 Version numbers, track changes (history), distribution. 2.3 Change log, rescheduling, distribution to appropriate person(s) in appropriate format at appropriate time.
Types of evidence
Evidence could include: • Risk assessment – 1.2 • Product – 1.1, 2.1 to 2.3 • Observation – 2.1 to 2.3 • Witness testimony – 2.1 to 2.3 • Evaluation report – 3.1, 3.2 • Presentation – 3.1, 3.2.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Create project control documentation, to include: • **stakeholders** • **purpose** • **scope** • **timetable** • **aims and objectives** • **resources** • **budget** • **additional documentation**	Learners will create project control documentation, to include: • stakeholders • purpose • scope • timetable • aims and objectives • resources • budget • additional documentation	Learners will create comprehensive project control documentation, to include: • stakeholders • purpose • scope • timetable • aims and objectives • resources • budget • additional documentation	Learners will create sophisticated project control documentation, to include: • stakeholders • purpose • scope • timetable • aims and objectives • resources • budget • additional documentation
1.2 Design contingency measures for the project	Learners will design contingency measures for the project	Learners will design contingency measures for the project, showing detailed insight	Learners will design detailed contingency measures for the project, continually reviewing and revising contingency measures

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

Assessment criteria	Pass	Merit	Distinction
2.1 Carry out the project, keeping stakeholders up to date throughout	Learners will carry out the project, keeping stakeholders up to date throughout	Learners will carry out the project, showing initiative in keeping stakeholders up to date throughout	Learners will carry out the project, showing initiative and continually reviewing and revising to keep stakeholders up to date
2.2 Keep project control documentation up to date	Learners will keep project control documentation up to date	Learners will keep project control documentation up to date in a thorough and organised manner	No Distinction for this AC
2.3 Report on any unexpected events, taking corrective action where appropriate	Learners will report on any unexpected events, taking corrective action where appropriate	Learners will report on any unexpected events, showing initiative in taking corrective action where appropriate	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
3.1 Evaluate the success of a project in relation to: • **purpose** • **aims and objectives** • **resources** • **budget** • **timescale**	Learners will evaluate the success of a project in relation to: • purpose • aims and objectives • resources • budget • timescale	Learners will comprehensively evaluate the success of a project in relation to: • purpose • aims and objectives • resources • budget • timescale	No Distinction for this AC
3.2 Describe how project performance could have been improved	Learners will describe how project performance could have been improved	Learners will describe in detail how project performance could have been improved	Learners will describe in detail how project performance could have been improved, showing originality

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

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

The learner will:

1 Be able to evaluate working practices

The learner can:

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

The learner will:

2 Be able to evaluate the feasibility of an idea

The learner can:

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

The learner will:

3 Be able to communicate ideas to decision makers

The learner can:

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

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

Delivery and assessment
1.1 Own and others. 2.1 Market analysis, competitive advantage, endorsement, finance, existing data, new data. 3.2 Positive/negative.
Types of evidence
Evidence could include: • Assignment – 1.2 to 2.1 • Report – 1.1 to 1.4, 2.2, 3.2, 3.3 • Observation – 3.1 to 3.3 • Witness testimony – 3.1 to 3.3 • Presentation – 1.2 to 1.4, 2.2 to 3.3.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Assess the benefits of evaluating current working practices	Learners will assess the benefits of evaluating current working practices	Learners will give a detailed assessment of the benefits of evaluating current working practices	No Distinction for this AC
1.2 Explain possible improvements to working practices, products or services	Learners will explain possible improvements to working practices, products or services	Learners will explain possible improvements to working practices, products or services, showing critical judgement	No Distinction for this AC
1.3 Research possible improvements	Learners will research possible improvements	Learners will thoroughly research possible improvements	Learners will thoroughly research possible improvements, critically analysing the options

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

Assessment criteria	Pass	Merit	Distinction
1.4 Evaluate ideas against agreed criteria	Learners will evaluate ideas against agreed criteria	Learners will thoroughly evaluate ideas against agreed criteria	Learners will critically evaluate ideas against agreed criteria, drawing appropriate conclusions
2.1 Establish criteria to assess the feasibility of an idea	Learners will establish criteria to assess the feasibility of an idea	Learners will establish comprehensive criteria to assess the feasibility of an idea	Learners will establish comprehensive criteria to assess the feasibility of an idea, demonstrating sophisticated skills
2.2 Evaluate the feasibility of idea against criteria	Learners will evaluate the feasibility of idea against criteria	Learners will evaluate the feasibility of idea against criteria, using critical judgement	Learners will thoroughly evaluate the feasibility of idea against criteria and draw conclusions

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

Assessment criteria	Pass	Merit	Distinction
3.1 Explain the purpose of selling ideas to decision makers	Learners will explain the purpose of selling ideas to decision makers	Learners will explain in detail the purpose of selling ideas to decision makers	No Distinction for this AC
3.2 Communicate an idea to decision makers	Learners will communicate an idea to decision makers, outlining the costs, risks and benefits	Learners will confidently communicate an idea to decision makers, explaining the costs, risks and benefits	Learners will confidently communicate an idea to decision makers, comprehensively explaining the costs, risks and benefits using sophisticated communication skills
3.3 Respond to feedback on their idea	Learners will respond to feedback on their idea	Learners will confidently respond to feedback on their idea, either by making appropriate adjustments or justifying that there should be no changes	No Distinction for this AC

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

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

The learner will:

1 Be able to plan own work

The learner can:

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

---

The learner will:

2 Be able to manage own work

The learner can:

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

---

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

The learner will:

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

The learner can:

3.1 Describe why the following are important characteristics in business:
- adaptability
- resilience
- assertiveness
- honesty
- respect
- resourcefulness

3.2 Describe how to demonstrate:
- adaptability
- resilience
- assertiveness
- honesty
- respect
- resourcefulness

3.3 Explain why it is important to help and support others in a business environment

---

The learner will:

4 Know how to improve own performance in a business environment

The learner can:

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

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

Delivery and assessment
1.1 Align with organisational objectives, SMART targets. 1.3 Personal resources, physical resources. 4.1 Recognise progress, review objectives. Feedback: informal/formal. 4.4 SMART targets.
Types of evidence
Evidence could include: • Professional discussion – 1.1, 2.1, 2.2, 2.4, 4.2 to 4.4 • Report – 1.2, 1.3, 3.1 to 4.2 • Action plan – 1.1, 1.2 • Assignment – 2.1, 2.2 • Observation – 2.3, 2.4 • Witness testimony – 2.3, 2.4 • Performance review/appraisal document – 1.1, 4.3, 4.4 • Products – 2.3, 2.4.

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

Assessment criteria	Pass	Merit	Distinction
1.1 Set realistic targets and timescales for a range of tasks	Learners will set realistic targets and timescales for a range of tasks	No Merit for this AC	No Distinction for this AC
1.2 Develop a plan to achieve these targets	Learners will develop a plan to achieve these targets	Learners will develop a detailed plan to achieve these targets	Learners will develop a sophisticated plan to achieve these targets
1.3 Explain how they will maximise efficiency of available resources	Learners will explain how they will maximise efficiency of available resources	Learners will explain in detail how they will maximise efficiency of a range of available resources	No Distinction for this AC
2.1 Establish tasks and responsibilities for a specified piece of work	Learners will establish tasks and responsibilities for a specified piece of work	Learners will establish tasks and responsibilities for a specified piece of work, continually reviewing them	Learners will establish tasks and responsibilities for a specified piece of work, continually reviewing and revising the choices

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

Assessment criteria	Pass	Merit	Distinction
2.2 Agree deadlines for the work	Learners will agree deadlines for the work	Learners will agree and continually review deadlines for the work	Learners will agree and continually review and revise deadlines for the work
2.3 Perform tasks in line with relevant guidelines, procedures and codes of practice	Learners will perform tasks in line with relevant guidelines, procedures and codes of practice	Learners will skilfully perform tasks in line with relevant guidelines, procedures and codes of practice	Learners will perform tasks in line with relevant guidelines, procedures and codes of practice, showing originality
2.4 Keep others informed of progress, re-negotiating deadlines as required	Learners will keep others informed of progress, re-negotiating deadlines as required	No Merit for this AC	No Distinction for this AC
3.1 Describe why the following are important characteristics in business: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	Learners will describe why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	Learners will describe, in detail and using convincing examples, why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
3.2 Describe how to demonstrate: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	Learners will describe how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	Learners will describe, in detail and using convincing examples, how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC
3.3 Explain why it is important to help and support others in a business environment	Learners will explain why it is important to help and support others in a business environment	Learners will give a detailed explanation of why it is important to help and support others in a business environment	Learners will give a sophisticated explanation of why it is important to help and support others in a business environment
4.1 Evaluate own performance, using feedback from others	Learners will evaluate own performance, using feedback from others	Learners will carry out a thorough evaluation of own performance, using feedback from others	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
4.2 Explain ways in which they can improve own performance in the workplace	Learners will explain ways in which they can improve own performance in the workplace	Learners will give a detailed explanation of ways in which they can improve own performance in the workplace	No Distinction for this AC
4.3 Contribute to developing a learning plan for themselves	Learners will contribute to developing a learning plan for themselves	Learners will contribute to developing a detailed learning plan for themselves	Learners will contribute to developing a sophisticated learning plan for themselves
4.4 Create a plan to monitor own progress	Learners will create a plan to monitor own progress	Learners will create a detailed plan to monitor own progress	Learners will create a sophisticated plan to monitor own progress

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

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

The learner will:

1 Understand change in business

The learner can:

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

---

The learner will:

2 Understand how change can affect people within a business

The learner can:

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

---

The learner will:

3 Be able to support others through change in a business

The learner can:

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

---

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

Delivery and assessment
1.1 Internal factors, external factors. Technology, globalisation, politics, regulation, competition.
Types of evidence
Evidence could include: • Assignment – 1.1 to 3.3 • Report – 1.1 to 3.3 • Product – 3.2.

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

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

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

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

Unit 11 Understanding the retail industry (Y/505/9767)

Unit summary	The aim of this unit is to provide learners with knowledge of the structure of the retail industry. Learners will gain an understanding of the role of retailing in the distribution of goods and services, the importance of the service function in retailing and the competitive forces faced by organisations in the retail sector.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional

The learner will:

1 Know the structure of the retail industry

The learner can:

1.1 Describe the structure and organisation of the retail sector

---

The learner will:

2 Understand the role of retailing in the distribution of goods and services

The learner can:

2.1 Explain the role of retailing in the supply chain

The learner will:

3 Understand the importance of the service function in retailing

The learner can:

3.1 Explain how focusing on the customer, by providing good customer service, is essential to retailing

---

The learner will:

4 Understand the competitive forces faced by organisations in the retail sector

The learner can:

4.1 Identify the competitive factors a selected organisation in the retail environment faces

---

Unit 11 Understanding the retail industry (Y/505/9767) (cont'd)

Delivery and assessment
1.1 Structure: size, number of employees, type of activity, location (in town, out of town, retail park, public place such as park). Organisation: independent, multiple, voluntary, franchise, online. 2.1 Manufacturer/retailer/consumer, wholesalers, UK/overseas, logistics/storage, IT, stock levels. 3.1 Customer satisfaction, customer needs, target marketing, pre-sale/during sale/post-sale. 4.1 Market position, product/pricing, online, trading hours, new technologies, new products and services.
Types of evidence
Evidence could include: • Learner report – 1.1, 2.1, 3.1, 4.1 • Assignment – 1.1, 2.1, 3.1, 4.1.

Unit 12 Visual merchandising in a retail environment (D/505/9768)

Unit summary	This unit will give learners knowledge of visual merchandising techniques used in different retail outlets, and how space is used for merchandising and displaying goods. Learners will understand the psychology used in visual merchandising to influence customers to purchase goods, and will also be able to plan and assemble a safe visual merchandising display for a range of goods.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Equivalent units	Visual merchandising in retail (L/502/5504)

The learner will:

1 Know the visual merchandising techniques used in different retail outlets

The learner can:

1.1 Describe how visual merchandising techniques are applied to goods in different types of retail outlets

---

The learner will:

2 Know how space is used for merchandising and displaying goods

The learner can:

2.1 Describe how space is used to display goods in a range of retail outlets

---

The learner will:

3 Understand the psychology used in visual merchandising to influence customers to purchase goods

The learner can:

3.1 Explain how retail outlets use psychology in their visual merchandising to encourage customers to purchase goods

---

Unit 12 Visual merchandising in a retail environment (D/505/9768) (cont'd)

The learner will:

4 Be able to plan and assemble a safe visual merchandising display for a range of goods

The learner can:

4.1 Plan a safe visual merchandising display using a range of goods within a retail context
4.2 Assemble a safe visual merchandising display using a range of goods within a retail context

Delivery and assessment
1.1 Types of retail outlets: supermarkets, local independent, department store, voluntary, discount store, markets. Techniques: shelving, fixtures and fittings (fixed/freestanding), point of sale, promotions, themes, window displays. 2.1 Entrance, aisles, customer flow, multi levels, value of space (popularity/trends), fixed/freestanding shelves/rails/bins/mannequins, fitting rooms, preparation areas (food), positioning (eg window, end of aisle, point of sale), storage/selling, themes/design. 3.1 Attraction of displays, company brand, promotions, loss leaders, point of sale, signage, packaging, colour/texture/shape, lighting/mirrors.
Types of evidence
Evidence could include: • Learner report – 1.1, 2.1, 3.1, 4.1 • Assignment – 1.1, 2.1, 3.1, 4.1 • Products – 4.1 • Observation – 4.2 • Witness testimony – 4.2.

Unit 13 Buyer behaviour in sales situations (K/502/8622)

Unit summary	This unit aims to provide learners with an understanding of the impact of different models of buyer behaviour on the sales cycle. Learners will be able to respond to the buyer at each stage of the decision making process.
Credit value	3
Guided learning hours	27
Level	3
Mandatory/optional	Optional

The learner will:

1 Understand the impact of different models of buyer behaviour on the sales cycle

The learner can:

1.1 Explain the consumer buying decision making process
1.2 Explain how the consumer buying decision making process affects the sales cycle
1.3 Describe the influences that affect the consumer decision making process
1.4 Explain the organisational buying decision making process
1.5 Explain how the organisational buying decision making process affects the sales cycle
1.6 Describe the influences that affect the organisational buying decision making process
1.7 Explain the impact of the different roles within the decision making unit on the sales cycle

---

The learner will:

2 Be able to respond to the buyer at each stage of the decision making process

The learner can:

2.1 Use the methods for contacting customers, influencers and decision makers appropriate to different stages of the buying decision making process
2.2 Respond to different decision makers in a sales situation in a way that is appropriate to their role
2.3 Use objections as buying opportunities
2.4 Confirm solution(s) offered meet the needs and wants of decision makers

---

Unit 13 Buyer behaviour in sales situations (K/502/8622) (cont'd)

Delivery and assessment
1.1 Need/problem recognition, information gathering, evaluation of alternatives, buying, satisfaction. 1.3 Performance risk, esteem risk, financial risk, high involvement purchase/low involvement purchase. 1.4 Prospecting, appointment making, preparation, ice-break, need/problem identification, presentation, negotiations/handling objections, closing the sale, processing the order, follow-up. 1.6 Who is involved, how the decision is made, what is the criteria for making the decision. Straight re-buy, modified re-buy, new buy. Costs, time, law, relation to other business decisions. 1.7 Finance Manager, Human Resources, Managing Director, budget holder. 2.2 Discount, ordering/delivery, substitute/alternative.
Types of evidence
Evidence could include: • Learner report – 1.1 to 1.7 • Observation – 2.1 to 2.4 • Witness testimony – 2.1 to 2.4 • Products – 2.1 to 2.4.

Unit 14 Promoting and branding in retail business (K/505/9773)

Unit summary	This unit provides learners with an understanding of the structure of retail businesses and their supply chains, as well as an understanding of the importance of branding and promotion to retail businesses. The learner will be able to develop and promote a brand for a retail channel.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional

The learner will:

1 Understand the structure of retail businesses and their supply chains

The learner can:

1.1 Outline the structure of a retail business
1.2 Explain how other businesses support the retail sector

The learner will:

2 Understand the importance of branding and promotion to retail businesses

The learner can:

2.1 Identify the importance of branding and promotion to retail channels
2.2 Describe the marketing mix for a product

The learner will:

3 Be able to develop and promote a brand for a retail channel

The learner can:

3.1 Generate ideas and explore possibilities for branding a product
3.2 Produce promotional materials taking into account ethical and cultural considerations

---

Unit 14 Promoting and branding in retail business (K/505/9773) (cont'd)

Delivery and assessment
1.1 Structure: size, number of employees, type of activity, location (in town, out of town, retail park, public place such as park). Type of business: independent, multiple, voluntary, franchise, online. 1.2 Transport companies, delivery companies, suppliers, manufacturers, IT companies, financial services, shop fitters, advertising agencies, employment agencies. 2.1 Channels: shops, showrooms, e-commerce, catalogues, market stalls, telephone sales, vending. 2.2 Product, price, place (of selling), people, processes, physical presence (brand), promotion. 3.1 Logos, straplines, celebrity endorsements, target market. Benefits, review. 3.2 Promotional materials: advert, flyer, leaflet, webpage. Consideration of: race, nationality, religion, disability, environment, children and young people.
Types of evidence
Evidence could include: • Learner report – 1.1 to 2.2, 3.2 • Assignment – 1.1 to 2.2, 3.2 • Case study – 1.1 • Observation – 3.1 • Witness testimony – 3.1 • Products – 3.2.

Unit 15 Understanding the receipt and storage of goods in retail (M/505/9774)

Unit summary	The aim of this unit is to equip learners with knowledge of how to organise staff to receive and check incoming deliveries in a retail environment, and to also know how to organise and maintain storage facilities in a retail environment. The learner will also know how to check the storage and care of stock in a retail environment.
Credit value	10
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Equivalent units	Organise the receipt and storage of goods in a retail environment (A/500/4938)

The learner will:

1 Know how to organise staff to receive and check incoming deliveries in a retail environment

The learner can:

1.1 Explain how to prepare to receive and handle different types of goods
1.2 Describe the procedures for receiving goods, including dealing with incorrect, damaged and late deliveries
1.3 Summarise the company's standards for acceptable goods

The learner will:

2 Know how to organise and maintain storage facilities in a retail environment

The learner can:

2.1 Show that they know how effective storage systems contribute to reducing stock loss
2.2 Show that they know how to work out what storage facilities are needed for goods on order
2.3 Show that they know how to protect goods from various causes of deterioration and damage
2.4 Show that they know how to work out suitable storage layouts and solve storage problems efficiently, safely and securely
2.5 Show that they know how to run the stock recording and controlling systems efficiently and accurately, including using these systems to monitor and record stock loss
2.6 Show that they know the legal requirements for storing stock, including health and safety requirements

---

Unit 15 Understanding the receipt and storage of goods in retail (M/505/9774) (cont'd)

The learner will:

3 Know how to check the storage and care of stock in a retail environment

The learner can:

3.1 Show that they know when and how to check stock and storage, including both routine and spot checks
3.2 Show that they know legal and company requirements for removing out-of-date stock
3.3 Show that they know the company's requirements for storing and moving stock, and how to check that these requirements are being met
3.4 Show that they know how to work out if ideas for improving the ways stock is stored and moved are likely to be profitable
3.5 Show that they know the causes of stock deterioration and damage and how these affect products
3.6 Show that they know the company's requirements and quality standards for storage
3.7 Show that they know the information colleagues need to be able to use the storage system effectively
3.8 Show that they know company policy and procedures for protecting goods that are at risk of damage or deterioration
3.9 Show that they know the company's systems and procedures for moving and storing stock

Unit 15 Understanding the receipt and storage of goods in retail (M/505/9774) (cont'd)

Delivery and assessment
1.1 Correct paperwork, quantity and quality checks, personal protective equipment (PPE), storage/space, ventilation, staffing, equipment.
1.2 Delivery notes, credit notes, reporting procedures, appropriate environment, date coding.
2.1-2.3 Space, ventilation, refrigeration conditions, temperature, infestation, damp, handling techniques, packaging.
2.4 Space, stacking, racking/shelving, position, ventilation, temperature, security access, appropriate handling, hazardous goods.
2.5 Date of receipt, expiry dates, balance of stock, seasonal stock, appropriate quantities.
2.6 Company policies and procedures, food handling, manual handling, working at heights, slips, trips and falls, using mechanical aids.
3.1 Completing correct paperwork.
3.2 Company policies and procedures, safe disposal of waste, recycling.
3.3 Follow company policies and procedures, paperwork.
3.5 Space, ventilation, refrigeration conditions, temperature, infestation, damp, handling techniques, packaging.
3.6 Follow company policies and procedures.
3.7 Company policies and procedures, paperwork systems, health and safety requirements, use of PPE.
3.8-3.9 Follow company policies and procedures.
Types of evidence
Evidence could include: • Learner report – 1.1 to 1.3 • Assignment – 1.1 to 1.3 • Observation – 2.1 to 3.9 • Witness testimony – 2.1 to 3.9 • Products – 2.1 to 3.9.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

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

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

Internal assessment

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

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

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

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

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

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

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.

Supervision of learners and your role as an Assessor

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

Feedback to learners

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

Presenting evidence

Written

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

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

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

Recorded

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

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

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

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

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

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds
Venue: school hall
Audience: Assessors, parents and friends

Band 1:
Lead singer – James Doyle (blonde hair, front of stage)
Drummer – Diana Nisbett
Guitar 1 – Deepak Lahiri (black hair, blue jumper)
Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:
Lead male – Su Jin
Lead female – Maya Solomon
Choir:
Caterina Petracci (black hair, back row 3rd from left)
Leonard Kalymniou (brown hair, back row 5th from left)
Luke Falconer (blonde hair, front row 3rd from right)

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

Late submissions

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

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

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

Submitting unit grades

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

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

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

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

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

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

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

Quality assurance

Internal quality assurance

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

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

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

External quality assurance

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

External Quality Assurance (CACHE and NCFE graded qualifications)

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

Section 4

Grading information

Grading information

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

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

Each unit in Group A of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

Grading internally assessed units

The grading descriptors for each unit have been included in this Qualification Specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 95).

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

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

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

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

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

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

Unit assessment grade						Final qualification grade
P	P	P	P	P	P	**P**
M	M	M	M	M	M	**M**
D	D	D	D	D	D	**D***
P	P	P	P	P	M	**P**
P	P	P	P	P	D	**P**
P	M	M	M	M	M	**M**
M	M	M	M	M	D	**M**
P	D	D	D	D	D	**D**
M	D	D	D	D	D	**D**
P	P	P	P	M	M	**P**
P	P	P	P	D	D	**M**
P	P	M	M	M	M	**M**
M	M	M	M	D	D	**M**
P	P	D	D	D	D	**M**
M	M	D	D	D	D	**D**
P	P	P	P	M	D	**P**
P	M	M	M	M	D	**M**
P	M	D	D	D	D	**M**
P	P	P	M	M	M	**M**
P	P	P	D	D	D	**M**
M	M	M	D	D	D	**D**
P	P	P	M	M	D	**M**
P	P	P	M	D	D	**M**
P	P	M	M	M	D	**M**
P	M	M	M	D	D	**M**
P	P	M	D	D	D	**M**
P	M	M	D	D	D	**M**
P	P	M	M	D	D	**M**

Overall qualification grading descriptors

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

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

Section 5

Grading criteria glossary of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 3 qualifications and may not all appear in this Qualification Specification. Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

Pass	
Advanced	Developed, refined and comprehensive
Analyse	Study or examine
Apply	Put into action in a relevant context
Appropriate	Relevant to the purpose or task
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Critically compare	Examine and relate in order to give a judgement
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Concise	Clear and succinct
Consider	Reflect or judge
Contrast	Identify differences
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Distinguish	Identify differences
Effectively	To achieve a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Explain	Provide details or reasons
Explore	Search and investigate
Interpret	Translate or find meaning
Justify	Give reasons or evidence to support an opinion
Modify	Make changes
Realistic	Relevant and in context
Review	Consider or look at
Summarise	Make a brief account of the points

Merit	
Assess	Examine in order to judge or review
Comprehensive	All-encompassing
Confidently	With certainty in own ability
Continually review	Regularly consider or look at
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Fluently	Smoothly flowing and without apparent effort
Initiative	The ability to work without external direction
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Perceptively	Showing insight and understanding
Predict	Use evidence or experience to say what will happen
Propose	Put forward an idea
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Thorough	Completed fully, in some detail

Distinction	
Continually review and revise	Regularly consider or look at in order to make relevant amendments
Critically analyse	Study or examine to make a judgement
Draw conclusions	Make a judgement or decision based on research or analysis
Formulate	Draw up carefully and in detail
Originality	Ability to think or express oneself in an independent and individual manner
Sophisticated	Developed, refined, advanced
Synthesise	Create or combine to produce a more complex product
Validate	Confirm or prove legitimacy or accuracy

Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment
Reflect	Review and evaluate
Relate	Link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

Section 6

General information

General information

Equal opportunities

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

Diversity, access and inclusion

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

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

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

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

NCFE © Copyright 2023 All rights reserved worldwide.

Version 7.5 June 2023
Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

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