Qualification specification

NCFE Level 2 Diploma in Skills for Business
QN: 601/2624/3

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Summary of Changes

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

Version	Publication date	Summary of amendments
v5.2	December 2021	Band descriptions updated in Presenting Evidence.
v5.3	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
v5.4	June 2022	Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks. Further information added to section 3 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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 2 Diploma in Skills for Business.

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

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

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title of Level 2 Diploma in Skills for Business.

Things you need to know

Qualification number (QN)	**601/2624/3**
Aim reference	60126243
Total Qualification Time (TQT)	480
Guided Learning Hours (GLH)	360
Credit value	48
Level	2
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 601/2624/3.

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.

Qualification purpose

This qualification is designed to provide transferable skills, knowledge and understanding that can be applied in any business setting. The units are aligned to National Occupational Standards for business and represent the core attributes required by employers in a range of business settings. Learners can progress into further study to build upon these skills or to focus on a more specific vocational pathway.

This qualification will:

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

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.

Achieving this qualification

To be awarded the Level 2 Diploma in Skills for Business, learners must achieve a minimum of 6 units (minimum of 48 credits) from a choice of 10 **graded** optional units:

Optional units

Unit no	Unit title	Graded
Unit 01	Business culture and responsibilities (8 credits)	Yes
Unit 02	Deliver customer service in a business environment (8 credits)	Yes
Unit 03	Produce documents in a business environment (8 credits)	Yes
Unit 04	Solve problems in a business environment (8 credits)	Yes
Unit 05	Work with others in a business environment (8 credits)	Yes
Unit 06	Communicate in a business environment (8 credits)	Yes
Unit 07	Contribute to running a project (8 credits)	Yes
Unit 08	Innovation in a business environment (8 credits)	Yes
Unit 09	Manage and improve own performance in a business environment (8 credits)	Yes
Unit 10	Respond to change in a business environment (8 credits)	Yes

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

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the Level 2 Diploma in Skills for Business, 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 who have achieved at least one whole unit.

Essential skills

While completing this qualifications, 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.

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 strategy/guidance/requirements for a unit/qualification allows, it is essential that organisations wishing to operate an 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 pre-16 and above who want to develop their knowledge and understanding of the essential skills required to work successfully in a business environment, and gives them an understanding of business culture and responsibilities.

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

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

This qualification is suitable for learners aged pre-16 and above.

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

Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on the NCFE website, and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the 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 number of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected 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 that 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

All Assessors of NCFE qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of this qualification, NCFE considers it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Internal quality assurance

All staff involved in the internal quality assurance of NCFE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of this qualification, NCFE considers it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie have relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.
The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Degree in Business or Business-related subject
- A Level in Business or Business-related subject
- BTEC National Certificate/Diploma in Business or Business-related subject
- Level 3 NVQ Diploma in Business and Administration

Examples of occupational experience

- Current or recent work experience in business management including experience in a range of disciplines, eg Sales and Marketing, HR, IT, etc.
- Teaching specialist in business discipline.

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

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 qualification 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 (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 (K/505/9689)

Unit summary	This unit will provide learners with the skills needed to support sustainability in a business environment, understanding why businesses work in a sustainable way and how technology can be used to help this. This unit will also provide learners with an understanding of diversity in the workplace, including the legal and organisational guidelines that exist to govern diversity in the workplace. Learners will also learn how to maintain security and confidentiality in the workplace.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1. Be able to support sustainability within a business environment

The learner can:

1.1 Define what ‘sustainability’ means in a business context
1.2 Outline why businesses seek to work in a sustainable way
1.3 Follow agreed procedures for:
- recycling
- disposing of waste
- maintaining equipment

1.3 Suggest ways of using technology to work in a more sustainable way

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The learner will:

2. Understand diversity within a business environment

The learner can:

2.1 Define what ‘diversity’ means in a business context
2.2 Outline why it is important to respect others
2.3 Describe how they can treat other people in a way that respects their:
- needs
- abilities
- background
- values
- customs
- beliefs

2.4 Identify legal and organisational guidelines that govern diversity within the workplace

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Unit 01 Business culture and responsibilities (K/505/9689) (cont'd)

The learner will:

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

The learner can:

3.1 Outline 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 Outline the possible consequences of failing to maintain security and confidentiality in line with requirements

Delivery and assessment
1.1 Financial, environmental and social concerns 1.2 Political; image/reputation; financial; environmental; employee motivation and morale 1.3 N/A 1.4 Paperless office; remote working; monitoring; energy usage; equipment choice 2.1 N/A 2.2 N/A 2.3 N/A 2.4 Equality Act; Sex Discrimination; Equal Pay; Race Relations; Disability Discrimination; Employment Equality 3.1 Ethical and legal requirements; trust; protection of information/property/systems; business disruption 3.2 N/A 3.3 N/A 3.4 Internal consequences; external consequences
Types of evidence
Evidence must include: • Learner report • Presentation • Questioning • Observation; witness testimony; report

Grading descriptors – Unit 01 Business culture and responsibilities (K/505/9689)

Assessment criteria	Pass	Merit	Distinction
1.1 Define what 'sustainability' means in a business context	The learner will define what 'sustainability' means in a business context	The learner will clearly define what 'sustainability' means in a business context	No Distinction for this AC
1.2 Outline why businesses seek to work in a sustainable way	The learner will outline why businesses seek to work in a sustainable way	The learner will outline why businesses seek to work in a sustainable way, justifying their opinions	The learner will outline why businesses seek to work in a sustainable way, demonstrating insight
1.3 Follow agreed procedures for: **• recycling** **• disposing of waste** **• maintaining equipment**	The learner will follow agreed procedures for: • recycling • disposing of waste • maintaining equipment	The learner will show initiative in following agreed procedures for: • recycling • disposing of waste • maintaining equipment	No Distinction for this AC
1.4 Suggest ways of using technology to work in a more sustainable way	The learner will suggest ways of using technology to work in a more sustainable way	The learner will suggest ways of using technology to work in a more sustainable way, justifying their suggestions	The learner will suggest ways of using technology to work in a more sustainable way, showing creativity
2.1 Define what 'diversity' means in a business context	The learner will define what 'diversity' means in a business context	The learner will clearly define what 'diversity' means in a business context	No Distinction for this AC
2.2 Outline why it is important to respect others	The learner will outline why it is important to respect others	The learner will outline in detail why it is important to respect others	No Distinction for this AC
2.3 Describe how they can treat other people in a way that respects their: **• needs** **• abilities**	The learner will describe how they can treat other people in a way that respects their: • needs • abilities	The learner will describe in detail how they can treat other people in a way that respects their: • needs • abilities	The learner will describe, demonstrating insight, how they can treat other people in a way that respects their: • needs • abilities

• background **• values** **• customs** **• beliefs**	• background • values • customs • beliefs	• background • values • customs • beliefs	• background • values • customs • beliefs
2.4 Identify legal and organisational guidelines that govern diversity within the workplace	The learner will identify legal and organisational guidelines that govern diversity within the workplace	The learner will identify legal and organisational guidelines that govern diversity within the workplace, using independent research	No Distinction for this AC
3.1 Outline why security and confidentiality are important in a business environment	The learner will outline why security and confidentiality are important in a business environment	The learner will outline, in detail, why security and confidentiality are important in a business environment	No Distinction for this AC
3.2 Ensure that property is kept secure in line with organisational procedures and legal requirements	The learner will ensure that property is kept secure in line with organisational procedures and legal requirements	The learner will show initiative in ensuring that property is kept secure in line with organisational procedures and legal requirement	No Distinction for this AC
3.3 Ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	The learner will ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	The learner will show initiative in ensuring that information is kept secure and confidential in line with organisational procedures and legal requirements	No Distinction for this AC
3.4 Outline the possible consequences of failing to maintain security and confidentiality in line with requirements	The learner will outline the possible consequences of failing to maintain security and confidentiality in line with requirements	The learner will outline, in detail, the possible consequences of failing to maintain security and confidentiality in line with requirements	No Distinction for this AC

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

Unit summary	This unit provides learners with an understanding of the needs and expectations of customers, how to identify them and the importance of meeting and managing them. Learners will also learn the skills required to deliver effective customer service including how to handle customer complaints. This unit also covers the skills needed to monitor and review customer service.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Understand customer needs and expectations

The learner can:

1.1 Describe how to identify customer needs and expectations
1.2 Describe why it is important to meet customer needs
1.3 Outline ways to build positive working relationships with customers
1.4 Explain why it is important to manage customer expectations
1.5 Identify ways to manage customer expectations

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 needs of different customers
2.3 Handle customer complaints in line with agreed procedures

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Unit 02 Deliver customer service in a business environment (M/505/9693) (cont'd)

The learner will:

3 Be able to monitor and review customer service

The learner can:

3.1 Describe ways to monitor customer service
3.2 Record customer feedback
3.3 Highlight examples of positive and negative feedback
3.4 Make suggestions on ways to improve customer service

Delivery and assessment
1.1 Customer research; collecting appropriate information; quantitative/qualitative data; internal/external 1.2 Repeat customers; new customers; advocate 1.3 Communication; responsiveness; special offers/loyalty schemes 1.4 Loyalty; handling of complaints 1.5 Internal policies; marketing; communication 2.1 Face to face; telephone, online; internal/external 2.2 Payment methods; communication methods 2.3 N/A 3.1 N/A 3.2 N/A 3.3 N/A 3.4 N/A
Types of evidence
Evidence must include: • learner report • observation; witness testimony; product • learner report; observation; witness testimony

Grading descriptors – Unit 02 Deliver customer service in a business environment (M/505/9693)

Assessment criteria	Pass	Merit	Distinction
1.1 Describe how to identify customer needs and expectations	The learner will describe how to identify customer expectations	The learner will describe, in detail, how to identify customer expectations	No Distinction for this AC
1.2 Describe why it is important to meet customer expectations	The learner will describe why it is important to meet customer expectations	The learner will describe, in detail, why it is important to meet customer expectations	No Distinction for this AC
1.3 Outline ways to build positive working relationships with customers	The learner will outline ways to build positive working relationships with customers	The learner will clearly outline of ways to build positive working relationships with customers	No Distinction for this AC
1.4 Explain why it is important to manage customer expectations	The learner will explain why it is important to manage customer expectations	The learner will explain why it is important to manage customer expectations, providing a justification	The learner will comprehensively explain why it is important to manage customer expectations
1.5 Identify ways to manage customer expectations	The learner will identify ways to manage customer expectations	The learner will identify ways to manage customer expectations, displaying initiative	No Distinction for this AC
2.1 Provide services to a range of customers	The learner will provide services to a range of customers	The learner will confidently provide services to a range of customers	The learner will confidently provide services to a range of customers, demonstrating advanced customer service skills
2.2 Adapt services to meet needs of different customers	The learner will adapt services to meet needs of different customers	The learner will show initiative in adapting services to meet needs of different customers	The learner will show initiative in adapting services to meet needs of different customers, using advanced customer service skills

2.3 Handle customer complaints in line with agreed procedures	The learner will handle customer complaints in line with agreed procedures	The learner will confidently handle customer complaints in line with agreed procedures	The learner will confidently handle customer complaints in line with agreed procedure, using advanced customer service skills
3.1 Describe ways to monitor customer service	The learner will describe ways to monitor customer service	The learner will describe in detail ways to monitor customer service	No Distinction for this AC
3.2 Record customer feedback	The learner will record customer feedback	The learner will record customer feedback, justifying their chosen method	No Distinction for this AC
3.3 Highlight examples of positive and negative	The learner will highlight examples of positive and negative feedback	The learner will highlight examples of positive and negative feedback, displaying critical understanding	No Distinction for this AC
3.4 Make suggestions on ways to improve customer service	The learner will make suggestions on ways to improve customer service	The learner will show initiative in making suggestions on ways to improve customer service	The learner will show initiative and originality in making suggestions on ways to improve customer service

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

Unit summary	The aim of this unit is to provide learners with an understanding of the different documents and formats that can be used to present information, how to gather the information needed to create different documents, and how to produce documents in different formats to meet agreed requirements.
Credit value	8
Guided learning hours	60
Level	2
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 Identify the different types of document that could be used to present agreed information
1.2 Assess the different formats that could be used within each of these documents

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The learner will:

2 Be able to gather the required information for documents

The learner can:

2.1 Confirm the:
- purpose
- content
- style
- deadline
- for a range of documents

2.2 Obtain the required content for each document
2.3 Assess the different types of technology that can be used to create each document

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Unit 03 Produce documents in a business environment (A/505/9695) (cont'd)

The learner will:

3 Be able to produce documents to meet agreed requirements

The learner can:

3.1 Select the most appropriate format for each document
3.2 Organise the structure and layout of their documents
3.3 Produce the documents
3.4 Correct any text or formatting errors

Delivery and assessment
1.1 Printed; electronic; formal; informal; use of different software packages 1.2 Text; number; graphics; charts 2.1 Printed; electronic; formal; informal; use of different software packages 2.2 N/A 2.3 Computer software; communication transfer 3.1 N/A 3.2 N/A 3.3 N/A 3.4 N/A
Types of evidence
Evidence must include: • assignment; learner report • product • professional discussion; observation; witness testimony

Grading descriptors – Unit 03 Produce documents in a business environment (A/505/9695)

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the different types of document that could be used to present agreed information	The learner will identify the different types of document that could be used to present agreed information	No Merit for this AC	No Distinction for this AC
1.2 Assess the different formats that could be used within each of these documents	The learner will assess the different formats that could be used within each of these documents	The learner will assess the different formats that could be used within each of these documents, showing justification for the formats chosen	No Distinction for this AC
2.1 Confirm the: **• purpose** **• content** **• style** **• deadline** **for a range of documents**	The learner will confirm the: • purpose • content • style • deadline for a range of documents	The learner will confirm in detail the: • purpose • content • style • deadline for a range of documents	No Distinction for this AC
2.2 Obtain the required content for each document	The learner will obtain the required content for each document	The learner will obtain the required content for each document, displaying initiative	No Distinction for this AC
2.3 Assess the different types of technology that can be used to create each document	The learner will assess the different types of technology that can be used to create each document	The learner will assess the different types of technology that can be used to create each document, displaying critical understanding	No Distinction for this AC
3.1 Select the most appropriate format for each document	The learner will select the most appropriate format for each document	The learner will select the most appropriate format for each document, justifying their choice	No Distinction for this AC

3.2 Organise the structure and layout of their documents	The learner will organise the structure and layout of their documents	The learner will show initiative in organising the structure and layout of their documents	The learner will show initiative in organising the structure and layout of their documents, demonstrating advanced formatting skills
3.3 Produce the documents	The learner will produce the documents	The learner will produce the documents, demonstrating initiative	The learner will produce the documents, demonstrating advanced skills
3.4 Correct any text or formatting errors	The learner will correct any text or formatting errors	The learner will correct any text or formatting errors, displaying initiative	The learner will correct any text or formatting errors, demonstrating advanced skills

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

Unit summary	This unit aims to equip learners with the skills needed to be able to work with others to identify solutions to a business problem, to contribute to a problem-solving plan and to be able to work with others to implement a plan and solve a business problem. Learners will also develop the skills necessary to review an approach taken to solving a problem, suggesting alternative methods that could have been used.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Be able to work with others to identify a solution to a business problem

The learner can:

1.1 Identify a problem that exists within a business
1.2 Discuss the business problem with others
1.3 Identify potential causes of the problem
1.4 Identify potential solutions to the problem
1.5 Compare a range of solutions
1.6 Agree upon a solution

The learner will:

2 Be able to contribute to a problem-solving plan

The learner can:

2.1 Agree on a plan to achieve the solution
2.2 Give positive and negative points of the agreed plan
2.3 Define own actions within the plan
2.4 Explain how they will know when the problem has been solved
2.5 Describe why it is sometimes important to adjust a plan

Unit 04 Solve problems in a business environment (L/505/9698) (cont'd)

The learner will:

3 Be able to solve a business problem

The learner can:

3.1 Carry out own actions as agreed in the plan
3.2 Seek feedback on progress from others
3.3 Make necessary adjustments to the plan, in line with feedback from others

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The learner will:

4 Be able to review a problem-solving approach

The learner can:

4.1 Give examples of what went well when solving the problem
4.2 Give examples of improvements that could be made
4.3 Suggest other approaches to solving the problem which may have been more productive

Delivery and assessment
1.1 N/A 1.2 N/A 1.3 N/A 1.4 N/A 1.5 N/A 1.6 N/A 2.1 N/A 2.2 N/A 2.3 N/A 2.4 N/A 2.5 N/A 3.1 N/A 3.2 N/A 3.3 N/A 4.1 N/A 4.2 N/A 4.3 N/A
Types of evidence
Evidence must include: • observation; witness testimony; assignment; professional discussion; learner report • product

Grading descriptors – Unit 04 Solve problems in a business environment (L/505/9698)

Assessment criteria	Pass	Merit	Distinction
1.1 Identify a problem that exists within a business	The learner will identify a problem that exists within a business	The learner will identify a problem that exists within a business, using initiative	The learner will perceptively identify a problem that exists within a business
1.2 Discuss the business problem with others	The learner will discuss the business problem with others	The learner will coherently discuss the business problem with others	No Distinction for this AC
1.3 Identify potential causes of the problem	The learner will identify potential causes of the problem	The learner will identify potential causes of the problem, using initiative	The learner will perceptively identify potential causes of the problem
1.4 Identify potential solutions to the problem	The learner will identify potential solutions to the problem	The learner will identify potential solutions to the problem, showing initiative	The learner will identify potential solutions to the problem, using critical judgement
1.5 Compare a range of solutions	The learner will compare a range of solutions	The learner will compare a range of solutions, justifying their opinions	No Distinction for this AC
1.6 Agree upon a solution	The learner will agree upon a solution	The learner will agree upon a realistic solution	The learner will agree upon a convincing solution
2.1 Agree on a plan to achieve the solution	The learner will agree on a plan to achieve the solution	The learner will agree on a plan to achieve the solution, justifying their choice	No Distinction for this AC
2.2 Give positive and negative points of the agreed plan	The learner will give positive and negative points of the agreed plan	The learner will give positive and negative points of the agreed plan, justifying their opinions	No Distinction for this AC
2.3 Define own actions within the plan	The learner will define own actions within the plan	The learner will define in detail own actions within the plan	No Distinction for this AC

2.4 Explain how they will know when the problem has been solved	The learner will explain how they will know when the problem has been solved	The learner will coherently explain how they will know when the problem has been solved	No Distinction for this AC
2.5 Describe why it is sometimes important to adjust a plan	The learner will describe why it is sometimes important to adjust a plan	The learner will describe, in detail, why it is sometimes important to adjust a plan	No Distinction for this AC
3.1 Carry out own actions as agreed in the plan	The learner will carry out own actions as agreed in the plan	The learner will confidently carry out own actions as agreed in the plan	The learner will skilfully carry out own actions as agreed in the plan
3.2 Seek feedback on progress from others	The learner will seek feedback on progress from others	The learner will demonstrate initiative to actively seek feedback on progress from others	The learner will skilfully and actively seek positive and negative feedback on progress from others
3.3 Make necessary adjustments to the plan, in line with feedback from others	The learner will make necessary adjustments to the plan, in line with feedback from others	The learner will make necessary adjustments to the plan, showing initiative and in line with feedback from others	The learner will make necessary adjustments to the plan, showing critical judgement and in line with feedback from others
4.1 Give examples of what went well when solving the problem	The learner will give examples of what went well when solving the problem	The learner will give detailed examples of what went well when solving the problem	No Distinction for this AC
4.2 Give examples of improvements that could be made	The learner will give examples of improvements that could be made	The learner will give detailed examples of improvements that could be made	No Distinction for this AC
4.3 Suggest other approaches to solving the problem which may have been more productive	The learner will suggest other approaches to solving the problem which may have been more productive	The learner will confidently suggest other approaches to solving the problem which may have been more productive, justifying the suggestions	The learner will convincingly suggest other approaches to solving the problem which may have been more productive

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

Unit summary	This unit aims to provide learners with the knowledge and skills required to work effectively with others in a business environment; identifying strengths within a team and how to make the most of these, using feedback to improve own performance, along with an understanding of conflict within a team and how it can be avoided.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Be able to work with others to achieve objectives

The learner can:

1.1 Outline own job role
1.2 Describe how own role fits into their team's structure
1.3 Outline why it is important to work with others to achieve objectives
1.4 Agree own tasks for a range of team objectives
1.5 Carry out own tasks in line with agreed systems and procedures
1.6 Seek guidance from others where appropriate

The learner will:

2 Know how to recognise strengths within a team

The learner can:

2.1 Explain why it is important to recognise individual strengths within a team
2.2 Identify individual strengths within their own team
2.3 Suggest ways of working together in a way that makes best use of individual strengths

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The learner will:

3 Be able to use feedback to improve own performance within a team

The learner can:

3.1 Outline why it is important to give and receive feedback within a team
3.2 Provide positive and constructive feedback to colleagues
3.3 Respond positively to feedback from others
3.4 Create a personal plan to address feedback

Unit 05 Work with others in a business environment (F/505/9701) (cont'd)

The learner will:

4 Know about conflict in a business environment

The learner can:

4.1 Identify conflicts that can occur in a business environment
4.2 Give an example of a conflict they have been involved in
4.3 Describe how they dealt with the conflict
4.4 Identify what they would have done differently

Delivery and assessment
1.1 N/A 1.2 N/A 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Within the team; outside the team 2.1 Team role theory 2.2 N/A 2.3 N/A 3.1 N/A 3.2 N/A 3.3 N/A 3.4 N/A 4.1 N/A 4.2 N/A 4.3 N/A 4.4 N/A
Types of evidence
Evidence must include: • Assignment; learner report • professional discussion • witness testimony • product (plan)

Grading descriptors – Unit 05 Work with others in a business environment (F/505/9701)

Assessment criteria	Pass	Merit	Distinction
1.1 Outline own job role	The learner will outline own job role	The learner will outline own job role in detail	No Distinction for this AC
1.2 Describe how own role fits into their team's structure	The learner will describe how own role fits into their team's structure	The learner will describe in detail how own role fits into their team's structure	The learner will comprehensively describe how their own role fits into their team's structure
1.3 Outline why it is important to work with others to achieve objectives	The learner will outline why it is important to work with others to achieve objectives	The learner will outline, in detail, why it is important to work with others to achieve objectives	No Distinction for this AC
1.4 Agree own tasks for a range of team objectives	The learner will agree own tasks for a range of team objectives	No Merit for this AC	No Distinction for this AC
1.5 Carry out own tasks in line with agreed systems and procedures	The learner will carry out own tasks in line with agreed systems and procedures	The learner will confidently carry out own tasks in line with agreed systems and procedures	The learner will carry out own tasks in line with agreed systems and procedures, with confidence and demonstrating advanced skills
1.6 Seek guidance from others where appropriate	The learner will seek guidance from others where appropriate	The learner will seek timely guidance from others where appropriate, showing initiative	No Distinction for this AC
2.1 Explain why it is important to recognise individual strengths within a team	The learner will explain why it is important to recognise individual strengths within a team	The learner will explain in detail why it is important to recognise individual strengths within a team	The learner will give a thorough explanation of why it is important to recognise individual strengths within a team
2.2 Identify individual strengths within their own team	The learner will identify individual strengths within their own team	The learner will identify individual strengths within their own team, demonstrating critical understanding	No Distinction for this AC

2.3 Suggest ways of working together in a way that makes best use of individual strengths	The learner will suggest ways of working together in a way that makes best use of individual strengths	The learner will suggest ways of working together in a way that makes best use of individual strengths, justifying choices	The learner will suggest ways of working together in a way that makes best use of individual strengths, showing creativity and justifying choices
3.1 Outline why it is important to give and receive feedback within a team	The learner will outline why it is important to give and receive feedback within a team	The learner will outline, in detail, why it is important to give and receive feedback within a team	No Distinction for this AC
3.2 Provide positive and constructive feedback to colleagues	The learner will provide positive and constructive feedback to colleagues	The learner will confidently provide positive and constructive feedback to colleagues	The learner will confidently provide positive and constructive feedback to colleagues, using advanced feedback skills
3.3 Respond positively to feedback from others	The learner will respond positively to feedback from others	No Merit for this AC	No Distinction for this AC
3.4 Create a personal plan to address feedback	The learner will create a personal plan to address feedback	The learner will create a detailed personal plan to address feedback, justifying the content of the plan	No Distinction for this AC
4.1 Identify conflicts that can occur in a business environment	The learner will identify conflicts that can occur in a business environment	The learner will identify conflicts that can occur in a business environment, using initiative	The learner will identify conflicts that can occur in a business environment, demonstrating insight
4.2 Give an example of a conflict they have been involved in	The learner will give an example of a conflict they have been involved in	The learner will give a detailed example of a conflict they have been involved in	No Distinction for this AC
4.3 Describe how they dealt with the conflict	The learner will describe how they dealt with the conflict	The learner will clearly describe in detail how they dealt with the conflict	The learner will provide an insightful description of how they dealt with the conflict
4.4 Identify what they would have done differently	The learner will identify what they would have done differently	The learner will coherently identify what they would have done differently	No Distinction for this AC

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

Unit summary	This unit provides learners with the skills needed to communicate effectively in writing and verbally in a business environment, including those needed to review the effectiveness of a communication.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Understand written and verbal communication in a business environment

The learner can:

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

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The learner will:

2 Be able to communicate in writing in a business environment

The learner can:

2.1 Agree the purpose of a specified written communication
2.2 Carry out research to create a written communication
2.3 Create the written communication for a specified audience
2.4 Proofread the written communication, correcting any errors

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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 discussion

Unit 06 Communicate in a business environment (D/505/9690) (cont'd)

The learner will:

4 Be able to review a communication in a business environment

The learner can:

4.1 Seek feedback on whether a communication has achieved its purpose
4.2 Give examples of positive and negative aspects of the communication
4.3 Identify ways to improve own communication skills

Delivery and assessment
1.1 Internal/external; styles and tones; benefits and barriers 1.2 Internal/external; styles and tones; benefits and barriers 2.1 Formal/informal; technical/non-technical; internal/external 2.2 Organisational information; technical information; practical information 2.3 Letter; report; email 2.4 N/A 3.1 Presentation; face to face meeting; video conferencing 3.2 N/A 3.3 Active involvement in the communication 3.4 Clarification of understanding; next steps 3.5 N/A 4.1 Principles of the communication cycle; feedback from recipient(s) 4.2 N/A 4.3 Formal/informal; verbal/non-verbal; internal/external; technical/non-technical
Types of evidence
Evidence must include: • Learner reports; questioning • Assignment; observation; witness testimony • Assignment; products • Professional discussion • Learner reflection

Grading descriptors – Unit 06 Communicate in a business environment (D/505/9690)

Assessment criteria	Pass	Merit	Distinction
1.1 Assess advantages and disadvantages of using written communication in a business environment	The learner will assess advantages and disadvantages of using written communication in a business environment	The learner will give a detailed assessment of the advantages and disadvantages of using written communication in a business environment, citing case studies	No Distinction for this AC
1.2 Assess advantages and disadvantages of using verbal communication in a business environment	The learner will assess advantages and disadvantages of using verbal communication in a business environment	The learner will give a detailed assessment of the advantages and disadvantages of using verbal communication in a business environment, citing case studies	No Distinction for this AC
1.3 Describe the difference between an important communication and an urgent communication	The learner will describe the difference between an important communication and an urgent communication	No Merit for this AC	No Distinction for this AC
2.1 Agree the purpose of a specified written communication	The learner will agree the purpose of a specified written communication	No Merit for this AC	No Distinction for this AC
2.2 Carry out research to create a written communication	The learner will carry out research to create a written communication	The learner will carry out independent research to create a written communication	The learner will carry out comprehensive independent research to create a written communication
2.3 Create a written communication for a specified audience	The learner will create a written communication for a specified audience	The learner will create a detailed written communication for a specified audience	The learner will create a detailed written communication for a specified audience, using advanced skills

2.4 Proofread a written communication, correcting any errors	The learner will proofread a written communication, correcting any errors	The learner will proofread a written communication, using own initiative to correct any errors	No Distinction for this AC
3.1 Present own ideas verbally to others	The learner will present own ideas verbally to others	The learner will confidently present own ideas verbally to others	The learner will present own ideas verbally to others with fluency and confidence
3.2 Actively listen to others, responding appropriately	The learner will actively listen to others, responding appropriately	The learner will actively listen to others, responding appropriately and with confidence	The learner will demonstrate advanced active listening skills, responding appropriately and with confidence
3.3 Ask questions to confirm understanding	The learner will ask questions to confirm understanding	The learner will confidently ask questions to confirm understanding	The learner will confidently ask questions to confirm understanding, demonstrating a skilful questioning technique
3.4 Agree future actions, taking into account own views and those of others	The learner will agree future actions, taking into account own views and those of others	The learner will agree realistic future actions, taking into account own views and those of others	The learner will agree realistic future actions, making appropriate critical judgements of own views and those of others
3.5 Summarise, with others, the main points of discussion	The learner will summarise, with others, the main points of discussion	The learner will confidently summarise, with others, the main points of discussion	The learner will confidently and fluently summarise, with others, the main points of discussion
4.1 Seek feedback on whether a communication has achieved its purpose	The learner will seek feedback on whether a communication has achieved its purpose	The learner will confidently seek feedback on whether a communication has achieved its purpose	No Distinction for this AC
4.2 Give examples of positive and negative points of the communication	The learner will give examples of positive and negative points of the communication	No Merit for this AC	No Distinction for this AC
4.3 Identify ways to improve own communication skills	The learner will identify ways to improve own communication skills	The learner will identify ways to improve own communication skills, justifying the selection	No Distinction for this AC

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

Unit summary	The aim of this unit is to equip learners with the skills needed to contribute to the running of a project, including the planning, delivery and review phases. This unit covers resource planning for a project, communication with stakeholders along with individual and overall project performance review.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Be able to contribute to planning a project

The learner can:

1.1 Identify the stakeholders within a project
1.2 Outline the purpose, scope, timetable, aims and objectives of the project
1.3 State what resources are needed for the project
1.4 Identify methods of keeping stakeholders up to date on progress

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The learner will:

2 Be able to contribute towards running a project

The learner can:

2.1 Keep relevant documentation up to date
2.2 Maintain communication with stakeholders
2.3 Seek advice in response to unexpected events

Unit 07 Contribute to running a project (J/505/9697) (cont'd)

The learner will:

3 Be able to contribute towards reviewing a project

The learner can:

3.1 Review own personal performance within the project
3.2 Identify areas for personal improvement
3.3 Describe what went well in the project
3.4 Describe what did not go well in the project
3.5 State what they would do differently in future

Delivery and assessment
1.1 Internal; external; customers 1.2 Specific, measureable, achieveable, realistic/relevant and timebound (SMART) objectives 1.3 Time; budget; people; training; communication; IT 1.4 Formal/informal; meetings; documents 2.1 Relevant to individual project and own role 2.2 Formal/informal; meetings; documents 2.3 N/A 3.1 Contribution to the project plan; ability to perform allocated tasks; completing tasks on time; communication skills 3.2 From own perspective; perspective of others 3.3 N/A 3.4 N/A 3.5 N/A
Types of evidence
Evidence must include: • learner assignment; report • presentation • observation; witness testimony; products • formal/informal; meetings; documents • reflection • development plan

Grading descriptors – Unit 07 Contribute to running a project (J/505/9697)

Assessment criteria	Pass	Merit	Distinction
1.1 Identify the stakeholders within a project	The learner will Identify the stakeholders within a project	No Merit for this AC	No Distinction for this AC
1.2 Outline the purpose, scope, timetable, aims and objectives of the project	The learner will outline the purpose, scope, timetable, aims and objectives of the project	The learner will coherently outline the purpose, scope, timetable, aims and objectives of the project	The learner will comprehensively outline the purpose, scope, timetable, aims and objectives of the project
1.3 State what resources are needed for the project	The learner will state what resources are needed for the project	The learner will state in detail what resources are needed for the project	No Distinction for this AC
1.4 Identify methods of keeping stakeholders up to date on progress	The learner will identify methods of keeping stakeholders up to date on progress	The learner will identify, in detail, methods of keeping stakeholders up to date on progress	No Distinction for this AC
2.1 Keep relevant documentation up to date	The learner will keep relevant documentation up to date	The learner will show initiative in keeping relevant documentation up to date	The learner will show initiative and be thorough in keeping relevant documentation up to date
2.2 Maintain communication with stakeholders	The learner will maintain communication with stakeholders	The learner will maintain communication with stakeholders, showing initiative	The learner will maintain communication with stakeholders, showing initiative and using advanced skills
2.3 Seek advice in response to unexpected events	The learner will seek advice in response to unexpected events	The learner will seek advice in response to unexpected events, justifying the need and the source of advice	No Distinction for this AC
3.1 Review own personal performance within the project	The learner will review own personal performance within the project	No Merit for this AC	No Distinction for this AC

3.2 Identify areas for personal improvement	The learner will identify areas for personal improvement	The learner will identify areas for personal improvement, identifying clear SMART targets	No Distinction for this AC
3.3 Describe what went well in the project	The learner will describe what went well in the project	The learner will describe in detail what went well in the project	The learner will thoroughly describe what went well in the project
3.4 Describe what did not go well in the project	The learner will describe what did not go well in the project	The learner will describe in detail what did not go well in the project	The learner will thoroughly describe what did not go well in the project
3.5 State what they would do differently in future	The learner will state what they would do differently in future	The learner will state what they would do differently in future, showing critical understanding	The learner will state what they would do differently in future, demonstrating critical judgement

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

Unit summary	This unit provides learners with the skills needed to facilitate innovation in a business environment by equipping them with the skills needed to review working practices and look at possible improvements, assess the feasibility of an idea and then successfully communicate ideas to others.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Be able to review working practices

The learner can:

1.1 State the benefits of reviewing current working practices
1.2 Identify possible improvements to working practices, products or services
1.3 Research possible improvements
1.4 Assess ideas against agreed criteria

The learner will:

2 Be able to assess the feasibility of an idea

The learner can:

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

The learner will:

3 Be able to communicate ideas to others

The learner can:

3.1 Clearly communicate an idea to others
3.2 Promote the benefits of their idea to others
3.3 Respond to feedback on their idea

Unit 08 Innovation in a business environment (A/505/9700) (cont'd)

Delivery and assessment
1.1 Own and others 1.2 N/A 1.3 N/A 1.4 N/A 2.1 Market analysis; competitive advantage; endorsement; finance; existing data; new data 2.2 N/A 3.1 N/A 3.2 N/A 3.3 Positive/negative
Types of evidence
Evidence must include: • Learner report • Assignment • Presentation • Questioning

Grading descriptors – Unit 08 Innovation in a business environment (A/505/9700)

Assessment criteria	Pass	Merit	Distinction
1.1 State the benefits of reviewing current working practices	The learner will state the benefits of reviewing current working practices	The learner will state in detail the benefits of reviewing current working practices	No Distinction for this AC
1.2 Identify possible improvements to working practices, products or services	The learner will identify possible improvements to working practices, products or services	The learner will identify possible improvements to working practices, products or services, justifying their choices	No Distinction for this AC
1.3 Research possible improvements	The learner will research possible improvements	The learner will independently research possible improvements	The learner will thoroughly and independently research possible improvements
1.4 Assess ideas against agreed criteria	The learner will assess ideas against agreed criteria	The learner will assess ideas against agreed criteria, demonstrating critical understanding	The learner will assess ideas against agreed criteria, showing critical judgement
2.1 Establish criteria to assess the feasibility of an idea	The learner will establish criteria to assess the feasibility of an idea	The learner will establish criteria to assess the feasibility of an idea, justifying their choices	No Distinction for this AC
2.2 Assess the feasibility of the idea against criteria	The learner will assess the feasibility of the idea against criteria	The learner will assess the feasibility of the idea against criteria, giving justification for their assessment	No Distinction for this AC
3.1 Clearly communicate an idea to others	The learner will clearly communicate an idea to others	The learner will clearly and confidently communicate an idea to others	The learner will clearly communicate an idea to others, with fluency and confidence

3.2 Promote the benefits of your idea to others	The learner will promote the benefits of their idea to others	The learner will promote the benefits of their idea to others, justifying their thoughts	The learner will skilfully promote the benefits of their idea to others, justifying their thoughts
3.3 Respond to feedback on their idea	The learner will respond to feedback on their idea	The learner will confidently respond to feedback on their idea, either by making appropriate adjustments, or justifying that there should be no changes	No Distinction for this AC

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

Unit summary	The aim of this unit is to provide learners with the knowledge and skills to be able to plan, manage and improve own performance in a business environment. This unit covers planning and setting realistic targets and deadlines, important characteristics needed in business and how to demonstrate them, and seeking feedback to help develop a plan to improve performance.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Be able to plan own work

The learner can:

1.1 Agree realistic targets and timescales for a range of tasks
1.2 Describe what is meant by resources
1.3 Describe resources needed for their role
1.4 Illustrate how they will use the resources efficiently

The learner will:

2 Be able to manage own work

The learner can:

2.1 Agree own tasks and responsibilities for a specified piece of work
2.2 Agree a deadline for the work
2.3 Carry out own tasks in line with agreed guidelines, procedures and codes of practice
2.4 Keep others informed of progress, renegotiating deadlines as required

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Unit 09 Manage and improve own performance in a business environment (R/505/9704) (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 Outline why it is important to help and support others in a business environment

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The learner will:

4 Know how to improve own performance in a business environment

The learner can:

4.1 Gather feedback from others on own performance
4.2 Develop a plan to improve own performance
4.3 Describe how the plan will be updated

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

Delivery and assessment	
1.1	Align with organisational objectives; SMART targets
1.2	Personal resources; physical resources
1.3	N/A
1.4	N/A
2.1	N/A
2.2	N/A
2.3	N/A
2.4	N/A
3.1	N/A
3.2	N/A
3.3	N/A
4.1	N/A
4.2	N/A
4.3	N/A

Types of evidence

Evidence must include:

- Professional discussion; supporting products (eg performance review; action plans)
- Learner report
- Product
- Appraisal
- Development plan
- Observation; witness testimony

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

Assessment criteria	Pass	Merit	Distinction
1.1 Agree realistic targets and timescales for a range of tasks	The learner will agree realistic targets and timescales for a range of tasks	The learner will agree clear SMART targets and timescales for a range of tasks	No Distinction for this AC
1.2 Describe what is meant by resources	The learner will describe what is meant by resources	The learner will describe in detail what is meant by resources	The learner will comprehensively describe what is meant by resources
1.3 Describe resources needed for their role	The learner will describe resources needed for their role	The learner will give a detailed description of resources needed for their role	The learner will give a comprehensive description of resources needed for their role, showing insight
1.4 Illustrate how they will use the resources efficiently	The learner will illustrate how they will use the resources efficiently	The learner will illustrate in detail how they will use the resources efficiently	The learner will comprehensively illustrate how they will use the resources efficiently
2.1 Agree own tasks and responsibilities for a specified piece of work	The learner will agree own tasks and responsibilities for a specified piece of work	The learner will agree own realistic tasks and responsibilities for a specified piece of work	No Distinction for this AC
2.2 Agree a deadline for the work	The learner will agree a deadline for the work	The learner will agree a realistic deadline for the work	No Distinction for this AC
2.3 Carry out own tasks in line with agreed guidelines, procedures and codes of practice	The learner will carry out own tasks in line with agreed guidelines, procedures and codes of practice	The learner will confidently carry out own tasks in line with agreed guidelines, procedures and codes of practice	The learner will use advanced skills to carry out own tasks in line with agreed guidelines, procedures and codes of practice
2.4 Keep others informed of progress, re-negotiating deadlines as required	The learner will keep others informed of progress,	The learner will keep others informed of progress by a variety of means, confidently	The learner will keep others informed of progress by a variety of means, perceiving

	renegotiating deadlines as required	renegotiating deadlines as required	potential threats and confidently renegotiating deadlines as required
3.1 Describe why the following are important characteristics in business: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	The learner will describe why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	The learner will describe, in detail and using examples, why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC
3.2 Describe how to demonstrate: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	The learner will describe how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	The learner will describe in detail, using examples, how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC
3.3 Outline why it is important to help and support others in a business environment	The learner will outline why it is important to help and support others in a business environment	The learner will outline why it is important to help and support others in a business environment, justifying their reasons	No Distinction for this AC

4.1 Gather feedback from others on own performance	The learner will gather feedback from others on own performance	The learner will use own initiative to actively gather feedback from others on own performance	The learner will use own initiative to actively gather feedback from others on own performance, demonstrating critical judgement
4.2 Develop a plan to improve own performance	The learner will develop a plan to improve own performance	The learner will develop a detailed plan to improve own performance, demonstrating initiative	No Distinction for this AC
4.3 Describe how the plan will be updated	The learner will describe how the plan will be updated	The learner will give a detailed description of how the plan will be updated	No Distinction for this AC

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

Unit summary	This unit aims to provide learners with an understanding of the reasons for change in a business environment, the impact change can have on people within an organisation and how they can support change within a business.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Optional
Grading	This unit is graded

The learner will:

1 Understand the reasons for change in business

The learner can:

1.1 State why it is important for a business to change
1.2 State the risks associated with a business changing too quickly
1.3 State the risks associated with a business changing too slowly

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The learner will:

2 Understand how change can affect people within a business

The learner can:

2.1 Outline positive effects change can have on people working in a business
2.2 Outline negative effects change can have on people working in a business

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The learner will:

3 Understand own role in supporting change within a business

The learner can:

3.1 Describe methods of dealing with change in a business
3.2 Outline how to help others cope with change in a business

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Unit 10 Respond to change in a business environment (Y/505/9705) (cont'd)

Delivery and assessment
1.1 Internal factors; external factors. Technology; economic environment; Government policy; regulation; competition 1.2 N/A 1.3 N/A 2.1 N/A 2.2 N/A 3.1 N/A 3.2 N/A
Types of evidence
Evidence must include: • learner report • assignment

Grading descriptors – Unit 10 Respond to change in a business environment (Y/505/9705)

Assessment criteria	Pass	Merit	Distinction
1.1 State why it is important for a business to change	The learner will state why it is important for a business to change	The learner will state why it is important for a business to change, demonstrating critical understanding	No Distinction for this AC
1.2 State the risks associated with a business changing too quickly	The learner will state the risks associated with a business changing too quickly	The learner will state the risks associated with a business changing too quickly, justifying their choices	The learner will state the risks associated with a business changing too quickly, demonstrating critical judgement
1.3 State the risks associated with a business changing too slowly	The learner will state the risks associated with a business changing too slowly	The learner will state the risks associated with a business changing too slowly, justifying their choices	The learner will state the risks associated with a business changing too slowly, demonstrating critical judgement
2.1 Outline positive effects change can have on people working in a business	The learner will outline positive effects change can have on people working in a business	The learner will outline the positive effects change can have on people working in a business, justifying their opinions	No Distinction for this AC
2.2 Outline negative effects change can have on people working in a business	The learner will outline negative effects change can have on people working in a business	The learner will outline the negative effects change can have on people working in a business, justifying their opinions	No Distinction for this AC
3.1 Describe methods of dealing with change in a business	The learner will describe methods of dealing with change in a business	The learner will describe, in detail, methods of dealing with change in a business	No Distinction for this AC

3.2 Outline how to help others cope with change in a business	The learner will outline how to help others cope with change in a business	The learner will clearly outline how to help others cope with change in a business	No Distinction for this AC

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 NCFE Level 2 Diploma in Skills for Business (601/2624/3) 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 the learners' overall level of performance against the learning outcomes.

If a centre chooses to create its 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 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 Examiner/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 Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and 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 Examiner/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 Examiner/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.

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.

Each unit 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.

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.

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.

Marking the external assessment

The externally assessed components will consist of individual questions which are marked using a numerical mark scheme to achieve a total score. For each external assessment, grades will be allocated by NCFE.

There will be a different weighting applied to the different components of external assessment depending on the requirements of the sector. The outcome will be based on the performance of the combined external assessments.

The weighting of the external assessments and the use of numerical mark schemes will allow for compensation.

Awarding the final grade

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

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

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

The final grade will be issued to the centre by NCFE and will be awarded as Not Yet Achieved, Pass, Merit, Distinction or Distinction*.

Overall qualification grading descriptors

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

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

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

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

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

These tables have been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 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	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning

Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

Grading criteria glossary of terms (cont'd)

Distinction	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail

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, gamut
Reflect	To review and evaluate
Relate	To 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.

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