



Qualification specification

**NCFE Level 2 Certificate in Principles of Team
Leading
QN: 603/3883/0**

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	January 2019	First publication
v1.1	March 2019	<u>p.14, third party products: The Skills Network will no longer be providing resources for this qualification</u>
v1.2	January 2020	<u>p.14, information regarding the wellbeing and safeguarding of learners added to Section 1</u>
v1.3	July 2020	<u>p.45, unit level amended from Level 2 to Level 3 for Unit 11 (J/617/3600)</u>
v1.4	June 2022	Information regarding registration and entry requirements added to section 1. Information about the support handbook added to section 1. Information regarding the language of assessment evidence added to section 3.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Principles of Team Leading (603/3883/0).

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

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

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

Things you need to know

Qualification number (QN)	603/3883/0
Aim reference	60338830
Total Qualification Time (TQT)	180
Guided Learning Hours (GLH)	160
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.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3883/0.

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

Qualification purpose

This qualification is designed for learners who want the knowledge and understanding required to successfully lead a team.

This will focus on the study of leading a team in a business environment.

Qualification objectives

The objectives of this qualification are to help learners to:

- develop their knowledge of the principles of team leading
 - develop their understanding of business
 - develop the knowledge needed to support communication with a range of stakeholders at different levels.
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Achieving this qualification

To be awarded this qualification, learners are required to successfully complete 3 mandatory units and 5 optional units.

Mandatory units

Unit number	Unit title
Unit 01	Principles of team leading
Unit 02	Understand business
Unit 03	Understand how to communicate work-related information

Optional units

Unit number	Unit title
Unit 04	Understand how to manage performance and conflict in the workplace
Unit 05	Understand customers
Unit 06	Understand how to deliver customer service and resolve problems
Unit 07	Principles of equality and diversity in the workplace
Unit 08	Understand how to develop working relationships with colleagues
Unit 09	Understand health and safety procedures in the workplace
Unit 10	Understand how to develop and deliver a presentation
Unit 11	Introduction to coaching
Unit 12	Introduction to mentoring
Unit 13	Understand personal development

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 this qualification learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

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

Essential skills

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

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

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.

Direct Claim Status

Direct Claim Status will be transferred for this qualification for centres already delivering NCFE Level 2 Certificate in Principles of Team Leading (601/7072/4).

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

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.

Entry guidance

This qualification is designed to provide learners with the knowledge and understanding required to successfully lead a team.

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.

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

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Certificate in Principles of Management (601/7075/X)
 - NCFE Level 3 Diploma in Management (601/4032/X)
 - NCFE Level 3 Diploma in Management Skills and Knowledge (603/2998/1).
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Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and internal quality assurance

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

Resource requirements

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

Support for learners

Learner's Evidence Tracking Log (LETL)

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

Support for centres

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

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.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Learning Curve Group.

For more information about these resources and how to access them please visit our website.

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

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

- learning outcomes
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

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 Principles of team leading (F/617/3594)

Unit summary	This unit provides learners with an understanding of leadership styles in organisations. Learners will develop knowledge of team dynamics and the techniques used to manage the work of teams. Learners will also gain an appreciation of the impact of change management and how a motivated team affects an organisation.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Understand leadership styles in organisations

The learner can:

- 1.1 Describe characteristics of effective leaders
- 1.2 Describe different **leadership styles** and their potential impact on team performance
- 1.3 Explain the benefits of effective leadership for organisations

Learning outcome 2

The learner will:

- 2 Understand team dynamics

The learner can:

- 2.1 Explain the purpose of different **types of teams**
- 2.2 Describe the stages of team development and behaviour
- 2.3 Explain the concept of **team role theory**
- 2.4 Explain how the principle of team role theory is used in team building and leadership
- 2.5 Explain typical sources of conflict within a team and how they could be managed

Unit 01 Principles of team leading (F/617/3594) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand techniques used to manage the work of teams

The learner can:

- 3.1 Explain the factors to be taken into account when setting targets
 - 3.2 Describe a range of techniques to monitor the flow of work of a team
 - 3.3 Describe techniques to identify and solve problems within a team
-

Learning outcome 4**The learner will:**

- 4 Understand the impact of change management within a team

The learner can:

- 4.1 Describe typical reasons for organisational change
 - 4.2 Explain the importance of accepting change positively
 - 4.3 Explain the potential impact on a team of negative responses to change
 - 4.4 Explain how to implement change within a team
-

Learning outcome 5**The learner will:**

- 5 Understand team motivation

The learner can:

- 5.1 Explain the meaning of the term 'motivation'
 - 5.2 Explain factors that affect the level of motivation of team members
 - 5.3 Describe **techniques that can be used to motivate** team members
 - 5.4 Explain how having motivated staff affects an organisation
-

Key word(s)

AC Explanation here with “ranged” word in **bold**.

1.2 leadership styles may include:

- authoritarian
- paternalistic
- democratic
- laissez-faire.

2.1 types of teams may include:

- strategic
- management
- operational
- support
- temporary
- virtual.

2.3 team role theory referring to theorists including Belbin**5.3 different ways to motivate people.** This may include but are not limited to:

- team building
- goal setting/clear targets
- performance measurement
- encouragement and feedback
- rewarding
- inspiring
- empowering
- supporting
- coaching
- promoting creativity
- provide meaningful and challenging work
- training and development.

Learners should also note when their chosen motivation techniques should be used.

Unit 01 Principles of team leading (F/617/3594) (cont'd)**Assessment guidance**

Delivery and assessment
<p>1.1–5.4 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding.</p> <p>1.1–5.4 Where oral questioning is used, Assessors are required to record both questions and answers.</p> <p>1.1–5.4 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written statements• record of professional discussion• record of oral/written questions• assignments, projects and/or case studies.

Unit 02 Understand business (J/617/3595)

Unit summary	This unit equips learners with an understanding of organisational structures and the business environment. Learners will also gain knowledge of business reporting within an organisation.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand organisational structures

The learner can:

- 1.1 Explain the differences between the private sector, the public sector and the voluntary sector
- 1.2 Explain the features and responsibilities of different **business structures**
- 1.3 Explain the relationship between an organisation's vision, mission, strategy and objectives

Learning outcome 2**The learner will:**

- 2 Understand the business environment

The learner can:

- 2.1 Describe the internal and external influences on a business
- 2.2 Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis
- 2.3 Explain why change can be beneficial to business organisations

Unit 02 Understand business (J/617/3595) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand business reporting within an organisation

The learner can:

- 3.1 Explain methods of measuring business performance
 3.2 Explain the uses of management information and reports
 3.3 Explain how personal and team performance data is used to inform management reports
 3.4 Describe a Team Leader's responsibility for reporting to internal stakeholders

Key words**1.2 business structures** may include:

- sole trader
- partnerships
- private limited company
- public limited company
- co-operatives
- third sector organisations.

Assessment guidance**Delivery and assessment**

1.1–3.4 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding.

1.1–3.4 Where oral questioning is used, Assessors are required to record both questions and answers.

1.1–3.4 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.

Types of evidence

Evidence could include:

- learner written statements
- record of professional discussion
- record of oral/written questions
- assignments, projects and/or case studies.

Unit 03 Understand how to communicate work-related information (L/617/3596)

Unit summary	This unit equips learners with an understanding of the principles and techniques of work-related communication both verbally and in writing. Learners will also develop the knowledge of a range of documents required for different types of meetings in a business environment
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand the principles and techniques of work-related communication

The learner can:

- 1.1 Describe communication techniques used to gain and maintain the attention and interest of an **audience**
- 1.2 Explain the principles of effective written business communications
- 1.3 Explain the principles of effective verbal communications in a business environment
- 1.4 Describe the importance of checking the accuracy and **currency of information** to be communicated
- 1.5 Describe the importance of explaining to **others** the level of confidence that can be placed on the information being communicated
- 1.6 Describe the advantages and disadvantages of different methods of communication for different purposes

Unit 03 Understand how to communicate work-related information (L/617/3596) (cont'd)**Learning outcome 2****The learner will:**

- 2 Understand how to prepare for meetings

The learner can:

- 2.1 Explain the structure and purpose of different types of meetings in a business environment
- 2.2 Explain how to prepare for different types of meetings
- 2.3 Explain the importance of having a meeting agenda which addresses objectives
- 2.4 Explain the importance of confirming objectives to be achieved during the meeting with the relevant people
- 2.5 Describe your responsibilities when leading or chairing a meeting
-

Key words

- 1.1 **audience** may include but is not limited to:
- internal - eg colleagues, managers, other departments
 - external - eg individuals, companies.
- 1.4 **currency of information** refers to the most up-to-date version of the information to be communicated
- 1.5 **others** may include:
- colleagues
 - external stakeholders
 - managers/senior managers/directors
 - team leader/supervisors
 - customers internally and externally
 - any others who may be affected by the communication.
-

Unit 03 Understand how to communicate work-related information L/617/3596 (cont'd)**Assessment guidance**

Delivery and assessment
1.1–2.5 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding
1.1–2.5 Where oral questioning is used, Assessors are required to record both questions and answers
1.1–2.5 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples
Types of evidence
Evidence could include: <ul style="list-style-type: none">• learner written statements• record of professional discussion• record of oral/written questions• assignments, projects and/or case studies.

Unit 04 Understand how to manage performance and conflict in the workplace (D/507/5646)

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

Learning outcome 1**The learner will:**

- 1 Understand the management of team performance

The learner can:

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

Learning outcome 2**The learner will:**

- 2 Understand the management of underperformance in the workplace.

The learner can:

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

**Unit 04 Understand how to manage performance and conflict in the workplace (D/507/5646)
(cont'd)**

Learning outcome 3

The learner will:

- 3 Understand the principles of conflict management

The learner can:

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

**Unit 04 Understand how to manage performance and conflict in the workplace (D/507/5646)
(cont'd)****Key words**

- 1.1** a **benchmark** is a standard or measurement that may include:
- key performance indicators (KPIs)
 - best operational practices.
- 1.2** **quality management techniques** may include:
- Total Quality Management (TQM)
 - Statistical Process Control (SPC)
 - continual improvement processes.
- 3.1** **methods of conflict management** may include, but are not limited to:
- avoiding
 - competing
 - collaborating
 - compromising
 - accommodating.
- 3.2** **personal skills** could include:
- withholding judgement
 - empathic questioning
 - active listening
 - assertiveness
 - objectivity.
- 3.3** **potential consequences** may include but are not limited to:
- organisational
 - financial
 - team dynamics
 - productivity
 - personal.
- 3.4** **external arbitration** may include but is not limited to:
- supportive
 - mediation
 - investigative.
-

Unit 04 Understand how to manage performance and conflict in the workplace (D/507/5646) (cont'd)

Assessment guidance

Delivery and assessment
<p>1.1–3.4 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–3.4 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–3.4 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner written statements • record of professional discussion • record of oral/written questions • assignments, projects and/or case studies.

Unit 05 Understand customers (D/507/5968)

Unit summary	This unit provides learners with an understanding of the different types of customers. Learners will understand the relationship between good customer service and customer loyalty and how this affects the organisation in terms of reputation and image.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand different types of customers

The learner can:

- 1.1 Explain the distinctions between internal and external customers
- 1.2 Explain how **cultural factors** can affect customers' expectations
- 1.3 Describe the characteristics of **challenging customers**
- 1.4 Explain how to identify **dissatisfied customers**
- 1.5 Describe **common techniques** for dealing with dissatisfied customers

Learning outcome 2**The learner will:**

- 2 Understand the value of customers and their loyalty

The learner can:

- 2.1 Explain how the achievement of the customer **service offer** contributes to enhancing customer loyalty
- 2.2 Explain the relationship between customer satisfaction and organisational performance
- 2.3 Explain how the reputation and image of an organisation affects customers' perceptions of its products and/or services
- 2.4 Explain the **potential consequences** of customers' dissatisfaction
- 2.5 Describe **different methods** of attracting customers and retaining their loyalty

Unit 05 Understand customers (D/507/5968) (cont'd)**Key words**

- 1.2 cultural factors** can include:
- stories portrayed in the media
 - industry standard settings
 - demographics such as age, gender, socio-economic status
 - religious, moral views.
- 1.3 challenging customers** may be angry, unreasonable, or confused. They may have problems, questions, poor communication skills etc
- 1.4 dissatisfied customers** - learners should include reasons why customers may be dissatisfied – eg late delivery, not delivering what was promised, damaged or incorrect goods, items out of stock, no appointments available – relevant to their chosen industry
- 1.5 common techniques** could include:
- apologise and acknowledge their feelings
 - sympathise and let them talk
 - listen actively
 - prepare to help
 - ask questions
 - make notes and convey personal caring
 - echo key points
 - give them your undivided attention
 - speak normally
 - keep calm and do not raise your voice
 - present a solution
 - take action and follow up.
- 2.1 service offer** is defined as the extent and limits of the customer service that an organisation is offering
- 2.4 potential consequences** may include, but are not limited to:
- cancelling an order
 - formal complaints
 - losing the customer to a competitor
 - bad publicity.
- 2.5 different methods** may include, but are not limited to:
- advertising
 - website
 - newsletters
 - special offers
 - loyalty cards/discounts
 - delivering as promised.

Unit 05 Understand customers (D/507/5968) (cont'd)**Assessment guidance**

Delivery and assessment
<p>1.1–2.5 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–2.5 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–2.5 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written statements• records of professional discussions• records of oral/written projects• case studies.

Unit 06 Understand how to deliver customer service and resolve problems (F/507/5980)

Unit summary	This unit equips learners with an understanding of customer service delivery and the relationship between customer service and brand. Learners will be able to identify the techniques used to resolve customer service problems.
Guided learning hours	30
Level	2
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand customer service delivery

The learner can:

- 1.1 Explain the relationship between customers' needs and expectations and customer satisfaction
- 1.2 Describe the **features** and **benefits** of an organisation's products and/or services
- 1.3 Explain the importance of treating customers as individuals
- 1.4 Explain the importance of balancing promises made to customers with the needs of an organisation
- 1.5 Explain when, and to whom, to escalate problems
- 1.6 Describe **methods of measuring their own effectiveness** in the delivery of customer service

Learning outcome 2**The learner will:**

- 2 Understand the relationship between customer service and a brand

The learner can:

- 2.1 Explain the importance of a brand to an organisation
- 2.2 Explain how a brand affects an organisation's customer service offer
- 2.3 Explain the importance of using customer service language that supports a brand promise
- 2.4 Identify **their own** role in ensuring that a brand promise is delivered

Unit 06 Understand how to deliver customer service and resolve problems (F/507/5980) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand the resolution of customer service problems

The learner can:

- 3.1 Describe an organisation's customer service and complaints procedures
3.2 Describe **techniques** to identify customer service problems and their causes
3.3 Describe **techniques** to deal with situations where customers become agitated or angry
3.4 Explain the limits of **their own** authority for resolving customers' problems and making promises
3.5 Explain the purpose of encouraging customers to provide feedback
3.6 Describe methods used to encourage customers to provide feedback
-

Key words

- 1.2 **features** are characteristics, attributes and qualities of a product or service. **benefits** are advantages and uses of a service or product
- 1.6 **methods of measuring their own effectiveness** may include, but are not limited to:
- customer feedback
 - peer feedback
 - reviewing performance against targets.
- 2.4 where the AC states '**their own**', learners may use their own organisation, an organisation they are familiar with or information within an assignment/case study
- 3.2 **techniques** include:
- types of questioning used
 - communicating with both customers and colleagues
 - active listening.
- 3.3 **techniques** may relate to learner's own communication style, body language, active listening or referral and involvement of others
-

Unit 06 Understand how to deliver customer service and resolve problems (F/507/5980) (cont'd)**Assessment guidance**

Delivery and assessment
<p>1.1–3.6 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–3.6 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–3.6 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written statements• record of professional discussion• record of oral/written questions• assignments, projects and/or case studies.

Unit 07 Principles of equality and diversity in the workplace (R/617/3597)

Unit summary	This unit develops learners' understanding of standards and expectations for equality and diversity in the workplace. Learners will be able to identify the potential consequences for failing to comply with relevant legislation.
Guided learning hours	15
Level	2
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the implications of equality legislation

The learner can:

- 1.1 Define the concept of 'equality and diversity'
- 1.2 Describe the legal requirements for equality of opportunity
- 1.3 Describe the role and powers of organisations responsible for equality
- 1.4 Explain the **benefits** of equal opportunities and diversity
- 1.5 Explain the potential **consequences** for an organisation failing to comply with **equality legislation**

Learning outcome 2**The learner will:**

- 2 Understand organisational standards and expectations for equality and diversity in the workplace

The learner can:

- 2.1 Explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace
- 2.2 Describe **their own** responsibilities for equality and diversity in the workplace
- 2.3 Describe behaviours that support **equality, diversity and inclusion** in the workplace

Unit 07 Principles of equality and diversity in the workplace (R/617/3597) (cont'd)**Key words**

- 1.4** **benefits** include those relating to the employer, employees and customers
- 1.5** **consequences** could include those which are legal, reputational and relating to profits. **Equality legislation** will include, but is not limited to, the Equality Act 2010
- 2.2** where AC states **'their own'** learners may use their own organisation, an organisation they are familiar with, or information within an assignment/case study
- 2.3** learners' examples are to include **equality, diversity and inclusion**

Assessment guidance

Delivery and assessment
<p>1.1–2.3 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–2.3 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–2.3 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner written statements • record of professional discussion • record of oral/written questions • assignments, projects and/or case studies.

Unit 08 Understand how to develop working relationships with colleagues (Y/617/3598)

Unit summary	This unit provides learners with an understanding of the principles of effective team working. Learners will be able to identify what is required to develop working relationships with other teams and departments.
Guided learning hours	15
Level	2
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the principles of effective team working

The learner can:

- 1.1 Outline the benefits of effective team working
- 1.2 Describe how to give feedback constructively
- 1.3 Explain **conflict management techniques** that may be used to resolve team conflicts
- 1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
- 1.5 Explain the importance of warning colleagues of problems and changes that may affect them

Learning outcome 2**The learner will:**

- 2 Understand how to develop working relationships with other teams and departments

The learner can:

- 2.1 Explain the need to develop working relationships with other teams
- 2.2 Identify the benefits of developing working relationships with other teams and departments
- 2.3 Describe ways in which working relationships with others teams and departments can be developed
- 2.4 Explain the potential impact of ineffective working relationships with other teams and departments

Unit 08 Understand how to develop working relationships with colleagues (Y/617/3598) (cont'd)**Key words**

1.3 conflict management techniques may include:

- forcing
- win-win (collaborating)
- compromising
- withdrawing
- smoothing.

Assessment guidance

Delivery and assessment
<p>1.1–2.4 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–2.4 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–2.4 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner written statements • record of professional discussion • record of oral/written questions • assignments, projects and/or case studies.

Unit 09 Understand health and safety procedures in the workplace (D/617/3599)

Unit summary	This unit aims to provide learners with an understanding of individual health and safety responsibilities and laws affecting the workplace.
Guided learning hours	10
Level	2
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Know health and safety procedures in the workplace

The learner can:

- 1.1 Define the main responsibilities for health and safety in the workplace for the following:
 - employers
 - employees.
- 1.2 Describe their own responsibilities for health and safety in the workplace
- 1.3 Describe 2 health and safety laws **affecting the workplace**
- 1.4 Define the importance of following health and safety procedures in the workplace
- 1.5 Define the **types of information or support** available in relation to a specified aspect of health and safety in the workplace

Key words

- 1.3 **affecting the workplace** - learners' answers should relate to their chosen organisation or industry
- 1.5 **types of information or support** - learners should include a description of any essential training and/or learning that is necessary in line with health and safety for their chosen organisation or industry

Unit 09 Understand health and safety procedures in the workplace (D/617/3599) (cont'd)**Assessment guidance**

Delivery and assessment
<p>1.1–1.5 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–1.5 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–1.5 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written statements• record of professional discussion• record of oral/written questions• assignments, projects and/or case studies.

Unit 10 Understand how to develop and deliver a presentation (T/507/4339)

Unit summary	This unit equips learners with the principles underpinning the development and delivery of presentations. Learners will describe the advantages and limitations of various forms of media. Learners will also describe factors affecting contingency plans and different methods of evaluating presentations.
Guided learning hours	15
Level	3
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand how to develop a presentation

The learner can:

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

Learning outcome 2**The learner will:**

- 2 Understand the principles underpinning the delivery of presentations

The learner can:

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

Unit 10 Understand how to develop and deliver a presentation (T/507/4339) (cont'd)**Key words**

- 1.1 presentations** can be electronic or paper-based methods of delivering a message to individuals or a group
- 1.4 communication media** refers to the manner in which the information is to be presented:
- visually – on screen, flip chart, whiteboard, paper
 - verbally – face-to-face, teleconference.
- 2.1 methods/media** may include:
- chalk and talk
 - presentation software eg PowerPoint, Google Slides, Prezi
 - video clips
 - interactive whiteboard
 - handouts.
- 2.3 contingency plans** may include:
- agreement for post-event hand outs
 - use of USB sticks
 - secondary emergency equipment
 - pre-event testing of equipment.
- 2.5 factors** may include:
- timing
 - listening
 - understanding
 - considering
 - responding
 - referring.
-

Unit 10 Understand how to develop and deliver a presentation (T/507/4339) (cont'd)**Assessment guidance**

Delivery and assessment
<p>1.1–2.6 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–2.6 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–2.6 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written statements• record of professional discussion• record of oral/written questions• assignments, projects and/or case studies.

Unit 11 Introduction to coaching (J/617/3600)

Unit summary	This unit aims to provide learners with an introduction to coaching. Learners will explore the concept of coaching and how it can be used within the workplace to improve performance.
Guided learning hours	20
Level	3
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand coaching in the workplace

The learner can:

- 1.1 Describe what **coaching** is
- 1.2 Identify how coaching can be used in the **context of the workplace**
- 1.3 Identify the **benefits** of coaching for the:
 - organisation
 - manager
 - team
 - individual.

Learning outcome 2**The learner will:**

- 2 Understand how to coach individuals in the team

The learner can:

- 2.1 Describe a **coaching model** that could be used to support effective coaching in the workplace
- 2.2 Identify **barriers** to coaching in the workplace and describe ways to overcome them
- 2.3 Explain the use of **learning styles** in coaching
- 2.4 Identify the **key elements** of a coaching plan
- 2.5 Identify the importance of **setting goals** and targets
- 2.6 Explain the importance of constructive feedback in the coaching relationship
- 2.7 Explain the importance of maintaining **records of coaching**

Unit 11 Introduction to coaching (J/617/3600) (cont'd)**Key word(s)**

- 1.1 coaching** could refer to the nature and role of coaching and how coaching differs from mentoring
- 1.2 context of the workplace** could refer to how coaching can be used to improve both individual and team performance
- 1.3 benefits** could include:
- organisation – reduces staff turnover, improves productivity, increases staff motivation
 - manager – helps to build high performing teams, coaching can be carried out on the job
 - team – improves performance, helps build relationships
 - individual – helps develop confidence, improves performance, develops skills.
- 2.1 coaching model** may include:
- GROW
 - OSCAR
 - or a model within the learners' own organisation.
- 2.2 barriers** may include:
- lack of time
 - personality clashes
 - lack of understanding of the purpose
 - lack of skills
 - environment
 - work pressures.
- Learners could consider barriers from the point of view of both the coach and the coachee
- 2.3 learning styles** theory such as Visual-Auditory-Kinesthetic (VAK)
- 2.4 key elements** may include:
- identified areas of development
 - SMART targets
 - identified support to achieve targets set
 - reviews on progress.
- 2.5 setting goals** refers to targets this could include enabling progress to be measured, having a clear purpose for the coaching process
- 2.7 records of coaching** could include overall coaching plan, coaching plans for individual coaching sessions, reviews and evaluations

Unit 11 Introduction to coaching (J/617/3600) (cont'd)**Assessment guidance**

Delivery and assessment
<p>1.1–2.7 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–2.7 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–2.7 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written statement• written or oral question and answer• discussion• assignment• case study.

Unit 12 Introduction to mentoring (L/617/3601)

Unit summary	This unit aims to provide learners with an understanding of effective mentoring. Learners will explore the role and benefits of mentoring and the use of tools and skills to support the mentoring process.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the purpose and benefits of mentoring

The learner can:

- 1.1 Explain what **mentoring** is
- 1.2 Describe the **role of a mentor**
- 1.3 Identify different **types of mentoring**
- 1.4 Provide examples of where mentoring can be used
- 1.5 Describe the **benefits** of mentoring for the:
 - organisation
 - mentor
 - mentee.

Learning outcome 2**The learner will:**

- 2 Understand how a mentoring agreement works

The learner can:

- 2.1 Describe what is meant by a **mentoring agreement**
- 2.2 Compare **informal and formal** agreements
- 2.3 Identify the importance of **making an agreement**
- 2.4 Describe what an agreement should cover
- 2.5 Explain why a mentor should set goals for the mentee
- 2.6 Identify the importance of mutual trust and respect between the mentor and mentee
- 2.7 Provide examples of when an agreement should come to an end

Unit 12 Introduction to mentoring (L/617/3601) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand the skills and tools required by a mentor

The learner can:

- 3.1 Describe why **good communication** is essential to the role of a mentor
 - 3.2 Explain why a mentor must have good listening skills
 - 3.3 Identify **types of question** that can be used in the mentoring process
 - 3.4 Describe how a mentor can provide **feedback** to a mentee
 - 3.5 Explain the importance of facilitating a mentee's access to the information, people and resources they require for their development
 - 3.6 Identify the importance of reflection during the mentoring process
 - 3.7 Identify how to help individuals take responsibility for their own development following mentoring
-

Unit 12 Introduction to Mentoring (L/617/3601) (cont'd)**Key word(s)**

- 1.1 mentoring** could refer to the nature and purpose of mentoring and how mentoring differs from coaching
- 1.2 role of a mentor** may include:
- being a role model
 - providing support and guidance
 - providing information
 - sharing of knowledge
 - being a critical friend
- 1.3 types of mentoring;** may include one to one, group and remote
- 1.5 benefits** may include;
- organisation – reduced staff turnover, improved productivity, and increased staff motivation
 - mentor – helps to develop communication skills, increases confidence/motivation
 - mentee – helps develop confidence, provides support, and identifies areas of development
- 2.1 mentoring agreement** could refer to the nature and purpose of a mentoring agreement
- 2.2 informal and formal** refers to the advantages and disadvantages of each
- 2.3 making an agreement** may include clarification of roles and responsibilities, setting of boundaries, gaining commitment to the mentoring process
- 3.1 good communication** refers to how good communication helps to build trust, removes barriers. Refer to verbal and non-verbal communication
- 3.3 types of question** may include open, closed, and hypothetical
- 3.4 feedback** refers to both informal and formal feedback, use of constructive feedback, and use of a feedback model

Unit 12 Introduction to Mentoring (L/617/3601) (cont'd)**Assessment guidance**

Delivery and assessment
<p>1.1–3.7 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–3.7 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–3.7 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• learner written statement• written or oral question and answer• discussion• assignment• case study.

Unit 13 Understand personal development (R/617/3602)

Unit summary	This unit aims to give learners an understanding of the role of a team leader and how to plan for personal development.
Guided learning hours	15
Level	2
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the role of a team leader

The learner can:

- 1.1 Describe the role of a **team leader**
- 1.2 Explain the **knowledge and skills** required to carry out the role of a team leader
- 1.3 Explain the difference between authority and accountability

Learning outcome 2**The learner will:**

- 2 Understand how to produce a personal development plan

The learner can:

- 2.1 Explain the use of a **skills audit** in identifying areas for development
- 2.2 Identify gaps in own knowledge and skills required for the role
- 2.3 Identify own preferred **learning style(s)**
- 2.4 Identify opportunities and resources that could support own development and meet the needs of own preferred learning style(s)
- 2.5 Describe the key elements of a personal development plan
- 2.6 Plan own personal development based on identified gaps in own knowledge and skills required for the role
- 2.7 Explain the importance of **seeking and responding** positively to feedback from others
- 2.8 Explain the importance of **reviewing progress** against objectives within a personal development plan

Unit 13 Understand personal development (R/617/3602) (cont'd)**Key word(s)**

- 1.1 team leader role refers to:**
- providing direction and leadership
 - motivating staff, achievement of goals
 - providing guidance and support to team members
- 1.2 knowledge and skills** could include technical knowledge of a product/service; skills could include communication, organisational and interpersonal
- 2.1 skills audit** - learners could refer to the nature and purpose and how this can be used to identify gaps in own knowledge and skills required for the role
- 2.3 learning style** - learners should identify own style by completing a styles questionnaire
- 2.7 seeking and responding could include** how feedback can support identification of development needs and help to improve performance
- 2.8 reviewing progress** could consider how this helps to identify achievement of targets set, identify any further support required and identify obstacles in relation to progress

Assessment guidance

Delivery and assessment
<p>1.1–2.8 Discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding</p> <p>1.1–2.8 Where oral questioning is used, Assessors are required to record both questions and answers</p> <p>1.1–2.8 Centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner written statement • written or oral question and answer • discussion • assignment • case study.

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 Certificate in Principles of Team Leading (603/3883/0) is internally assessed and externally quality assured.

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.

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.

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.

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

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

Presenting evidence

Written

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

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

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

Recorded

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

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

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

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

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

We have set out an example used for a performance:

Test High School

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

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

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

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

Explanation of terms

Explanation of terms

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

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

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

General information

General information

Equal opportunities

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

Diversity, access and inclusion

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

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

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

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