



Qualification Specification

**NCFE Level 3 Diploma in Management Skills and
Knowledge
QN: 603/2998/1**

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Summary of changes

This section summarises the changes to this Qualification Specification. Please check the qualification page on our website for the most recent version.

- Information regarding the wellbeing and safeguarding of learners added to section 1 (page 15)
- Information to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal added to the [entry guidance](#) in section 1 (page 11)
- Information about how to access the Support Handbook added to the [support for centres](#) in section 1 (page 14)
- Further information added to confirm that unless otherwise stated, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English in the [how the qualification is assessed](#) in section 3 (page 46)
- References to GDPR have been amended to [UK General Data Protection Regulation \(UK GDPR\)](#) (page 30)
- Information regarding [UCAS](#) added to About this qualification, Section 1 Qualification Summary (page 7)
- Information regarding qualifications and awards with simulation and assessment in a realistic work environment (RWE) removed from section 1 (page 10)
- References to 'Team Leader/Supervisor apprenticeship standards' amended to 'Team Leader or Supervisor apprenticeship standards' throughout to align with IfATE.

Section 1

Qualification overview

Qualification overview

Introduction

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

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

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

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 3 Diploma in Management Skills and Knowledge (603/2998/1).

Things you need to know

Qualification number (QN)	603/2998/1
Aim reference	60329981
Total Qualification Time (TQT)	370
Guided Learning Hours	150
Credit value	37
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total qualification time (TQT)

TQT 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.

TQT 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 TQT divided by 10, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/2998/1.

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

Qualification purpose

The purpose of the Level 3 Diploma in Management Skills and Knowledge is to provide the knowledge, understanding and skills required to work as a team leader or supervisor. This qualification has been aligned to the Team Leader or Supervisor apprenticeship standard and could be used to support delivery of the apprenticeship.

Qualification objectives

The objectives of this qualification are to help learners to:

- focus on the study of management within different occupational areas
 - demonstrate the skills, knowledge and behaviours they will need to operate as a successful team leader or supervisor
 - develop skills and knowledge in a range of areas relevant to their role, such as leading and managing people, building relationships and communication, operational and project management, finance and personal effectiveness
-

Achieving this qualification

To be awarded the Level 3 Diploma in Management Skills and Knowledge, learners are required to successfully complete nine mandatory units.

Mandatory units

Unit no	Unit title
Unit 01	Leading people
Unit 02	Communication
Unit 03	Managing people
Unit 04	Building relationships
Unit 05	Operational management
Unit 06	Project management
Unit 07	Managing finance
Unit 08	Self-awareness and continuous development
Unit 09	Decision making

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 3 Diploma in Management Skills and Knowledge, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

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

Behaviours mapping

The behaviours requirements within the Team Leader or Supervisor apprenticeship standard are not assessed as part of this qualification, however learners may have the opportunity to develop and evidence the behaviours throughout the units.

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
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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 not be transferred for this qualification.

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

Entry guidance

This qualification is designed for learners who are working as a team leader or supervisor with operational/project responsibilities or responsibility for managing a team.

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

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

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 should not 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:

- Level 4 Certificate in Leadership and Management
- Level 4 NVQ Diploma in Management
- Level 5 NVQ Diploma in Management and Leadership
- Level 5 Diploma in Management Skills and Knowledge
- Level 4 NVQ Diploma in Business Administration
- Team Leader or Supervisor apprenticeship

This qualification could be taken to support the Team Leader or Supervisor apprenticeship. On completion of the apprenticeship, apprentices can register as Associate Members with the Chartered Management Institute and/or the Institute of Leadership and Management.

Progression to higher-level studies

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

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

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current, including 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.

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 on the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

Support for centres

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Customer Support team

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

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for assessors and internal 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 our 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.

Mapping to apprenticeship standards

The units in this qualification have been aligned and mapped to the Team Leader or Supervisor apprenticeship standard. Mapping is provided against each unit in the unit overviews in section 2.

Further information on the apprenticeship standard can be found on the Institute for Apprenticeships website www.instituteforapprenticeships.org/apprenticeship-standards.

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
- credit value
- level
- an indication of whether a unit is mandatory or optional
- apprenticeship standards mapping

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

- learning outcomes
- assessment criteria (AC)
- assessment guidance

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we have 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 Leading people (K/616/9037)

Unit summary	In this unit, learners will understand how to lead people. They will look at different leadership styles and coaching techniques. Learners will also lead people, identify the strengths, competences and expertise of team members and identify areas for improvement.
Credit value	4
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Interpersonal excellence – managing people and developing relationships Leading people – knowledge Leading people – skills

Learning outcome 1

The learner will:

- 1 understand how to lead people

The learner can:

- 1.1 evaluate different leadership styles
- 1.2 analyse the benefits of using coaching techniques to support people and improve performance
- 1.3 analyse their organisational culture and the impact that this has on their leadership style
- 1.4 explain the difference between equality, diversity and inclusion and the impact this has on leading the team

Learning outcome 2

The learner will:

- 2 be able to lead people

The learner can:

- 2.1 communicate the organisation's strategy and purpose of their team, adapting their communication style to suit their team
- 2.2 identify the strengths, competences and expertise of team members
- 2.3 identify areas for improvements in team members performance
- 2.4 **support** the development of the team and individuals
- 2.5 implement suitable techniques to manage change within the team

Key word(s)

Support through the use of coaching, role modelling, values and behaviours.

Unit 01 Leading people (K/616/9037) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should consider how leadership styles can be adapted for different situations and the strengths and weaknesses of different leadership styles. Learners should consider why different leadership styles are more suitable in some situations and less suitable in others. Learners could refer to leadership styles such as autocratic, democratic, laissez-faire, situational leadership, transformational leadership, transactional leadership.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should research coaching techniques and analyse how they can be used to support people and improve performance. Learners could consider the benefits of these techniques to improve performance. Coaching techniques could include, but are not limited to, GROW (goal, reality, options, will) or OSCAR (outcome, situation, choices and consequences, action, review).	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should analyse the culture of their organisation and how this impacts on leadership styles used. Learners should consider internal and external factors that influence the culture of an organisation. Internal factors could include structure, values and beliefs. External factors could include political, economic, sociological, technological, legal and environmental.	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should explain the difference between equality, diversity and inclusion and consider how they ensure equality, manage issues relating to diversity and create an inclusive working environment when leading a team.	Assignment Discussion Oral/written Q&A
2.1	Learners should communicate their organisation's strategy to their team. Learners should make the link between the strategy and the purpose of their team. This could be in team setting or on an individual basis.	Discussion Observation Witness testimony Work product
2.2	Learners should identify strengths, competences and expertise of team members.	Discussion Observation Witness testimony Work product

Unit 01 Leading people (K/616/9037) (continued)**Assessment guidance (continued)**

AC	Assessment guidance	Suggested assessment methods
2.3	Learners should identify areas of improvement in the performance of team members. This could be in a team setting or on an individual basis.	Discussion Observation Witness testimony Work product
2.4	Learners should support development of the team and individuals through use of coaching, role modelling and values and behaviours.	Discussion Observation Witness testimony Work product
2.5	Learners should use techniques to manage change. Techniques could include, but are not limited to, understanding and managing resistance to change, involving and communicating with others, planning for change.	Discussion Observation Witness testimony Work product

Unit 02 Communication (M/616/9038)

Unit summary	Learners will understand different forms of communication. They will explain the use of active listening and how to provide constructive feedback. Learners will also communicate effectively.
Credit value	3
Guided learning hours	10
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Interpersonal excellence – managing people and developing relationships Communication – knowledge Communication – skills

Learning outcome 1

The learner will:

- 1 understand different forms of communication and their application

The learner can:

- 1.1 explain different forms of communication and their application within the organisation
- 1.2 explain the use of active listening
- 1.3 explain how to provide constructive feedback
- 1.4 describe how to hold challenging conversations and raise concerns
- 1.5 explain how to prepare for, and how to chair, meetings

Learning outcome 2

The learner will:

- 2 communicate effectively

The learner can:

- 2.1 use different forms of communication
- 2.2 apply effective communication **techniques** when providing constructive feedback, holding challenging conversations and raising concerns
- 2.3 chair meetings effectively following organisational procedures

Key word(s)

Techniques must include use of active listening

Unit 02 Communication (M/616/9038) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should explain different forms of communication and how they can be used within their organisation. Forms of communication could include verbal, written and digital.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain the use of active listening when communicating. Learners could refer to body language, verbal nods, summarising and paraphrasing.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should explain how to give constructive feedback. Learners could refer to models of feedback such as CORBS (clear statement, owned, regular, balanced, specific) or Situation, Behaviour and Impact (SBI).	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should describe how to hold challenging conversations and raise concerns. Challenging conversations and concerns could include, but are not limited to, addressing poor performance or conduct, dealing with personal problems, disciplinary or grievance and/or conflict situations.	Assignment Discussion Oral/written Q&A Work product
1.5	Learners should explain how to prepare for and chair meetings. Preparation could include identifying objectives for the meeting, agenda, inviting attendees, arranging the venue. Chairing the meeting could include ensuring the meeting keeps to time, ensuring the agenda is covered, ensuring that attendees have the opportunity to contribute, managing conflict and agreeing any actions.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should use different forms of communication – this could include verbal, written and digital communication and how they have adapted their style to the audience/situation.	Discussion Observation Witness testimony Work product
2.2	Learners should be able to apply effective communication techniques when providing constructive feedback, holding challenging conversations and raising concerns. Techniques could include, but are not limited to, listening, questioning, rapport building.	Discussion Observation Witness testimony Work product
2.3	Learners should be able to chair meetings effectively following the procedures within their own organisation which could include preparation for the meeting, conduct during the meeting and any follow up.	Discussion Observation Witness testimony Work product

Unit 03 Managing people (T/616/9039)

Unit summary	In this unit, learners will understand how to manage people and be able to build a high performing team.
Credit value	4
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Interpersonal excellence – managing people and developing relationships Managing people – knowledge Managing people – skills

Learning outcome 1

The learner will:

- 1 understand how to manage people

The learner can:

- 1.1 evaluate people and team management **approaches**
- 1.2 explain HR systems and legal requirements relating to the organisation
- 1.3 describe **performance management techniques** and how they are used to manage people

Learning outcome 2

The learner will:

- 2 be able to build a high performing team

The learner can:

- 2.1 support, develop and motivate individuals to achieve their personal development goals and objectives
- 2.2 support, develop and motivate individuals to achieve their operational goals and objectives
- 2.3 monitor the progress of others towards personal and operational objectives and provide clear guidance and feedback

Key word(s)

Approaches to include team dynamics and motivation techniques

Performance management techniques to cover a range of techniques and must include: setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, recognising achievement and good behaviour

Unit 03 Managing people (T/616/9039) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should evaluate people and team management approaches. People and team management models could include but are not limited to those relating to team dynamics and development of teams such as Belbin and Tuckman. Motivational theory such as Maslow and Herzberg.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain HR systems and legal requirements relating to their own organisation. HR systems could include specialist in-house systems. Legal requirements could include, but are not limited to, those relating to health and safety, equality and diversity, recruitment, discipline and grievance.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should describe the performance management techniques used within their organisation and how they are used to manage people. Performance management techniques should include setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, recognising achievement and good behaviour.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should support, develop and motivate individuals to achieve their personal goals and objectives – this could be through use of both formal and informal methods. Methods used could include one to one meetings, coaching, training and application of motivational theory.	Discussion Observation Witness testimony Work product
2.2	Learners should support, develop and motivate individuals to achieve their operational goals and objectives – this could be through use of both formal and informal methods. Methods used could include one to one meetings, coaching, training and application of motivational theory.	Discussion Observation Witness testimony Work product
2.3	Learners should monitor the progress of others giving clear guidance and feedback, learners could apply models of feedback including CORBS and SBI.	Discussion Observation Witness testimony Work product

Unit 04 Building relationships (K/616/9040)

Unit summary	In this unit, learners will understand customer and stakeholder relationship management. They will also understand how to build effective relationships within a team.
Credit value	5
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Interpersonal excellence – managing people and developing relationships Building relationships – knowledge Building relationships – skills

Learning outcome 1

The learner will:

- 1 understand customer and stakeholder relationship management

The learner can:

- 1.1 identify the customers and stakeholders with whom relationships should be developed
- 1.2 explain how emotional intelligence can be used to manage customer and stakeholder relationships
- 1.3 explain how conflict can be managed to maintain customer and stakeholder relationships

Learning outcome 2

The learner will:

- 2 understand how to build relationships within a team

The learner can:

- 2.1 explain how to facilitate cross-team working to support delivery of organisational objectives
- 2.2 describe how to build trust within, and across, the team
- 2.3 describe how negotiation and influencing skills can be used to build relationships within and across the team
- 2.4 identify a range of conflict management techniques that can be used to manage conflict within a team

Unit 04 Building relationships (K/616/9040) (continued)

Learning outcome 3

The learner will:

- 3 build effective relationships

The learner can:

- 3.1 show how they build trust with, and across, the team
 - 3.2 apply effective negotiation and influencing skills to build relationships with, and across, the team
 - 3.3 identify and share good practice across teams
 - 3.4 apply conflict management techniques to manage conflict within the team
 - 3.5 develop and manage relationships effectively with customers and stakeholders
 - 3.6 provide feedback to team, customers and stakeholders
-

Unit 04 Building relationships (K/616/9040) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should identify the customers and stakeholders with whom relationships should be developed. Customers could be both internal and external. Stakeholder mapping techniques could be applied to identify who stakeholders are.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain how emotional intelligence can be used to manage relationships with customers and stakeholders. Learners could consider how this can help to influence, manage conflict and support collaboration. Theory could be referred to, for example, Daniel Goleman.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should explain how to manage conflict in order to maintain relationships with customers and stakeholders. Learners could refer to different methods of conflict management such as avoiding, competing, collaborating, compromising and accommodating.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should explain how to facilitate cross-team working to support delivery of organisational objectives. Learners could consider how this should be managed and lines of communication.	Assignment Discussion Oral/written Q&A Work product
2.2	Learners should describe how they can build trust with and across their team. Methods could include, but are not limited to, leading by example, open communication, creating rapport, team building.	Assignment Discussion Oral/written Q&A Work product
2.3	Learners should describe how negotiation and influencing skills can be used to build relationships with and across teams. Learners could consider goal setting, trades, alternatives, win/win situations, persuasion and communication style.	Assignment Discussion Oral/written Q&A Work product
2.4	Learners should identify a range of conflict management techniques that could be used to manage conflict within their team. Learners could refer to different methods of conflict management such as avoiding, competing, collaborating, compromising and accommodating.	Assignment Discussion Oral/written Q&A Work product

Unit 04 Building relationships (K/616/9040) (continued)**Assessment guidance (continued)**

AC	Assessment guidance	Suggested assessment methods
3.1	Learners should show how they apply methods to build trust with and across their team. Methods could include but are not limited to leading by example, open communication, creating rapport, team building.	Discussion Observation Witness testimony Work product
3.2	Learners should use negotiation and influencing skills to build relationships with, and across, the team.	Discussion Observation Witness testimony Work product
3.3	Learners should identify and share good practice across teams.	Discussion Observation Witness testimony Work product
3.4	Learners should apply conflict management techniques to manage conflict within the team. Learners could apply different methods of conflict management such as avoiding, competing, collaborating, compromising and accommodating.	Discussion Observation Witness testimony Work product
3.5	Learners should develop and manage relationships with customers and stakeholders. This could include but is not limited to communicating effectively, building rapport, meeting the needs of customers and stakeholders, meeting agreed service level agreements.	Discussion Observation Witness testimony Work product
3.6	Learners should provide feedback to the team, customers and stakeholders. Learners could apply models of feedback, such as CORBS and SBI.	Discussion Observation Witness testimony Work product

Unit 05 Operational management (M/616/9041)

Unit summary	In this unit, learners will understand organisational performance. They will explain how organisational strategy is developed and how to implement operational/team plans. Learners will also be able to develop and deliver an operational plan.
Credit value	5
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Organisational performance – delivering results Operational management – knowledge Operational management – skills

Learning outcome 1

The learner will:

- 1 understand organisational performance

The learner can:

- 1.1 explain how organisational strategy is developed
- 1.2 explain how to implement operational/team plans
- 1.3 explain how to manage resources to deliver operational/team plans
- 1.4 compare different approaches to change management
- 1.5 describe how data is managed and how technology is used to support data management

Learning outcome 2

The learner will:

- 2 be able to develop and deliver an operational plan

The learner can:

- 2.1 communicate and translate goals into deliverable actions for the team
- 2.2 communicate organisational strategy to the team
- 2.3 organise, prioritise and allocate work, making effective use of resources
- 2.4 use appropriate techniques to monitor the outcomes against operational plans
- 2.5 revise plans in the light of changing circumstances and in accordance with strategic objectives and identified risks
- 2.6 show how to adapt to change identifying challenges and solutions
- 2.7 collate and analyse data to create reports

Unit 05 Operational management (M/616/9041) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should explain the process of how organisational strategy is developed, such as, analysis of the organisation, environment, customers, stakeholders and competitors, identifying, evaluating and selecting options.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain how to implement operational and team plans. Learners should refer to the link between organisational strategy and operational/team plans, such as, how operational/team objectives contribute to the achievement of the strategy.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should explain how to manage resources to deliver operational and team plans. Resources could include, but are not limited to, human, financial, physical.	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should compare different approaches to change management. Learners could refer to approaches such as Lewin's Change Management Model, Kotter's 8 Step Change Model.	Assignment Discussion Oral/written Q&A Work product
1.5	Learners should describe how data is managed in their organisation and how technology is used to support data management. Learners could consider relevant legislation such as the UK General Data Protection Regulation (UK GDPR), and how data is collated and presented.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should translate goals into deliverable actions for the team. Learners should be able to produce actions for the team that support achievement of the organisational strategy.	Discussion Observation Witness testimony Work product
2.2	Learners should communicate the organisational strategy to the team.	Discussion Observation Witness testimony Work product
2.3	Learners should organise, prioritise and allocate work within the team, making effective use of resources. Learners should take into account operational priorities.	Discussion Observation Witness testimony Work product

Unit 05 Operational management (M/616/9041) (continued)**Assessment guidance (continued)**

AC	Assessment guidance	Suggested assessment methods
2.4	Learners should use appropriate techniques to monitor outcomes – this could include use of performance management techniques to monitor performance.	Discussion Observation Witness testimony Work product
2.5	Learners should revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks. Learners should monitor progress against plans and revise where appropriate to ensure strategic objectives are met.	Discussion Observation Witness testimony Work product
2.6	Learners should adapt to change. Learners should recognise challenges created by change and be able to overcome these to ensure objectives are met.	Discussion Observation Witness testimony Work product
2.7	Learners should collate and analyse data to create reports. Learners could use both qualitative and quantitative data from primary and secondary sources.	Discussion Observation Witness testimony Work product

Unit 06 Project management (T/616/9042)

Unit summary	In this unit, learners will understand how to manage a project. They will explain the stages of a project lifecycle and describe a range of project management tools. Learners will also be able to plan, manage and evaluate a project.
Credit value	5
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Organisational performance – delivering results Project management – knowledge Project management – skills

Learning outcome 1

The learner will:

- 1 understand how to manage a project

The learner can:

- 1.1 explain the **stages of a project lifecycle**
- 1.2 describe a range of project management tools
- 1.3 explain the roles of people involved in a project
- 1.4 explain the uses of project-related information to manage resources and identify risks and issues
- 1.5 explain the advantages and limitations of different project monitoring techniques

Learning outcome 2

The learner will:

- 2 be able to plan a project

The learner can:

- 2.1 develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives
- 2.2 develop plans to manage identified risks and contingencies
- 2.3 communicate the requirements of the plan to those who will be affected

Unit 06 Project management (T/616/9042) (continued)**Learning outcome 3**

The learner will:

- 3 be able to manage a project using relevant project management tools

The learner can:

- 3.1 manage resources in accordance with the project plan
 - 3.2 revise plans in the light of changing circumstances in accordance with project objectives and identified risks
 - 3.3 use project management tools effectively throughout the project
-

Learning outcome 4

The learner will:

- 4 be able to evaluate a project

The learner can:

- 4.1 perform periodic reviews on the progress and effectiveness of a project using information from a range of sources
 - 4.2 evaluate the effectiveness of the project in relation to original objectives
-

Key word(s)

Stages of a project lifecycle to include initiation, planning, execution and closure.

Unit 06 Project management (T/616/9042) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should explain the stages of the project life cycle which include initiation, planning, execution and closure.	Assignment Discussion Oral/written Q&A
1.2	Learners should describe a range of project management tools which could include, but are not limited to, project plans, Gantt charts, risk logs, progress charts, software.	Assignment Discussion Oral/written Q&A
1.3	Learners should explain the roles of people involved in a project which could include project sponsor, project manager, project team manager, project team members and project stakeholder.	Assignment Discussion Oral/written Q&A
1.4	Learners should explain the uses of project-related information such as progress and performance reports to manage resources and identify risks and issues.	Assignment Discussion Oral/written Q&A
1.5	Learners should explain the advantages and limitations of different project monitoring techniques and tools which could include, but are not limited to, project dashboards, issues log and RAG reports.	Assignment Discussion Oral/written Q&A
2.1	Learners should develop a project plan with SMART objectives, this could include, but is not limited to, project scope, objectives, resources to deliver the project, responsibilities and actions.	Discussion Observation Witness testimony Work product
2.2	Learners should develop plans to manage identified risks and contingencies which could be in the form of a risks and issues log.	Discussion Observation Witness testimony Work product
2.3	Learners should communicate the requirements of the plan to those who will be affected, this could be in verbal/written format.	Discussion Observation Witness testimony Work product
3.1	Learners should manage resources in accordance with the project plan. Resources could include, but are not limited to, people, equipment, funding, facilities.	Discussion Observation Witness testimony Work product

Unit 06 Project management (T/616/9042) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
3.2	Learners should revise plans in the light of changing circumstances in accordance with project objectives and identified risks.	Discussion Observation Witness testimony Work product
3.3	Learners should use project management tools which could include, but are not limited to, project plan, Gantt charts, risk logs, progress charts.	Discussion Observation Witness testimony Work product
4.1	Learners should review the progress and effectiveness of a project using a range of sources.	Discussion Observation Witness testimony Work product
4.2	Learners should evaluate the effectiveness of a project in relation to original objectives – this could include achievements and improvements that could be made.	Discussion Observation Witness testimony Work product

Unit 07 Managing finance (A/616/9043)

Unit summary	In this unit, learners will understand and explain the purpose of organisational governance and compliance. They will also understand how to set and manage a budget.
Credit value	4
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Organisational performance – delivering results Finance – knowledge Finance – skills

Learning outcome 1

The learner will:

- 1 understand organisational governance and compliance

The learner can:

- 1.1 describe the purpose of organisational governance and compliance in finance
- 1.2 explain their organisation's procedures to deliver value for money
- 1.3 explain organisational policies and procedures on budget setting to ensure efficiencies and that costs do not overrun

Learning outcome 2

The learner will:

- 2 understand how to set budgets

The learner can:

- 2.1 describe the budget setting cycle within the organisation
- 2.2 explain the purposes of budget setting
- 2.3 explain the information needed to enable realistic budgets to be set

Unit 07 Managing finance (A/616/9043) (continued)**Learning outcome 3**

The learner will:

- 3 be able to manage a budget

The learner can:

- 3.1 **apply the budget** to control expenditure in line with organisational and compliance requirements
3.2 provide budget-related reports and information within agreed timescales
3.3 evaluate the use of the budget, identifying areas of success and areas for improvement
-

Key word(s)

Apply the budget to include managing variances and reforecasting.

Unit 07 Managing finance (A/616/9043) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should describe the purpose of governance and compliance in finance. Learners could refer to both internal and external requirements.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain their organisation procedures to deliver value for money. Learners could refer to ensuring efficiency and effectiveness and methods used to ensure value for money.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should explain their own organisational policies and procedures on budget setting to ensure efficiencies and that costs do not overrun.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should describe the budget setting cycle to include preparation and submission, approval, execution, audit and evaluation.	Assignment Discussion Oral/written Q&A Work product
2.2	Learners should explain the purpose of budget setting, for example, to forecast costs, ensure costs do not overrun.	Assignment Discussion Oral/written Q&A Work product
2.3	Learners should explain the information needed to enable realistic budgets to be set. Information could include, but is not limited to, organisational plans and objectives, previous budgets, anticipated costs, financial goals and objectives.	Assignment Discussion Oral/written Q&A Work product
3.1	Learners should apply the budget to control budget expenditure in line with own organisational and compliance requirements.	Discussion Observation Witness testimony Work product
3.2	Learners should provide budget-related reports and information within agreed timescales.	Discussion Observation Witness testimony Work product
3.3	Learners should evaluate the use of the budget, identifying areas of success and areas for improvement.	Discussion Observation Witness testimony Work product

Unit 08 Self-awareness and continuous development (F/616/9044)

Unit summary	In this unit, learners will understand personal and professional development and explain the concept of self-awareness and emotional intelligence. Learners will also understand how to manage own time and be able to identify personal and professional development requirements.
Credit value	3
Guided learning hours	10
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Personal effectiveness – managing self Self-awareness – knowledge Self-awareness – skills Management of self – knowledge Management of self – skills

Learning outcome 1

The learner will:

- 1 understand personal and professional development

The learner can:

- 1.1 explain how to devise a personal development plan and the areas that should be considered
- 1.2 explain the concept of **self-awareness** and emotional intelligence
- 1.3 describe a range of learning styles
- 1.4 describe a range of feedback mechanisms

Learning outcome 2

The learner will:

- 2 understand how to manage own time

The learner can:

- 2.1 explain a range of time management techniques and tools
- 2.2 describe how techniques and tools can be used to plan and prioritise activities

Unit 08 Self-awareness and continuous development (F/616/9044) (continued)**Learning outcome 3**

The learner will:

- 3 be able to identify personal and professional development requirements

The learner can:

- 3.1 evaluate own current and future personal and professional development needs to create a personal development plan
 - 3.2 reflect on feedback on performance from a range of valid sources
 - 3.3 produce an updated personal and professional development plan, considering and applying feedback received from others
 - 3.4 apply time management techniques to manage workload and pressure
-

Key word

Self-awareness must include an understanding of unconscious bias and inclusivity

Unit 08 Self-awareness and continuous development (F/616/9044) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should explain how to devise a personal development plan (PDP) and the areas that should be considered.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should explain the concept of self-awareness and emotional intelligence. Learners should consider unconscious bias and inclusivity. Learners could also refer to appropriate theories such as the Johari Window and Daniel Goleman.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should describe a range of learning styles. Learning styles theory should be referred to and could include, but is not limited to, visual, auditory, read/write and kinaesthetic (VARK), and Honey and Mumford.	Assignment Discussion Oral/written Q&A Work product
1.4	Learners should describe a range of feedback mechanisms which could include, but are not limited to, performance reports, customer satisfaction surveys and complaints.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should explain a range of time management techniques and tools. Time management techniques and tools could include, but are not limited to, to-do lists, activity logs, planners, prioritising and scheduling. Learners could refer to relevant theory such as Eisenhower's Urgent/Important Principle.	Assignment Discussion Oral/written Q&A Work product
2.2	Learners should explain techniques and tools, and how they can be used within the workplace to plan and prioritise their workload.	Assignment Discussion Oral/written Q&A Work product

Unit 08 Self-awareness and continuous development (F/616/9044) (continued)**Assessment guidance (continued)**

AC	Assessment guidance	Suggested assessment methods
3.1	Learners should evaluate their current and future personal and professional development needs which should include skills, knowledge and behaviours and create a PDP. Learners could use a range of sources to identify their development needs which could include SWOT (strengths, weaknesses, opportunities and threats) analysis and feedback from others. Learners should create a PDP which should include development needs identified, SMART objectives, resources needed and planned reviews of progress.	Discussion Observation Witness testimony Work product
3.2	Learners should reflect on feedback from a range of sources which could include team members, line manager and customers.	Discussion Observation Witness testimony Work product
3.3	Learners should update their PDP. Learners should demonstrate how feedback from others has been used to amend their PDP.	Discussion Observation Witness testimony Work product
3.4	Learners should use time management techniques and tools which could include, but are not limited to, to-do lists, activity logs, planners, prioritising and scheduling.	Discussion Observation Witness testimony Work product

Unit 09 Decision making (J/616/9045)

Unit summary	In this unit, learners will understand problem solving and decision making techniques. They will also be able to solve problems and make decisions.
Credit value	4
Guided learning hours	10
Level	3
Mandatory/optional	Mandatory
Apprenticeship standard mapping	Personal effectiveness – managing self Decision making – knowledge Decision making – skills

Learning outcome 1

The learner will:

- 1 understand problem solving and decision making techniques

The learner can:

- 1.1 explain a range of problem solving and decision making techniques
- 1.2 describe methods that can be used to analyse data to support decision making
- 1.3 identify the possible courses of action that can be taken in response to a problem and when to escalate

Learning outcome 2

The learner will:

- 2 be able to solve problems and make decisions

The learner can:

- 2.1 apply effective problem solving techniques to identify potential solutions
- 2.2 evaluate the solutions to make decisions
- 2.3 implement the most appropriate solution, escalating any issues when required
- 2.4 evaluate the effectiveness of the decisions

Unit 09 Decision making (J/616/9045) (continued)**Assessment guidance**

AC	Assessment guidance	Suggested assessment methods
1.1	Learners should explain a range of problem solving and decision making techniques. Problem solving techniques could include, but are not limited to, 8D problem solving process, Deming Cycle. Decision making techniques could include, but are not limited to, Pareto Analysis, decision tree analysis and Paired Comparison Analysis.	Assignment Discussion Oral/written Q&A Work product
1.2	Learners should describe methods that can be used to analyse data to support decision making. Methods could include analysis of qualitative and quantitative data.	Assignment Discussion Oral/written Q&A Work product
1.3	Learners should analyse the possible courses of action that can be taken and when to escalate. Learners could consider the advantages and disadvantages of the proposed action in accordance with the situation. Learners should consider the limits of own authority and possible channels of escalation.	Assignment Discussion Oral/written Q&A Work product
2.1	Learners should apply problem solving techniques to identify potential solutions. Techniques could include, but are not limited to, 8D problem solving process, Deming Cycle.	Discussion Observation Witness testimony Work product
2.2	Learners should evaluate the potential solutions and make a decision demonstrating use of decision making techniques. Techniques could include but are not limited to Pareto Analysis, decision tree analysis, Paired Comparison Analysis.	Discussion Observation Witness testimony Work product
2.3	Learners should implement the solution escalating where required. Channels of escalation could include line manager, HR.	Discussion Observation Witness testimony Work product
2.4	Learners should evaluate the effectiveness of the decisions. Learners could consider positive and negative impacts and where any improvement could be made.	Discussion Observation Witness testimony Work product

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 3 Diploma in Management Skills and Knowledge 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 and assessment criteria 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.

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

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

Supervision of learners and your role as an assessor

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

Feedback to learners

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

Presenting evidence

Written

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

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

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

Recorded

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

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

To help our quality assurers to identify clearly when a particular learner is performing/participating, we would recommend including the following information:

- the exact start and finish times so that the quality assurer can go straight to that spot on the 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/learners 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, third from left)

Jane Pattison (blonde hair, back row, fifth from left)

Michael Davies (brown hair, front row, third 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 is 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 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

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

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

Section 5

General Information

General information

Equal opportunities

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

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the six 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.***