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Qualification Specification

NCFE Level 2 Diploma in Skills for Business:
Sales and Marketing (601/2672/3)

Contents

Section 1
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 the qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Diploma in Skills for Business: Sales and Marketing.

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

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 2 Diploma in Skills for Business: Sales and Marketing.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/2672/3**.**

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

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

This qualification is suitable for use within a Study Programme.

Things you need to know

- Qualification number (QN): 601/2672/3
- Aim reference: 60126723
- Total Qualification Time (TQT): 720
- Guided learning hours (GLH): 542
- Credit value: 72
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

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

Aims and objectives of this qualification

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

NCFE qualification aims to provide learners with:

- an understanding of the essential skills required to work successfully in a business environment
- the skills required to solve problems in a business environment
- an understanding of business culture and responsibilities
- the ability to successfully communicate and work with others in a business environment
- the opportunity to develop the skills required to manage and improve their own performance in a business environment
- an understanding of the principles of digital marketing
- the ability to support the organisation and co-ordination of an event
- the knowledge required to comply with legal, regulatory and ethical requirements in a marketing role
- the ability to carry out effective marketing research.

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 working, independent learning and problem solving, to more tricky-to- measure skills such as:

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

Entry guidance

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

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

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

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

Achieving this qualification

To be awarded the NCFE Level 2 Diploma in Skills for Business: Sales and Marketing, learners are required to successfully complete 6 units from group A and 7 units from group B.

Group A

- Unit 01   Business culture and responsibilities (8 credits)
- Unit 02   Deliver customer service in a business environment (8 credits)
- Unit 03   Produce documents in a business environment (8 credits)
- Unit 04   Solve problems in a business environment (8 credits)
- Unit 05   Work with others in a business environment (8 credits)
- Unit 06   Communicate in a business environment (8 credits)
- Unit 07   Contribute to running a project (8 credits)
- Unit 08   Innovation in a business environment (8 credits)
- Unit 09   Manage and improve own performance in a business environment (8 credits)
- Unit 10   Respond to change in a business environment (8 credits)

Group B

- Unit 11   Understanding marketing (4 credits)
- Unit 12   Principles of digital marketing (5 credits)
- Unit 13   Support the organisation of an event (4 credits)
- Unit 14   Support the co-ordination of an event (5 credits)
- Unit 15   Complying with legal, regulatory and ethical requirements in a marketing role (2 credits)
- Unit 16   Presentation software (4 credits)
- Unit 17   Generating and qualifying sales leads (2 credits)
- Unit 18   Marketing research (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 23).

To achieve the NCFE Level 2 Diploma in Skills for Business: Sales and Marketing, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 3 (page 18).

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

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

This is not a competence-based qualification so learners may be assessed using simulation. We recommend that this is done in a Realistic Working Environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Diploma in Skills for Business
- NCFE Level 3 Diploma in Skills for Business: Sales and Marketing
- NCFE Levels 2 and 3 Diplomas in Business Administration
- NCFE Levels 2 and 3 Diplomas in Customer Service
- NCFE Level 2 Diploma in Team Leading
- NCFE Level 3 Diploma in Management
- A Level in Business Studies

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified below.

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Equivalent units

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of a qualification.

Unit	Equivalent unit
Understanding marketing (R/505/9752)	Understanding marketing (D/502/7483)
Principles of digital marketing (K/505/9756)	Principles of digital marketing (D/502/9931)
Complying with legal, regulatory and ethical requirements in a marketing role (A/505/9762)	Complying with legal, regulatory and ethical requirements in a sales or marketing role (A/502/8561)
Presentation software (F/505/9763)	Presentation software (M/502/4622)
Generating and qualifying sales leads (J/505/9764)	Generating and qualifying sales leads (H/502/8599)

Qualification dates

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

qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website www.ncfe.org.uk.

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

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

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

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Examples of relevant qualifications

- Degree in business, marketing or related subjects
- A Level in business, marketing or related subjects
- BTEC National Certificate/Diploma in business, marketing or related subjects
- Level 4 NVQ Diploma in Business and Administration

Examples of work experience

- Current or recent work experience in business management including experience in a range of disciplines, eg sales & marketing, HR, IT etc.
- Teaching specialist in business or enterprise discipline.

Resource requirements

A realistic working environment is needed to deliver the following Group B units:

- Unit 13   Support the organisation of an event
- Unit 14   Support the co-ordination of an event
- Unit 17   Generating and qualifying sales leads

There are no other specific resource requirements for this qualification.

Support for learners

Evidence and Grading Tracker

This gives information about this qualification and can help learners keep track of their work. The Evidence and Grading Tracker can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use this document – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

There are a number of documents available on our website that centres might find useful. These are linked below:

www.ncfe.org.uk/resources/course-file-documents
www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our website here: www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Section 2
Assessment and moderation

How the qualification is assessed

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

The NCFE Level 2 Diploma in Skills for Business: Sales and Marketing is internally assessed.

Internal assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4 (page 23).

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

- candidate's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas here: www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas.

Evidence may be drawn from actual or simulated situations.

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

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

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

Supervision of candidates

Assessors are expected to supervise and guide candidates when carrying out work that is internally assessed.

Assessors should supervise the work carried out by candidates to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Supporting candidates

Assessors are also responsible for supporting candidates through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the candidate to understand the concept of work-related work, applied learning and vocational qualifications
- help the candidate to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the candidate to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the candidate to work consistently through the programme, including helping them work to deadlines
- encourage the candidate to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material – however, model or worked answers should not be copied by the candidate.

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose. For knowledge and understanding-based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the candidate understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (eg between teachers in different classes, or from one week to the next within a class)
- Assessors should explain the purpose of the assessment and give the candidate the opportunity to prepare for it.

For skills-based learning outcomes and assessment criteria, the Assessor should set tasks that:

- permit and encourage authentic activities where the candidate's own work can be clearly judged
- are accessible and likely to lead to objective assessment judgements
- encourage independent working and development of responsibility, including providing scope for achieving merit and distinction grades.

Presenting evidence

Written work

Written work 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 candidate work can be authenticated.

Recorded evidence

Where audio-visual evidence of multiple candidates is used, centres must ensure that each candidate that is being assessed is clearly visible and can be identified by the Moderator.

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

To help our Moderators to identify clearly when a particular candidate is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times, or the on-going numbered record of the recorded evidence so that the Examiner/Moderator can go straight to that spot on the tape/recording
- a running order list and a description of each candidate
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

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

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

Late submissions

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

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

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

Submitting unit grades

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

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See our website www.ncfe.org.uk for further information on sampling.

Candidates may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. Submitted grades for the first unit(s) of the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if they disagree with the grades, they will be rejected.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, candidates are permitted one opportunity to revise and redraft their work in order to achieve a higher grade. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to re-submit the updated grade to NCFE for further external moderation.

Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one candidate to the next. In either case, the centre would be required to assess, grade and internally moderate all candidates' work again.

Moderation

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

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

We do this through:

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

Internal moderation

Internal moderation 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 Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on our website www.ncfe.org.uk. The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

External moderation

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

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

Section 3
Grading information

Grading has been introduced to make sure that this qualification rewards candidates with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently. **Please note that only units from Group A of this qualification are graded. Group B units are not graded**.

Each unit of Group A is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all graded units are weighted equally.

Grading internally assessed units

The grading descriptors for each internally assessed unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the candidate. Assessors must make a judgement on the evidence produced by the candidate to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 96).

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

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

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

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

Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit completed from Group A. The final grade will be issued to the centre by NCFE.

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

A Distinction* grade will be awarded to candidates who have consistently achieved a Distinction grade in every graded Group A unit, demonstrating the candidates' exceptional knowledge, understanding and skill at Level 2.

Candidates are required to successfully achieve **6 graded units from Group A** and **7 ungraded units** from Group B. This equates to 6 grades to be aggregated.

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

qualification grade.

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

Overall qualification grading descriptors

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

Not Yet Achieved
The candidate will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass
To achieve a Pass grade the candidate will be able to meet all the requirements as set out in the assessment criteria for each unit. The candidate will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The candidate will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The candidate's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The candidate will have shown that they can complete the tasks to the minimum standard.
Merit
To achieve a Merit grade the candidate will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The candidate will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The candidate will have a clear understanding of processes, resources, techniques and materials with few errors in application. The candidate's evidence will show planning, organisation and investigatory skills in a clear and logical way. The candidate will have been able to complete the tasks in a manner exceeding the minimum standard.

Overall qualification grading descriptors (cont'd)

Distinction
To achieve a Distinction grade the candidate will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The candidate will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The candidate will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The candidate will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The candidate's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The candidate will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.

Distinction*
The candidate will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

Section 4
Structure and content

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

The unit summary provides an overview of each unit including:

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

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

- the unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors (for Group A units).

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

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

Unit summaries

Unit 01   Business culture and responsibilities (K/505/9689]

This unit will provide learners with the skills needed to support sustainability in a business environment, understanding why businesses work in a sustainable way and how technology can be used to help this. This unit will also provide learners with an understanding of diversity in the workplace, including the legal and organisational guidelines that exist to govern diversity in the workplace. Learners will also learn how to maintain security and confidentiality in the workplace.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

This unit provides learners with an understanding of the needs and expectations of customers, how to identify them and the importance of meeting and managing them. Learners will also learn the skills required to deliver effective customer service including how to handle customer complaints. This unit also covers the skills needed to monitor and review customer service.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

The aim of this unit is provide learners with an understanding of the different documents and formats that can be used to present information, how to gather the information needed to create different documents, and how to produce documents in different formats to meet agreed requirements.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

This unit aims to equip learners with the skills needed to be able to work with others to identify solutions to a business problem, to contribute to a problem-solving plan and to be able to work with others to implement a plan and solve a business problem. Learners will also develop the skills necessary to review an approach taken to solving a problem, suggesting alternative methods that could have been used.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

This unit aims to provide learners with the knowledge and skills required to work effectively with others in a business environment; identifying strengths within a team and how to make the most of these, using feedback to improve own performance, along with an understanding conflict within a team and how it can be avoided.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

This unit provides learners with the skills needed to communicate effectively in writing and verbally a business environment, including those needed to review the effectiveness of a communication.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

The aim of this unit is to equip learners with the skills needed to contribute to the running of a project; including the planning, delivery and review phases. This unit covers resource planning for a project, communication with stakeholders along with individual and overall project performance review.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

This unit provides learners with the skills needed to facilitate innovation in a business environment by equipping them with the skills needed to review working practices and look at possible improvements, assess the feasibility of an idea and then successfully communicate ideas to others.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

The aim of this unit is to provide learners with the knowledge and skills to be able to plan, manage and improve own performance in a business environment. This unit covers planning and setting realistic targets and deadlines, important characteristics needed in business and how to demonstrate them, and seeking feedback to help develop a plan to improve performance.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

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

This unit aims to provide learners with an understanding of the reasons for change in a business environment, the impact change can have on people within an organisation and how they can support change within a business.

Guided learning hours: 60
Credit value: 8
Level: 2
This unit is **optional**
This unit is **graded**

Unit 11   Understanding marketing (R/505/9752)

The aim of this unit is to equip learners with an understanding of how marketing activities in an organisation are planned, how customers can be segmented, along with an understanding of the marketing mix.

Guided learning hours: 32
Credit value: 4
Level: 2
This unit is **optional**

Unit 12   Principles of digital marketing (K/505/9756)

This unit has been designed to provide learners with an understanding of the role of digital marketing, the use of search engine optimisation, the use of digital marketing devices and messages, how to use digital technology for marketing purposes and requirements when using digital technology for market research.

Guided learning hours: 40
Credit value: 5
Level: 2
This unit is **optional**

Unit 13   Support the organisation of an event (A/505/9759)

This unit provides learners with the knowledge and skills required to support with the organisation of an event including organising and communicating with delegates, working with venues and rehearsing arrangements to ensure the event runs smoothly.

Guided learning hours: 35
Credit value: 4
Level: 2
This unit is **optional**

Unit 14   Support the co-ordination of an event (M/505/9760)

This unit aims to equip learners with the knowledge and skills required to support the co-ordination of an event including welcoming delegates, resolving issues, working with venue management, and clearing and vacating the venue in line with agreed terms.

Guided learning hours: 35
Credit value: 5
Level: 2
This unit is **optional**

Unit 15   Complying with legal, regulatory and ethical requirements in a marketing role (A/505/9762)

The aim of this unit is to provide learners with the knowledge and skills needed to comply with legal, regulatory, and ethical policies and procedures in a sales or marketing role.

Guided learning hours: 13
Credit value: 2
Level: 2
This unit is **optional**

Unit 16　Presentation software (F/505/9763)

This unit is designed to equip learners with the skills required to input and combine text and other information into presentation slides, to use presentation software tools to structure, edit and format slide sequences, and then to combine these skills and prepare a slideshow for presentation.

Guided learning hours: 30
Credit value: 4
Level: 2
This unit is **optional**

Unit 17　Generating and qualifying sales leads (J/505/9764)

This unit aims to provide learners with an understanding of the practices, legislation, regulation and codes of practice that relate to generating and qualifying leads. This unit also equips learners with an understanding of the process of generating leads along with the skills needed to prospect for customers.

Guided learning hours: 15
Credit value: 2
Level: 2
This unit is **optional**

Unit 18　Marketing research (A/505/6733)

This unit is designed to provide learners with and understanding of the role of market research in organisations, how market research is used, how to carry out primary research and how to use techniques for analysing marketing research information. This unit also equips learners with the skills needed to present market research information in an appropriate format.

Guided learning hours: 24
Credit value: 3
Level: 2
This unit is **optional**

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

The learner will:

1   Be able to support sustainability within a business environment

The learner can:

1.1   Define what 'sustainability' means in a business context
1.2   Outline why businesses seek to work in a sustainable way
1.3   Follow agreed procedures for:
- recycling
- disposing of waste
- maintaining equipment
1.4   Suggest ways of using technology to work in a more sustainable way

The learner will:

2   Understand diversity within a business environment

The learner can:

2.1   Define what 'diversity' means in a business context
2.2   Outline why it is important to respect others
2.3   Describe how they can treat other people in a way that respects their:
- needs
- abilities
- background
- values
- customs
- beliefs
2.4   Identify legal and organisational guidelines that govern diversity within the workplace

The learner will:

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

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Financial, environmental and social concerns	Candidate report
AC 1.2	Political; image/reputation; financial; environmental; employee motivation and morale	Candidate report
AC 1.3	N/A	Observation; witness testimony; report
AC 1.4	Paperless office; remote working; monitoring; energy usage; equipment choice	Candidate report; presentation
AC 2.1	N/A	Candidate report
AC 2.2	N/A	Candidate report
AC 2.3	N/A	N/A
AC 2.4	Equality Act (2010): Sex Discrimination; Equal Pay; Race Relations; Disability Discrimination; Employment Equality	Candidate report; questioning
AC 3.1	Ethical and legal requirements; trust; protection of information/property/systems; business disruption	Candidate report
AC 3.2	N/A	Observation; witness testimony; report
AC 3.3	N/A	Observation; witness testimony; report
AC 3.4	Internal consequences; external consequences	Candidate report

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

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

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

Assessment criteria	Pass	Merit	Distinction
2.3 Describe how they can treat other people in a way that respects their: • **needs** • **abilities** • **background** • **values** • **customs** • **beliefs**	The candidate will describe how they can treat other people in a way that respects their: • needs • abilities • background • values • customs • beliefs	The candidate will describe in detail how they can treat other people in a way that respects their: • needs • abilities • background • values • customs • beliefs	The candidate will describe, demonstrating insight, how they can treat other people in a way that respects their: • needs • abilities • background • values • customs • beliefs
2.4 Identify legal and organisational guidelines that govern diversity within the workplace	The candidate will identify legal and organisational guidelines that govern diversity within the workplace	The candidate will identify legal and organisational guidelines that govern diversity within the workplace, using independent research	No Distinction for this AC
3.1 Outline why security and confidentiality are important in a business environment	The candidate will outline why security and confidentiality are important in a business environment	The candidate will outline, in detail, why security and confidentiality are important in a business environment	No Distinction for this AC
3.2 Ensure that property is kept secure in line with organisational procedures and legal requirements	The candidate will ensure that property is kept secure in line with organisational procedures and legal requirements	The candidate will show initiative in ensuring that property is kept secure in line with organisational procedures and legal requirement	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
3.3 Ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	The candidate will ensure that information is kept secure and confidential in line with organisational procedures and legal requirements	The candidate will show initiative in ensuring that information is kept secure and confidential in line with organisational procedures and legal requirements	No Distinction for this AC
3.4 Outline the possible consequences of failing to maintain security and confidentiality in line with requirements	The candidate will outline the possible consequences of failing to maintain security and confidentiality in line with requirements	The candidate will outline, in detail, the possible consequences of failing to maintain security and confidentiality in line with requirements	No Distinction for this AC

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

The learner will:

1   Understand customer needs and expectations

The learner can:

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

The learner will:

2   Be able to deliver effective customer service

The learner can:

2.1   Provide services to a range of customers
2.2   Adapt services to meet needs of different customers
2.3   Handle customer complaints in line with agreed procedures

The learner will:

3   Be able to monitor and review customer service

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Customer research; collecting appropriate information; quantitative/qualitative data; internal/external	Candidate report
AC 1.2	Repeat customers; new customers; advocate	Candidate report
AC 1.3	Communication; responsiveness; special offers/loyalty schemes	Candidate report
AC 1.4	Loyalty; handling of complaints	Candidate report
AC 1.5	Internal policies; marketing; communication	Candidate report
AC 2.1	Face to face; telephone, online; internal/external	Observation; witness testimony; product
AC 2.2	Payment methods; communication methods	Observation; witness testimony; product
AC 2.3	N/A	Observation; witness testimony; product
AC 3.1	N/A	Candidate report
AC 3.2	N/A	Observation; witness testimony; product
AC 3.3	N/A	Candidate report; observation; witness testimony
AC 3.4	N/A	Candidate report; observation; witness testimony

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

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

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

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

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

The learner will:

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

The learner can:

1.1   Identify the different types of document that could be used to present agreed information
1.2   Assess the different formats that could be used within each of these documents

The learner will:

2   Be able to gather the required information for documents

The learner can:

2.1   Confirm the:
             • purpose
             • content
             • style
             • deadline
             for a range of documents
2.2   Obtain the required content for each document
2.3   Assess the different types of technology that can be used to create each document

The learner will:

3   Be able to produce documents to meet agreed requirements

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Printed; electronic; formal; informal; use of different software packages	Assignment; candidate report
AC 1.2	Text; number; graphics; charts	Assignment; candidate report
AC 2.1	Printed; electronic; formal; informal; use of different software packages	Assignment; candidate report
AC 2.2	N/A	Assignment; candidate report; product
AC 2.3	Computer software; communication transfer	Assignment; candidate report; professional discussion; observation; witness testimony
AC 3.1	N/A	Assignment; candidate report; professional discussion; observation; witness testimony
AC 3.2	N/A	Assignment; candidate report; professional discussion; observation; witness testimony
AC 3.3	N/A	Assignment; candidate report; professional discussion; observation; witness testimony
AC 3.4	N/A	Assignment; candidate report; professional discussion; observation; witness testimony

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

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

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

Assessment criteria	Pass	Merit	Distinction
3.1 Select the most appropriate format for each document	The candidate will select the most appropriate format for each document	The candidate will select the most appropriate format for each document, justifying their choice	No Distinction for this AC
3.2 Organise the structure and layout of their documents	The candidate will organise the structure and layout of their documents	The candidate will show initiative in organising the structure and layout of their documents	The candidate will show initiative in organising the structure and layout of their documents, demonstrating advanced formatting skills
3.3 Produce the documents	The learner will produce the documents	The learner will produce the documents, demonstrating initiative	The learner will produce the documents, demonstrating advanced skills
3.4 Correct any text or formatting errors	The candidate will correct any text or formatting errors	The candidate will correct any text or formatting errors, displaying initiative	The candidate will correct any text or formatting errors, demonstrating advanced skills

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

The learner will:

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

The learner can:

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

The learner will:

2   Be able to contribute to a problem-solving plan

The learner can:

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

The learner will:

3   Be able to solve a business problem

The learner can:

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

The learner will:

4   Be able to review a problem-solving approach

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	N/A	Observation; witness testimony; assignment; professional discussion; candidate report
AC 1.2	N/A	Assignment; candidate report
AC 1.3	N/A	Assignment; professional discussion; candidate report
AC 1.4	N/A	Observation; witness testimony; assignment; professional discussion; candidate report
AC 1.5	N/A	Assignment; professional discussion; candidate report
AC 1.6	N/A	Observation; witness testimony; assignment; professional discussion; candidate report
AC 2.1	N/A	Observation; witness testimony; professional discussion; product
AC 2.2	N/A	Assignment; candidate report; professional discussion
AC 2.3	N/A	Assignment; candidate report
AC 2.4	N/A	Assignment; candidate report
AC 2.5	N/A	Assignment; candidate report
AC 3.1	N/A	Observation; witness testimony; assignment; candidate report
AC 3.2	N/A	Observation; witness testimony; assignment; candidate report
AC 3.3	N/A	Observation; witness testimony; assignment; candidate report; product
AC 4.1	N/A	Observation; witness testimony; assignment; candidate report; professional discussion; presentation
AC 4.2	N/A	Observation; witness testimony; assignment; candidate report; professional discussion; presentation
AC 4.3	N/A	Observation; witness testimony; assignment; candidate report; professional discussion; presentation

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

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

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

Assessment criteria	Pass	Merit	Distinction
2.3 Define own actions within the plan	The candidate will define own actions within the plan	The candidate will define in detail own actions within the plan	No Distinction for this AC
2.4 Explain how they will know when the problem has been solved	The candidate will explain how they will know when the problem has been solved	The candidate will coherently explain how they will know when the problem has been solved	No Distinction for this AC
2.5 Describe why it is sometimes important to adjust a plan	The candidate will describe why it is sometimes important to adjust a plan	The candidate will describe, in detail, why it is sometimes important to adjust a plan	No Distinction for this AC
3.1 Carry out own actions as agreed in the plan	The candidate will carry out own actions as agreed in the plan	The candidate will confidently carry out own actions as agreed in the plan	The candidate will skilfully carry out own actions as agreed in the plan
3.2 Seek feedback on progress from others	The candidate will seek feedback on progress from others	The candidate will demonstrate initiative to actively seek feedback on progress from others	The candidate will skilfully and actively seek positive and negative feedback on progress from others
3.3 Make necessary adjustments to the plan, in line with feedback from others	The candidate will make necessary adjustments to the plan, in line with feedback from others	The candidate will make necessary adjustments to the plan, showing initiative and in line with feedback from others	The candidate will make necessary adjustments to the plan, showing critical judgement and in line with feedback from others

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

Assessment criteria	Pass	Merit	Distinction
4.1 Give examples of what went well when solving the problem	The candidate will give examples of what went well when solving the problem	The candidate will give detailed examples of what went well when solving the problem	No Distinction for this AC
4.2 Give examples of improvements that could be made	The candidate will give examples of improvements that could be made	The candidate will give detailed examples of improvements that could be made	No Distinction for this AC
4.3 Suggest other approaches to solving the problem which may have been more productive	The candidate will suggest other approaches to solving the problem which may have been more productive	The candidate will confidently suggest other approaches to solving the problem which may have been more productive, justifying the suggestions	The candidate will convincingly suggest other approaches to solving the problem which may have been more productive

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

The learner will:

1   Be able to work with others to achieve objectives

The learner can:

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

The learner will:

2   Know how to recognise strengths within a team

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

4   Know about conflict in a business environment

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	N/A	Assignment; candidate report
AC 1.2	N/A	Assignment; candidate report
AC 1.3	N/A	Assignment; candidate report
AC 1.4	N/A	Observation; assignment; candidate report
AC 1.5	N/A	Observation; witness testimony; candidate report
AC 1.6	Within the team; outside the team	Observation; witness testimony; candidate report; professional discussion
AC 2.1	Team role theory	Assignment; candidate report
AC 2.2	N/A	Assignment; candidate report
AC 2.3	N/A	Assignment; candidate report
AC 3.1	N/A	Assignment; candidate report
AC 3.2	N/A	Observation; witness testimony; candidate report
AC 3.3	N/A	Observation; witness testimony; candidate report
AC 3.4	N/A	Product (plan)
AC 4.1	N/A	Assignment; candidate report
AC 4.2	N/A	Assignment; candidate report; professional discussion
AC 4.3	N/A	Assignment; candidate report; professional discussion
AC 4.4	N/A	Assignment; candidate report; professional discussion

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

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

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

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

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

Assessment criteria	Pass	Merit	Distinction
4.3 Describe how they dealt with the conflict	The candidate will describe how they dealt with the conflict	The candidate will clearly describe in detail how they dealt with the conflict	The candidate will provide an insightful description of how they dealt with the conflict
4.4 Identify what they would have done differently	The candidate will identify what they would have done differently	The candidate will coherently identify what they would have done differently	No Distinction for this AC

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

The learner will:

1   Understand written and verbal communication in a business environment

The learner can:

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

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The learner will:

2   Be able to communicate in writing in a business environment

The learner can:

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

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The learner will:

3   Be able to communicate verbally in a business environment

The learner can:

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

The learner will:

4   Be able to review a communication in a business environment

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Internal/external; styles and tones; benefits and barriers	Candidate reports; questioning
AC 1.2	Internal/external; styles and tones; benefits and barriers	Candidate reports; questioning
AC 1.3	N/A	Candidate reports; questioning
AC 2.1	Formal/informal; technical/non-technical; internal/external	Assignment; observation; witness testimony
AC 2.2	Organisational information; technical information; practical information	Observation; witness testimony
AC 2.3	Letter; report; email	Assignment; products
AC 2.4	N/A	Assignment; products
AC 3.1	Presentation; face to face meeting; video conferencing	Observation; witness testimony; products
AC 3.2	N/A	Observation; witness testimony;
AC 3.3	Active involvement in the communication	Observation; witness testimony
AC 3.4	Clarification of understanding; next steps	Observation; witness testimony
AC 3.5	N/A	Observation; witness testimony; report
AC 4.1	Principles of the communication cycle; feedback from recipient(s);	Observation; witness testimony; products
AC 4.2	N/A	Professional discussion; candidate report
AC 4.3	Formal/informal; verbal/non-verbal; internal/external; technical/non-technical	Professional discussion; candidate reflection

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portfolios, other types of evidence are acceptable if all learning outcomes and assessment
criteria are covered and if the evidence generated can be [internally / independently] and
externally moderated. For approval of methods of internal assessment other than portfolio
building, please contact the Quality Assurance team at NCFE.**

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

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

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

Assessment criteria	Pass	Merit	Distinction
2.4 Proofread a written communication, correcting any errors	The candidate will proofread a written communication, correcting any errors	The candidate will proofread a written communication, using own initiative to correct any errors	No Distinction for this AC
3.1 Present own ideas verbally to others	The candidate will present own ideas verbally to others	The candidate will confidently present own ideas verbally to others	The candidate will present own ideas verbally to others with fluency and confidence
3.2 Actively listen to others, responding appropriately	The candidate will actively listen to others, responding appropriately	The candidate will actively listen to others, responding appropriately and with confidence	The candidate will demonstrate advanced active listening skills, responding appropriately and with confidence
3.3 Ask questions to confirm understanding	The candidate will ask questions to confirm understanding	The candidate will confidently ask questions to confirm understanding	The candidate will confidently ask questions to confirm understanding, demonstrating a skilful questioning technique
3.4 Agree future actions, taking into account own views and those of others	The candidate will agree future actions, taking into account own views and those of others	The candidate will agree realistic future actions, taking into account own views and those of others	The candidate will agree realistic future actions, making appropriate critical judgements of own views and those of others
3.5 Summarise, with others, the main points of discussion	The candidate will summarise, with others, the main points of discussion	The candidate will confidently summarise, with others, the main points of discussion	The candidate will confidently and fluently summarise, with others, the main points of discussion

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

Assessment criteria	Pass	Merit	Distinction
4.1 Seek feedback on whether a communication has achieved its purpose	The candidate will seek feedback on whether a communication has achieved its purpose	The candidate will confidently seek feedback on whether a communication has achieved its purpose	No Distinction for this AC
4.2 Give examples of positive and negative points of the communication	The candidate will give examples of positive and negative points of the communication	No Merit for this AC	No Distinction for this AC
4.3 Identify ways to improve own communication skills	The candidate will identify ways to improve own communication skills	The candidate will identify ways to improve own communication skills, justifying the selection	No Distinction for this AC

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

The learner will:

1   Be able to contribute to planning a project

The learner can:

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

The learner will:

2   Be able to contribute towards running a project

The learner can:

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

The learner will:

3   Be able to contribute towards reviewing a project

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Internal; external; customers	Candidate assignment; report
AC 1.2	SMART objectives	Project plan; presentation; report
AC 1.3	Time; budget; people; training; communication; IT	Project plan; presentation; report
AC 1.4	Formal/informal; meetings; documents	Presentation; report
AC 2.1	Relevant to individual project and own role	Observation; witness testimony; products
AC 2.2	Formal/informal; meetings; documents	Observation; witness testimony; products
AC 2.3	N/A	Formal/informal; meetings; documents
AC 3.1	Contribution to the project plan; ability to perform allocated tasks; completing tasks on time; communication skills	Reflection
AC 3.2	From own perspective; perspective of others	Reflection
AC 3.3	N/A	Reflection; development plan
AC 3.4	N/A	Reflection; presentation
AC 3.5	N/A	Candidate report; presentation

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

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

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

Assessment criteria	Pass	Merit	Distinction
3.1 Review own personal performance within the project	The candidate will review own personal performance within the project	No Merit for this AC	No Distinction for this AC
3.2 Identify areas for personal improvement	The candidate will identify areas for personal improvement	The candidate will identify areas for personal improvement, identifying clear SMART targets	No Distinction for this AC
3.3 Describe what went well in the project	The candidate will describe what went well in the project	The candidate will describe in detail what went well in the project	The candidate will thoroughly describe what went well in the project
3.4 Describe what did not go well in the project	The candidate will describe what did not go well in the project	The candidate will describe in detail what did not go well in the project	The candidate will thoroughly describe what did not go well in the project
3.5 State what they would do differently in future	The candidate will state what they would do differently in future	The candidate will state what they would do differently in future, showing critical understanding	The candidate will state what they would do differently in future, demonstrating critical judgement

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

The learner will:

1   Be able to review working practices

The learner can:

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

The learner will:

2   Be able to assess the feasibility of an idea

The learner can:

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

The learner will:

3   Be able to communicate ideas to others

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Own and others	Candidate report
AC 1.2	N/A	Assignment; candidate report; presentation
AC 1.3	N/A	Assignment; candidate report; presentation
AC 1.4	N/A	Assignment; candidate report; presentation
AC 2.1	Market analysis; competitive advantage; endorsement; finance; existing data; new data	Assignment
AC 2.2	N/A	Candidate report; presentation
AC 3.1	N/A	Presentation; observation; witness testimony
AC 3.2	N/A	Presentation; observation; witness testimony
AC 3.3	Positive/negative	Observation; witness testimony; presentation; report

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

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

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

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

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

The learner will:

1   Be able to plan own work

The learner can:

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

The learner will:

2   Be able to manage own work

The learner can:

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

The learner will:

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

The learner can:

3.1   Describe why the following are important characteristics in business:
- adaptability
- resilience
- assertiveness
- honesty
- respect
- resourcefulness
3.2   Describe how to demonstrate:
- adaptability
- resilience
- assertiveness
- honesty
- respect
- resourcefulness
3.3   Outline why it is important to help and support others in a business environment

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

The learner will:

4   Know how to improve own performance in a business environment

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Align with organisational objectives; SMART targets	Professional discussion; supporting products (eg performance review; action plans)
AC 1.2	Personal resources; physical resources	Candidate report
AC 1.3	N/A	Candidate report
AC 1.4	N/A	Candidate report; professional discussion
AC 2.1	N/A	Professional discussion; product
AC 2.2	N/A	Professional discussion; product
AC 2.3	N/A	Observation; witness testimony
AC 2.4	N/A	Observation; witness testimony
AC 3.1	N/A	Candidate report
AC 3.2	N/A	Candidate report
AC 3.3	N/A	Candidate report
AC 4.1	N/A	Observation; witness testimony; professional discussion; performance review/appraisal
AC 4.2	N/A	Observation; witness testimony; professional discussion; performance review/appraisal; development plan
AC 4.3	N/A	Candidate report

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criteria are covered and if the evidence generated can be [internally / independently] and
externally moderated. For approval of methods of internal assessment other than portfolio
building, please contact the Quality Assurance team at NCFE.**

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

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

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

Assessment criteria	Pass	Merit	Distinction
2.4 Keep others informed of progress, re-negotiating deadlines as required	The candidate will keep others informed of progress, re-negotiating deadlines as required	The candidate will keep others informed of progress by a variety of means, confidently re-negotiating deadlines as required	The candidate will keep others informed of progress by a variety of means, perceiving potential threats and confidently re-negotiating deadlines as required
3.1 Describe why the following are important characteristics in business: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	The candidate will describe why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	The candidate will describe, in detail and using examples, why the following are important characteristics in business: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC
3.2 Describe how to demonstrate: • **adaptability** • **resilience** • **assertiveness** • **honesty** • **respect** • **resourcefulness**	The candidate will describe how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	The candidate will describe in detail, using examples, how to demonstrate: • adaptability • resilience • assertiveness • honesty • respect • resourcefulness	No Distinction for this AC

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

Assessment criteria	Pass	Merit	Distinction
3.3 Outline why it is important to help and support others in a business environment	The candidate will outline why it is important to help and support others in a business environment	The candidate will outline why it is important to help and support others in a business environment, justifying their reasons	No Distinction for this AC
4.1 Gather feedback from others on own performance	The candidate will gather feedback from others on own performance	The candidate will use own initiative to actively gather feedback from others on own performance	The candidate will use own initiative to actively gather feedback from others on own performance, demonstrating critical judgement
4.2 Develop a plan to improve own performance	The candidate will develop a plan to improve own performance	The candidate will develop a detailed plan to improve own performance, demonstrating initiative	No Distinction for this AC
4.3 Describe how the plan will be updated	The candidate will describe how the plan will be updated	The candidate will give a detailed description of how the plan will be updated	No Distinction for this AC

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

The learner will:

1   Understand the reasons for change in business

The learner can:

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

The learner will:

2   Understand how change can affect people within a business

The learner can:

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

The learner will:

3   Understand own role in supporting change within a business

The learner can:

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

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

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Internal factors; external factors Technology; economic environment; Government policy; regulation; competition	Candidate report; assignment
AC 1.2	N/A	Candidate report; assignment
AC 1.3	N/A	Candidate report; assignment
AC 2.1	N/A	Candidate report; assignment
AC 2.2	N/A	Candidate report; assignment
AC 3.1	N/A	Candidate report; assignment
AC 3.2	N/A	Candidate report; assignment

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

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

Unit 11   Understanding marketing (R/505/9752)

The learner will:

1   Understand how marketing is planned in an organisation

The learner can:

1.1   Describe what marketing is
1.2   Describe the structure of a marketing plan

The learner will:

2   Understand how customers can be segmented

The learner can:

2.1   Describe consumer and business segmentation
2.2   Describe how to target a segment for marketing purposes

The learner will:

3   Understand the marketing mix

The learner can:

3.1   Identify the features and benefits of products and services
3.2   Describe approaches to pricing products and services
3.3   Identify channels or routes to market from production to consumption
3.4   Describe the elements of the promotion mix
3.5   Describe the use of physical evidence
3.6   Describe how people add value to the customer experience
3.7   Identify how organisational processes create the overall customer experience

For the purpose of credit accumulation, the following unit has been agreed as being equivalent to this unit:

• Understanding marketing (D/502/7483)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete this unit.

Unit 11   Understanding marketing (R/505/9752)

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	N/A	Assignment; case study; candidate report
AC 1.2	N/A	Assignment; case study; candidate report
AC 2.1	Consumer: demographic; geographic; behavioural Business: industry type; product; geographic; size	Assignment; case study; candidate report
AC 2.2	N/A	Assignment; case study; candidate report
AC 3.1	N/A	Assignment; case study; candidate report
AC 3.2	N/A	Assignment; case study; candidate report
AC 3.3	N/A	Assignment; case study; candidate report
AC 3.4	Marketing; advertising; selling; sales promotion; sponsorships; supporting corporate image Short term/long term; target market; budget; timing; cost/benefits; branding; competitors; customer response	Assignment; case study; candidate report
AC 3.5	Place; packaging; people; processes; spatial layout; environment; branding	Assignment; case study; candidate report
AC 3.6	N/A	Assignment; case study; candidate report
AC 3.7	N/A	Assignment; case study; candidate report

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Unit 12   Principles of digital marketing (K/505/9756)

The learner will:

1   Understand the role of digital marketing

The learner can:

1.1   Explain the role of digital marketing within the overall marketing strategy
1.2   Explain the strengths and weaknesses of digital marketing
1.3   Explain the importance of targeted digital marketing
1.4   Describe the sources of data lists for use in targeting customers and potential customers
1.5   Explain the legal requirements and implications of digital marketing
1.6   Describe the importance of digital data capture systems for digital marketing

The learner will:

2   Understand the use of search engine optimisation (SEO)

The learner can:

2.1   Describe the use of SEO
2.2   Explain the importance of SEO
2.3   Explain the advantages and disadvantages of links to other websites

The learner will:

3   Understand the requirements of marketing research using the internet

The learner can:

3.1   Explain how to use search-related internet facilities to enable the identification and
         retrieval of targeted information
3.2   Explain the advantages and disadvantages of different internet data collection sources
3.3   Explain the importance of confirming the accuracy of information retrieved from the
         internet

The learner will:

4   Understand the uses of digital marketing devices and messages

The learner can:

4.1   Describe the potential uses of a Customer Relationship Management (CRM) system
4.2   Explain the importance of data cleansing
4.3   Describe the use of digital marketing devices
4.4   Describe the use of digital response systems
4.5   Explain the advantages and disadvantages of different tracking systems

Unit 12   Principles of digital marketing (K/505/9756) (cont'd)

The learner will:

5   Understand how to use digital technology for marketing purposes

The learner can:

5.1   Explain how to use a CRM system
5.2   Explain how to maintain the currency and accuracy of digital databases
5.3   Explain the advantages and disadvantages of different digital technologies
5.4   Describe the importance of tailoring messages to different digital media
5.5   Explain the potential for marketing to social networking sites
5.6   Explain how to prevent marketing messages being identified as "spam"

For the purpose of credit accumulation, the following unit has been agreed as being equivalent to this unit:

•   Principles of digital marketing (D/502/9931)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete this unit.

Unit 12   Principles of digital marketing (K/505/9756) (cont'd)

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Website presence; online advertising; email marketing; social media; mobile devices	Candidate report
AC 1.2	Time; cost; target group; appropriateness	Candidate report
AC 1.3	For the company; for the consumer; choice of media	Candidate report
AC 1.4	Internal/external	Candidate report
AC 1.5	Data protection; consumer protection; content; copyright; equality and diversity Security; monitoring	Candidate report
AC 1.6	Analytics/monitoring	Candidate report
AC 2.1	Organic; purchased; investment of time/money	Candidate report
AC 2.2	N/A	Candidate report
AC 2.3	N/A	Candidate report
AC 3.1	N/A	Candidate report
AC 3.2	Public bodies; private organisations	Candidate report
AC 3.3	N/A	Candidate report
AC 4.1	Information gathering uses; customer loyalty uses	Candidate report
AC 4.2	Internal/external	Candidate report
AC 4.3	Website; email; social media; mobile devices	Candidate report
AC 4.4	Website registration; embedded email links; use of SMS; quick response (QR) codes; social media updates	Candidate report
AC 4.5	Cookies; website registration	Candidate report
AC 5.1	N/A	Candidate report
AC 5.2	Active/passive	Candidate report
AC 5.3	Websites; email; social media; mobile devices	Candidate report
AC 5.4	N/A	Candidate report
AC 5.5	Facebook; LinkedIn; Twitter; YouTube	Candidate report
AC 5.6	N/A	Candidate report

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Unit 13	Support the organisation of an event (A/505/9759)

The learner will:

1   Understand the role and purpose of providing support with the organisation of an event

The learner can:

1.1   Describe the role and responsibilities required when supporting the organisation of an event
1.2   Identify a range of support activities that may be required when supporting the organisation of an event
1.3   Identify the purpose and value of giving assistance with organising an event
1.4   Describe the different types of events and their main features
1.5   Describe the types of risks associated with events and how to minimise these
1.6   Outline the types of information that delegates will need
1.7   Explain how to identify suitable venues for different types of events
1.8   Describe the types of resources needed to prepare for different types of events
1.9   Outline the different special requirements that delegates may have and how to meet these
1.10   Describe the health, safety and security requirements that need to be considered when organising events

The learner will:

2   Be able to support the organisation of an event

The learner can:

2.1   Cost suitable venues
2.2   Arrange resources and production of event materials
2.3   Prepare and send invitations to delegates
2.4   Co-ordinate delegate responses
2.5   Liaise with the venue to confirm event requirements
2.6   Provide delegates with joining instructions and event materials
2.7   Rehearse arrangements to make sure the event runs smoothly, if required
2.8   Follow all legal and contractual requirements
2.9   Follow the relevant health, safety and security requirements for the event

Unit 13   Support the organisation of an event (A/505/9759) (cont'd)

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Administration; promotion; agenda; activities; visual materials; catering; technical support	Assignment; case study; candidate report
AC 1.2	N/A	Assignment; case study; candidate report
AC 1.3	N/A	Assignment; case study; candidate report
AC 1.4	Internal/external; formal/informal	Assignment; case study; candidate report
AC 1.5	Effects of weather; non arrival; equipment failure	Assignment; case study; candidate report
AC 1.6	Pre event/during/post	Assignment; case study; candidate report
AC 1.7	Size; distance; cost; transport	Assignment; case study; candidate report
AC 1.8	Pre event/during/post	Assignment; case study; candidate report
AC 1.9	N/A	Assignment; case study; candidate report
AC 1.10	N/A	Assignment; case study; candidate report
AC 2.1	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.2	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.3	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.4	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.5	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.6	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products

Unit 13   Support the organisation of an event (A/505/9759) (cont'd)

Assessment guidance (cont'd)

Assessment criteria	Assessment guidance	Evidence requirements
AC 2.7	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.8	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.9	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products

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Unit 14   Support the co-ordination of an event (M/505/9760)

The learner will:

1   Understand the role and purpose of supporting the co-ordination of an event

The learner can:

1.1   Describe the range of support activities that may be required when supporting the
           co-ordination of an event
1.2   Identify the responsibilities involved in supporting the co-ordination of an event
1.3   Describe the types of problems that may occur during events and how to deal with these
1.4   Describe the points to observe when clearing and vacating an event
1.5   Describe the types of follow-up activities that may be required to carry out the
           co-ordination of an event

The learner will:

2   Be able to support the co-ordination of an event

The learner can:

2.1   Prepare the venue, ensuring all necessary resources and supporting activities are in
           place
2.2   Arrange resources during an event
2.3   Welcome delegates
2.4   Meet delegates' needs throughout an event
2.5   Resolve or refer problems, as required
2.6   Liaise with the management of the venue to make sure facility resources are in place
2.7   Clear and vacate the venue according to the terms of the contract
2.8   Complete follow up actions

Unit 14   Support the co-ordination of an event (M/505/9760) (cont'd)

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	Administration; promotion; activities; visual materials; catering; technical support	Assignment; case study; candidate report
AC 1.2	Effects of weather; non arrival; equipment failure; illness; timing	Assignment; case study; candidate report
AC 1.3	N/A	Assignment; case study; candidate report
AC 1.4	N/A	Assignment; case study; candidate report
AC 1.5	N/A	Assignment; case study; candidate report
AC 2.1	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.2	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.3	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.4	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.5	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.6	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.7		Observation; witness testimony; candidate report; professional discussion; questioning; products

Unit 14   Support the co-ordination of an event (M/505/9760) (cont'd)

Assessment guidance (cont'd)

Assessment criteria	Assessment guidance	Evidence requirements
AC 2.8	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products

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Unit 15   Complying with legal, regulatory and ethical requirements in a marketing role (A/505/9762)

The learner will:

1   Understand the legal, regulatory and ethical requirements in a sales or marketing role

The learner can:

1.1   Explain the legal requirements of a marketing role
1.2   Explain the regulatory requirements of a marketing role
1.3   Explain the ethical requirements of a marketing role
1.4   State organisational procedures for raising legal, regulatory and ethical concerns relating to a sales or marketing role
1.5   Identify to whom non-compliance issues should be referred
1.6   Explain when and how to refer legal, regulatory and ethical concerns to others
1.7   Describe the possible consequence of non-compliance with legal, regulatory or ethical requirements

The learner will:

2   Be able to comply with organisational policies and procedures for legal, regulatory and ethical requirements in a sales or marketing role

The learner can:

2.1   Behave in a way that meets organisational ethical procedures, policies and standards
2.2   Identify areas where legal, regulatory or ethical issues may arise
2.3   Obtain advice on matters where legal, regulatory or ethical issues might exist
2.4   Work within the limits of responsibility and authority in a marketing role
2.5   Report issues, problems and actions relating to legal, regulatory or ethical matters in the agreed format

For the purpose of credit accumulation, the following unit has been agreed as being equivalent to this unit:

• Complying with legal, regulatory and ethical requirements in a sales or marketing role (A/502/8561)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete this unit.

**Unit 15   Complying with legal, regulatory and ethical requirements in a marketing role
(A/ 505/9762) (cont' d)**

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	General; product specific; Sale of Goods Act	Assignment; case study; candidate report
AC 1.2	Consumer protection; trade descriptions; pricing	Assignment; case study; candidate report
AC 1.3	Code of conduct; policies and procedures	Assignment; case study; candidate report
AC 1.4	N/A	Assignment; case study; candidate report
AC 1.5	N/A	Assignment; case study; candidate report
AC 1.6	N/A	Assignment; case study; candidate report
AC 1.7	Internal/external	Assignment; case study; candidate report
AC 2.1	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.2	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.3	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.4	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products
AC 2.5	N/A	Observation; witness testimony; candidate report; professional discussion; questioning; products

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externally moderated. For approval of methods of internal assessment other than portfolio
building, please contact the Quality Assurance team at NCFE.**

Unit 16   Presentation software (F/505/9763)

The learner will:

1   Be able to input and combine text and other information within presentation slides

The learner can:

1.1   Identify what types of information are required for the presentation
1.2   Enter text and other information using layouts appropriate to type of information
1.3   Insert charts and tables into presentation slides
1.4   Insert images, video or sound to enhance the presentation
1.5   Identify any constraints which may affect the presentation
1.6   Prepare different types of information for presentations
1.7   Store and retrieve presentation files effectively, in line with local guidelines and
         conventions where available

The learner will:

2   Be able to use presentation software tools to structure, edit and format slide sequences

The learner can:

2.1   Identify what slide structure and themes to use
2.2   Select, change and use appropriate templates for slides
2.3   Select and use appropriate techniques to edit slides and presentations to meet needs
2.4   Select and use appropriate techniques to format slides and presentations
2.5   Identify what presentation effects to use to enhance the presentation
2.6   Select and use animation and transition effects appropriately to enhance slide
         sequences

The learner will:

3   Be able to prepare slideshow for presentation

The learner can:

3.1   Describe how to present slides to meet needs and communicate effectively
3.2   Prepare slideshow for presentation
3.3   Check presentation meets needs using IT tools, making corrections as necessary
3.4   Identify and respond to any quality problems with presentations to ensure that
         presentations meet needs

Unit 16   Presentation software (F/505/9763) (cont'd)

For the purpose of credit accumulation, the following unit has been agreed as being equivalent to this unit:

- Presentation software (M/502/4622)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete this unit.

Unit 16   Presentation software (F/505/9763) (cont'd)

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	N/A	Assignment task; questioning
AC 1.2	N/A	Observation; witness testimony; product
AC 1.3	N/A	Observation; witness testimony; product
AC 1.4	N/A	Observation; witness testimony; product
AC 1.5	Copyright; plagiarism; referencing	Assignment task; questioning
AC 1.6	Images; charts; tables; text; re-sizing; text boxes; video; sound; hyperlinks	Observation; witness testimony; product
AC 1.7	Open; close; save; save as; properties; protection; back up; version number; file size	Observation; witness testimony; product
AC 2.1	N/A	Observation; witness testimony; product
AC 2.2	Use of software slide design features	Observation; witness testimony; product
AC 2.3	N/A	Observation; witness testimony; product
AC 2.4	Size; crop; text wrap; visual design embellishments	Observation; witness testimony; product
AC 2.5	N/A	Observation; witness testimony; product
AC 2.6	N/A	Observation; witness testimony; product
AC 3.1	Audience requirements; appropriate style and content	Assignment task
AC 3.2	N/A	Observation; witness testimony; product
AC 3.3	Use review tools	Observation; witness testimony; product
AC 3.4	N/A	Observation; witness testimony; product

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Unit 17   Generating and qualifying sales leads (J/505/9764)

The learner will:

1   Understand the practices, legislation, regulation and codes of practice that relate to generating and qualifying sales leads

The learner can:

1.1   Describe the organisational practices for acquiring contact lists and databases
1.2   Describe the practices relating to the sharing of customer information across the organisation
1.3   Identify the legislation and regulation relating to generating and qualifying sales leads
1.4   Explain the ethical codes of conduct relating to the generating and qualifying of leads

The learner will:

2   Understand the process of generating and qualifying sales leads

The learner can:

2.1   Explain why and when different methods of contacting a prospect should be used
2.2   Explain how to identify and access key decision makers
2.3   Explain the importance of establishing buying needs
2.4   Explain the importance of establishing the contact's attitude to buying
2.5   Explain how the information provided by customers is assessed for potential up selling and cross selling
2.6   Explain how to identify customers who have high order value potential or up selling and cross selling opportunities

The learner will:

3   Be able to prospect for customers

The learner can:

3.1   Identify the target market customers and prospects according to the agreed criteria
3.2   Source and gather market and prospect information according to the agreed criteria
3.3   Qualify the sales contact according to the agreed criteria
3.4   Record details of sales contact in accordance with organisational procedures

Unit 17   Generating and qualifying sales leads (J/505/9764) (cont'd)

For the purpose of credit accumulation, the following unit has been agreed as being equivalent to this unit:

- Generating and qualifying sales leads (H/502/8599)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete this unit.

Unit 17   Generating and qualifying sales leads (J/505/9764) (cont'd)

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	N/A	Assignment; candidate report; case study
AC 1.2	N/A	Assignment; candidate report; case study
AC 1.3	N/A	Assignment; candidate report; case study
AC 1.4	N/A	Assignment; candidate report; case study
AC 2.1	N/A	Assignment; candidate report; case study
AC 2.2	N/A	Assignment; candidate report; case study
AC 2.3	N/A	Assignment; candidate report; case study
AC 2.4	N/A	Assignment; candidate report; case study
AC 2.5	N/A	Assignment; candidate report; case study
AC 2.6	N/A	Assignment; candidate report; case study
AC 3.1	N/A	Assignment
AC 3.2	N/A	Assignment. products
AC 3.3	N/A	Assignment; observation; witness testimony
AC 3.4	N/A	Assignment; observation; products

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Unit 18   Marketing research (A/505/6733)

The learner will:

1   Understand the role of marketing research in organisations

The learner can:

1.1   Describe the role of marketing research in organisations

The learner will:

2   Know how to use marketing research

The learner can:

2.1   Identify secondary sources of information
2.2   Describe how to carry out secondary research for a given product or market

The learner will:

3   Know how to use methods of primary research

The learner can:

3.1   Identify methods of primary research and carry out primary research for a given product
           or market

The learner will:

4   Know how to use techniques for analysing marketing research information

The learner can:

4.1   Use simple analysis techniques on marketing research information for a given product or
           market

The learner will:

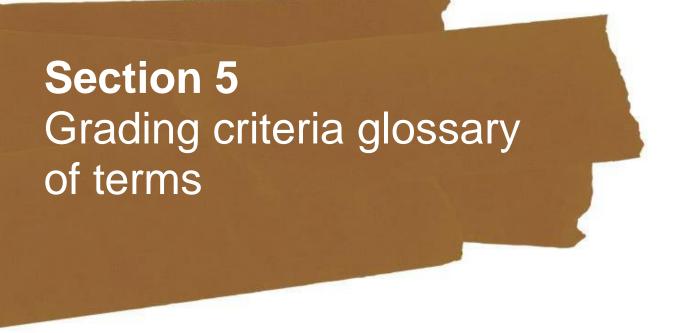5   Know how to present marketing research information

The learner can:

5.1   Present marketing research information for a given product or market using appropriate
           methods

Unit 18   Marketing research (A/505/6733) (cont'd)

Assessment guidance

Assessment criteria	Assessment guidance	Evidence requirements
AC 1.1	N/A	Assignment; case study; candidate report
AC 2.1	N/A	Assignment; case study; candidate report
AC 2.2	N/A	Assignment; case study; candidate report
AC 3.1	N/A	Assignment; case study; candidate report; product
AC 4.1	N/A	Assignment; case study; candidate report; product
AC 5.1	N/A	Assignment; case study; candidate report; product

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please contact the Quality Assurance team at NCFE.**

Section 5
Grading criteria glossary
of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade candidates' assessments. These are generic terms used across the Level 2 qualifications and may not all appear in this qualification specification.
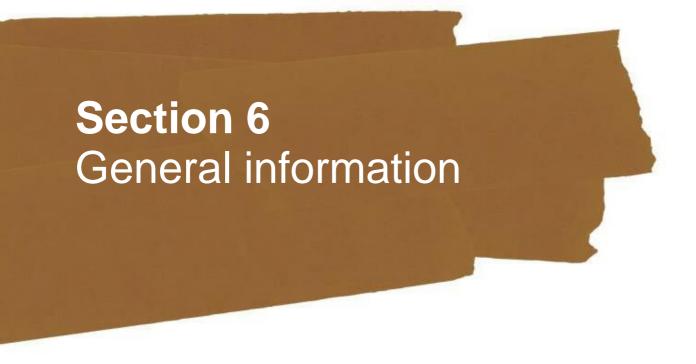
Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

Pass	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning
Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

Grading criteria glossary of terms (cont'd)

Distinction	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail
Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

Section 6
General information

Equal opportunities

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

Diversity, access and inclusion

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

Candidates 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 our website: www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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