

# Section 1:

## Qualification Overview

## Qualification Overview

### Introduction

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

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

### About this qualification

The NCFE Level 3 Certificate in Management has been accredited by the qualifications regulators for England, Wales and Northern Ireland<sup>1</sup>, and is part of the Qualifications and Credit Framework.

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

NCFE is a Component Awarding Body (CAB) for the 14-19 Diploma.

The qualification will be submitted to be included in the Additional Specialist Learning catalogue. For more information on the Diplomas and to confirm if this qualification can be used in a specific line of learning, visit the NCFE website [www.ncfe.org.uk/Qualifications/Diplomas.aspx](http://www.ncfe.org.uk/Qualifications/Diplomas.aspx).

<sup>1</sup>The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

### Geographical coverage

This qualification has been accredited for use in England, Wales and Northern Ireland. We're able to provide the Qualification Specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

### Things you need

- Qualification accreditation number: 600/2145/7

## to know

- Aim reference: 60021457
- Guided learning hours (GLH): 130
- QCF level: 3
- Qualification credit value: 13
- Assessment requirement: internally assessed and externally moderated portfolio.

## Aims of the qualification

This qualification provides learners with the knowledge they'd need to work in a Management role. This qualification forms the knowledge based qualification aspect of the Apprenticeship Framework for Management at Level 3.

## Entry guidance

There aren't any specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 2 qualification.

This qualification is suitable for learners aged 16 and above.

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

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

## Achieving this qualification

This qualification consists of 2 mandatory units:

- unit 01 Key principles of management and leadership
- unit 02 Improving your own management and leadership performance

and 11 optional units:

- unit 03 Managing the delivery of customer service

- unit 04 Recruiting and selecting staff
- unit 05 Appraising and developing staff
- unit 06 Supporting organisational change Initiatives
- unit 07 Principles of budgets and financial information
- unit 08 Principles of project management
- unit 09 Developing working relationships with team members
- unit 10 Health and safety risk assessment in your team
- unit 11 Coaching skills in team leading and management
- unit 12 Environmental and ethical issues in management
- unit 13 Managing physical resources

Learning outcomes and assessment criteria for each unit are provided in Section 3 on page 13.

To be awarded the NCFE Level 3 Certificate in Management (QCF) learners must achieve a minimum of 13 credits. 7 credits will be achieved from the 2 mandatory units, and the remaining 6 credits must be achieved from the optional units.

At least 10 credits must be at, or above, Level 3.

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

---

## **Progression opportunities**

Learners who achieve this qualification could progress to:

- NCFE Level 5 NVQ Diploma in Management
- NCFE Level 7 NVQ Diploma in Management
- Foundation degrees in Management or Business Management

---

## **Credit Accumulation and Transfer**

### **Credit Transfer:**

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already

achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) for information about the units in this qualification.

### **Equivalent Units:**

This qualification has no equivalent units identified.

### **Recognition of Prior Learning:**

Recognition of Prior Learning (RPL) is where a learner has previously learnt something but hasn't received formal recognition for this learning through a qualification or other form of certification. Within the QCF a learner is able to 'claim' that they know or can do something already and don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

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

---

## **Qualification dates**

Qualifications on the QCF have renewal, operational and certification end dates.

Qualification renewal dates are the date by which we'll have carried out a review of the qualification. These show as the 'review date' on the Register. This date is the final date by which we'll have made a decision on whether to extend or amend a qualification, or withdraw it completely. This date shows on the qualification finder section ([www.ncfe.org.uk/QualificationFinder.aspx](http://www.ncfe.org.uk/QualificationFinder.aspx)) on our website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any

changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new renewal date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

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

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

Certification end dates will only show on the Register when we've made the decision to withdraw a qualification and have set the operational end date. After this date we can no longer process certification claims.

## Staffing requirements (Occupational competence guidelines)

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.

The 2011 Assessment Strategy for Management and Leadership (published by the Management Standards Centre –

MSC) sets out the requirements for Assessors, Moderators or Verifiers for this qualification.

## Support for learners

### Learner Evidence Tracking Log (LETL)

This gives information about the qualification and can help learners keep track of their work. LETL's can be downloaded free of charge from [www.ncfe.org.uk](http://www.ncfe.org.uk). Learners don't have to use the LETL, instead you can devise your own evidence tracking documents.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criteria 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 that you might find useful. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk), or can be requested from the Centre Support team on 0191 239 8000 or by emailing [info@ncfe.org.uk](mailto:info@ncfe.org.uk).

### Centre Support Guide

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

### Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and

assessment information.

### **Fees and Pricing**

Published in the spring for the forthcoming academic year.

### **Occupational Competence Guidelines**

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

### **Useful websites**

Please refer to [www.ncfe.org.uk](http://www.ncfe.org.uk) for a list of websites that you might find useful for materials and resources to assist with the delivery of qualifications.

### **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.

---

## **Mapping to National Occupational Standards**

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the Management Standards Centre NOS for team leading. Further information on the NOS used in this qualification can be found on the SSC website ([www.management-standards.org](http://www.management-standards.org)).

---

## **Links to National Skills Standards**

For this qualification we've highlighted where learning opportunities for the Basic Skills and Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Literacy/English skills
- Numeracy/Mathematics skills



- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 (page 64) shows how the units of these qualifications relate to the skills above.

If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This qualification has also been mapped to the Wider Key Skills and Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed by the Qualification and Curriculum Development Agency (QCDA) over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 64).

---

# Section 2:

## Assessment and Moderation

## 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 the qualification.

#### Internal Assessment

The NCFE Level 3 Certificate in Management is internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

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

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid, reliable and maintain the integrity of the assessment and of the standards required of the 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 related to the unit being assessed prior to deciding whether 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.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

---

## How does moderation work?

### What is 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 by:

- 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.

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

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

---

# Section 3:

## Structure and Content

## 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
- an indication of whether the unit is mandatory or optional
- credit value
- level

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

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulators' accredited 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 further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

## Unit Summaries

### Unit 01

**Key principles of management and leadership**  
(regulators' unit reference no. R/602/0413)

Guided learning hours: 50

Credit value: 5

Level: 3

This unit is **mandatory**

### Unit 02

**Improving your own management and leadership performance**  
(regulators' unit reference no. H/602/0416)

Guided learning hours: 20

Credit value: 2

Level: 3

This unit is **mandatory**

### Unit 03

**Managing the delivery of customer service**  
(regulators' unit reference no. M/602/0418)

Guided learning hours: 30

Credit value: 3

Level: 3

This unit is **optional**

## Unit 04

### Recruiting and selecting staff

(regulators' unit reference no. L/602/0443)

Guided learning hours: 30

Credit value: 3

Level: 4

This unit is **optional**

## Unit 05

### Appraising and Developing Staff

(regulators' unit reference no. Y/602/0445)

Guided learning hours: 30

Credit value: 3

Level: 3

This unit is **optional**

## Unit 06

### Supporting Organisational Change Initiatives

(regulators' unit reference no. H/602/0450)

Guided learning hours: 30

Credit value: 3

Level: 4

This unit is **optional**



## Unit 07

### Principles of Budgets and Financial Information

(regulators' unit reference no. A/602/0454)

Guided learning hours: 30

Credit value: 3

Level: 3

This unit is **optional**

## Unit 08

### Principles of Project Management

(regulators' unit reference no. L/602/0457)

Guided learning hours: 30

Credit value: 3

Level: 4

This unit is **optional**

## Unit 09

### Developing Working Relationships with Team Members

(regulators' unit reference no. D/602/0401)

Guided learning hours: 30

Credit value: 3

Level: 2

This unit is **optional**

## Unit 10

### Health and Safety Risk Assessment in Your Team

(regulators' unit reference no. J/602/0411)

Guided learning hours: 30

Credit value: 3

Level: 3

This unit is **optional**

---

## Unit 11

### Coaching Skills in Team Leading and Management

(regulators' unit reference no. K/602/0403)

Guided learning hours: 30

Credit value: 3

Level: 3

This unit is **optional**

## Unit 12

### Environmental and Ethical Issues in Management

(regulators' unit reference no. Y/602/0459)

Guided learning hours: 30

Credit value: 3

Level: 3

This unit is **optional**

---

## Unit 13

### Managing Physical Resources

(regulators' unit reference no. Y/602/0462)

Guided learning hours: 30

Credit value: 3

Level: 3

This unit is **optional**

---

## Unit 01 Key Principles of management and leadership (R/602/0413)

### The learner will:

1 Know differences between leadership and management

### The learner can:

1.1 outline the functions of management

1.2 describe the skills associated with leadership

1.3 describe the differences between leadership and management

### The learner will:

2 Understand key issues of leadership

### The learner can:

2.1 describe methods of allocating work to others

2.2 compare ways of managing conflict

2.3 analyse the links between leadership skills and motivation

### The learner will:

3 Understand the implications of delegating work to others

### The learner can:

3.1 describe the purpose of delegation

3.2 describe ways of co-ordinating delegated work

3.3 analyse possible psychological barriers to delegation

### The learner will:

#### 4 Understand the purpose of setting work objectives with team members

##### The learner can:

4.1 describe the value of setting agreed work objectives with team members

4.2 compare ways of providing support to meet work objectives with team members

##### The learner will:

#### 5 Know the importance of promoting quality in the workplace

##### The learner can:

5.1 outline ways of developing a quality culture in the workplace

5.2 describe possible barriers to promoting quality in the workplace

## Assessment Guidance – Unit 01

### Candidate Product

**Type of Evidence:** Work products

**Assessment Criteria:** 1.1, 1.2

**Additional Information:** Candidates could include job descriptions, personal objectives, quality guidelines, appraisal policy.

### Assessor Check-list and Action Plan

**Type of Evidence:** Assessor observation

**Assessment Criteria:** All

**Additional Information:** The assessor will observe a session or meeting using a checklist geared to the assessment criteria, provide feedback and action-plan with the candidate. The observation will support the candidate's own reflection on the activity.

### Candidate and Peer Reports

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** 1.1, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore the key principles of management and leadership. Peer reports aimed at specific criteria can be used as supporting evidence.

### Case Study

**Type of Evidence:** Case Study

**Assessment Criteria:** 2.1-2.3; 4.1, 4.2, 5.1, 5.2.

**Additional Information:** Candidates could be provided with a case study focused on the key principles of leadership and management. Candidates will need to research the key issues of leadership, the purpose of setting work objectives and the importance of promoting quality in the workplace.

### Assignments/

**Type of Evidence:** Assignments and projects geared to

## Projects

specific assessment criteria

**Assessment Criteria:** All

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria where they can explore the key principles of management and leadership.

## Discussion

**Type of Evidence:** Group or paired discussion

**Assessment Criteria:** All

**Additional Information:** Candidates could take part in discussion and include evidence such as the differences between leadership and management, key issues of leadership, the implications of delegating work, setting work objectives and promoting quality in the workplace. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

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

## Unit 02 Improving your own management and leadership performance (H/602/0416)

### The learner will:

1 Know the importance of management and leadership skills

### The learner can:

1.1 describe the knowledge and skills needed for management and leadership

### The learner will:

2 Understand how to assess career and personal goals

### The learner can:

2.1 describe the importance of setting personal work objectives

2.2 compare ways to collect feedback to improve management and leadership performance

2.3 analyse ways to use feedback to improve management and leadership performance

### The learner will:

3 Understand the importance of having a personal development plan to improve own management and leadership performance

### The learner can:

3.1 describe how to produce a plan using a skills audit

3.2 describe resources and activities needed to meet objectives of a personal development plan

3.3 analyse the importance of monitoring a personal development plan

3.4 describe the importance of reviewing a personal development plan





## Assessment Guidance - Unit 02

### Candidate Product

**Type of Evidence:** Work products

**Assessment Criteria:** 2.1-2.3; 3.1, 3.2-3.4.

**Additional Information:** Candidates could include: Skills Audit, Personal Development Plan, Feedback/Evaluation forms, Action Plans.

### Professional Discussion

**Type of Evidence:** Profession discussion

**Assessment Criteria:** All

**Additional Information:** Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

### Assignments / Projects

**Type of Evidence:** Assignments and projects geared to specific assessment criteria

**Assessment Criteria:** All

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria aimed at improving own Management and Leadership performance.

### Assessor Observation: Check-list and Action Plan

**Type of evidence:** Assessor observation

**Assessment Criteria:** All

**Additional Information:** The assessor will observe a session or meeting using a check-list geared to the assessment criteria, provide feedback and action-plan with the candidate. The observation will support the candidate's own reflection on the activity.

### Discussion

**Type of Evidence:** Professional Discussion

**Assessment Criteria:** All

**Additional Information:** Candidates could take part in discussion and include evidence such as how to assess career and personal goals, the importance of having a personal development plan (PDP), to improve own management and leadership performance. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

---

### Record of oral and written questions

**Type of Evidence:** Questioning

**Assessment Criteria:** 1.1, 2.1, 3.1, 3.2, 3.4.

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

---

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

---

## Unit 03 Managing the delivery of customer service (M/602/0418)

### The learner will:

1 know how to manage the delivery of customer service

### The learner can:

1.1 define customer service

1.2 describe ways of managing the delivery of customer service

### The learner will:

2 Understand how to improve the customer experience

### The learner can:

2.1 describe ways to meet the needs and expectations of different types of customer

2.2 analyse how legislation affects customer service delivery

2.3 compare ways of improving the customer experience

### The learner will:

3 Understand how to improve customer service delivery

### The learner can:

3.1 compare ways of monitoring customer service

3.2 analyse ways of evaluating customer service

3.3 describe the importance of making improvements to customer service processes

## Assessment guidance - Unit 03

### Candidate Product

**Type of Evidence:** Product

**Assessment Criteria:** 2.2, 2.3, 3.1-3.3.

**Additional Information:** Candidates could include legislation and organisation policy related to customer service.

### Case Review

**Type of Evidence:** Product

**Assessment Criteria:** All

**Additional Information:** Candidates could be provided with a case study focused on managing the delivery of customer service. Candidates will need to research the key points related to customer service and how to improve the customer experience and how to improve customer service delivery.

### Professional Discussion

**Type of Evidence:** Profession discussion

**Assessment Criteria:** 1.2, 2.3, 3.3

**Additional Information:** Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

### Candidate and peer reports

**Type of Evidence:** Product

**Assessment Criteria:** All

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore issues around managing the delivery of customer service. Peer reports aimed at specific criteria can be used as supporting evidence.

### Real/ Simulated Activity

**Type of Evidence:** Simulated / Real Activity

**Assessment Criteria:** 1.2, 2.1, 2.3, 3.1, 3.2.

**Additional Information:** Candidates could hold observed team meetings and or training sessions and/or role play activities involving the types of some of the issues that arise when managing the delivery of customer service. Assessor witness statements and peer evaluations could support the candidate activity.

## Discussion

**Type of Evidence:** Professional Discussion

**Assessment Criteria:** All

**Additional Information:** Candidates could take part in discussion and include evidence such as how to manage the delivery of customer service, how to improve the experience of the customer and how to improve customer service delivery. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

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

## Unit 04 Recruiting and selecting staff (L/602/0443)

### The learner will:

1 Understand how to recruit staff

### The learner can:

- 1.1 explain the stages in the recruitment process for identified vacancies
- 1.2 analyse the ways in which staff can be selected to fill identified vacancies
- 1.3 discuss the legal and regulatory requirements that govern the recruitment process

### The learner will:

2 Be able plan for human resource requirements

### The learner can:

- 2.1 assess human resource requirements
- 2.2 identify the gap between current and required human resource requirements
- 2.3 plan for the recruitment of staff to fulfil human resource requirements

### The learner will:

3 Be able to review the recruitment process

### The learner can:

- 3.1 evaluate the effectiveness of the recruitment process
- 3.2 propose improvements to the recruitment process

## Assessment Guidance - Unit 04

### Product

**Type of Evidence:** Work products

**Assessment Criteria:** All

**Additional Information:** Candidates could include organisation policy for recruitment, information on their 'recruitment process', staffing structure and legal requirements related to recruitment.

### Candidate/ Peer Reports

**Type of Evidence:** Candidate Reports

**Assessment Criteria:** All

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore issues around recruiting and selecting staff. Peer reports aimed at specific criteria can be used as supporting evidence.

### Case Study

**Type of Evidence:** Product

**Assessment Criteria:** All

**Additional Information:** Candidates could be provided with a case study focused on recruitment and selection and human resource requirements. Candidates will need to research the key points related to the stages of recruitment and evaluating the effectiveness of recruitment processes.

### Discussion

**Type of Evidence:** Professional discussion

**Assessment Criteria:** All

**Additional Information:** Candidates could take part in discussion focusing on how applicants are selected for identified vacancies, identifying gaps in human resource requirements in an organisation, and reviewing the process. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

## Record of oral and written questions

**Type of Evidence:** Questioning

**Assessment Criteria:** 1.1,2.1,3.1,3.2,3.4

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

## Witness testimony

**Type of Evidence:** Witness Testimony

**Assessment Criteria:** All

**Additional Information:** A witness testimony can provide evidence of the candidate's competence in the workplace. Testimonies can provide a clear authentic statement of how the candidate is tackling approaches to recruiting and selecting staff.

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



## Unit 05 Appraising and Developing Staff (Y/602/0445)

### The learner will:

- 1 Understand the importance of conducting staff appraisals

### The learner can:

- 1.1 describe the purpose of appraisals as a tool to develop staff
- 1.2 describe the value of pre-meeting preparation for appraisals
- 1.3 compare the value of different interview techniques in appraisal interviews

### The learner will:

- 2 Understand how to evaluate work performance

### The learner can:

- 2.1 compare methods of measuring work performance
- 2.2 describe common pitfalls with evaluating work performance
- 2.3 analyse the merits of providing 360 degree feedback

### The learner will:

- 3 Know how to provide learning and development objectives for staff

### The learner can:

- 3.1 describe the links between learning styles and methods of learning
- 3.2 outline methods of setting learning and development objectives
- 3.3 describe methods of overcoming resistance to change or

## Assessment Guidance - Unit 05

### Assignments/ Projects

**Type of Evidence:** Assignments and projects geared to specific assessment criteria

**Assessment Criteria:** 1.1, 1.3, 2.1-2.3; 3.1, 3.3.

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria aimed at appraising and developing staff.

### Candidate/ Peer Reports

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** All

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore issues around appraising and developing staff Peer reports aimed at specific criteria can be used as supporting evidence.

### Candidate Product

**Type of Evidence:** Work products

**Assessment Criteria:** All

**Additional Information:** Candidates could include appraisal procedure, action plans, evaluation forms, learning and development objectives.

### Witness Testimony

**Type of Evidence:** Witness Testimony

**Assessment Criteria:** All

**Additional Information:** A witness testimony can provide evidence of the candidate's competence in the workplace. Testimonies can provide a clear authentic statement of how the candidate is tackling approaches to appraising and developing staff.

### Record of Oral and Written

**Type of Evidence:** Questioning

**Assessment Criteria:** 1.1, 2.1, 3.1, 3.2.

## Questions

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

## Discussion

**Type of Evidence:** Group or paired discussion

**Assessment Criteria:** All

**Additional Information:** Candidates could take part in discussion focusing on appraisal procedures, how to evaluate work performance and how to set developmental objectives. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

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

## Unit 06 Supporting Organisational Change Initiatives (H/602/0450)

### The learner will:

1 Understand how to implement organisational change

### The learner can:

- 1.1 describe how to plan for change
- 1.2 explain models of change
- 1.3 analyse methods for implementing change

### The learner will:

2 Understand the need for organisational change

### The learner can:

- 2.1 describe organisational objectives
- 2.2 compare proposed changes to organisational objectives
- 2.3 evaluate resistance to change
- 2.4 explain how to communicate reasons for change

### The learner will:

3 Be able to plan for organisational change

### The learner can:

- 3.1 identify SMART objectives
- 3.2 plan actions for organisational change
- 3.3 establish processes for monitoring plans for organisational change
- 3.4 evaluate resources available to support plans for organisational change

## Assessment Guidance - Unit 06

### Candidate Product

**Type of Evidence:** Work products

**Assessment Criteria:** 2.1-2.4; 3.1-3.4.

**Additional Information:** Candidates could include e.g. of organisational change, e.g. of changes to organisation structure, change to environment, new build / premises etc.

### Candidate/ Peer Report

**Type of Evidence:** Product

**Assessment Criteria:** 2.1-2.4; 3.1-3.4.

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore their understanding of the need for change and how to plan for and implement it. Peer reports aimed at specific criteria can be used as supporting evidence.

### Assignment / Project

**Type of Evidence:** Assignments and projects geared to specific assessment criteria

**Assessment Criteria:** 1.1-1.3.

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria aimed at supporting organisational change initiatives, e.g. researching change models and analysing methods of implementing change.

### Case Study

**Type of Evidence:** Case Study

**Assessment Criteria:** 2.1-2.4; 3.1-3.4

**Additional Information:** Candidates could be provided with a case study focused on planning and implementing change in an organisation. Candidates will need to research the key points related to change management.

### Professional

**Type of Evidence:** Profession discussion

## Discussion

**Assessment Criteria:** 1.2, 2.3, 3.3

**Additional Information:** Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

## Record of Oral and Written questions

**Type of Evidence:** Questioning

**Assessment Criteria:** 1.1,2.1,3.1,3.2,3.4

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

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

## Unit 07 Principles of Budgets and Financial Information (A/602/0454)

### The learner will:

1 Know the importance of financial information

### The learner can:

1.1 identify the need for financial information

1.2 outline the purpose of financial information

1.3 describe the limitations of financial information

### The learner will:

2 Be able to develop budgets

### The learner can:

2.1 explain budgetary techniques

2.2 analyse existing budgets

2.3 develop a new budget

### The learner will:

3 Understand how costs are used in making pricing decisions

### The learner can:

3.1 explain how direct and indirect costs are used to determine prices

3.2 explain the purpose of break-even analysis

3.3 analyse costs and break-even analysis to determine pricing decisions

## Assessment Guidance - Unit 07

### Candidate Product

**Type of Evidence:** Work products

**Assessment Criteria:** 2.2, 2.3, 3.3.

**Additional Information:** Candidates could include e.g. of organisation budgets, costs and break-even analysis.

### Candidate/ Peer Reports

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** 1.1-1.3; 2.1, 3.1, 3.2.

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore the importance of financial information, are able to explain budgetary techniques and explain the purpose of break-even analysis and analyse costs to determine pricing decisions. Peer reports aimed at specific criteria can be used as supporting evidence.

### Discussion

**Type of Evidence:** Professional Discussion

**Assessment Criteria:** 1.1-1.3; 3.1, 3.2.

**Additional Information:** Candidates could take part in discussion focused on the need for, purpose and limitations of financial information, how direct and indirect costs are used to determine prices and analyse costs and break even analysis to determine pricing decisions. Information from the discussion could be evidenced against the criteria by observation by the assessor and / or candidates presenting their work with assessor feedback added.

### Assignments/ Projects

**Type of Evidence:** Assignments and projects geared to specific assessment criteria

**Assessment Criteria:** All

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria aimed at exploring the



principles of budgets and financial information.

## Case Study

**Type of Evidence:** Product

**Assessment Criteria:** 2.1-2.3; 3.1-3.3.

**Additional Information:** Candidates could be provided with a case study where they need to analyse costs and develop a budget for an organisation. They could explore how costs are used when making pricing decisions. Candidates will need to research the key points relating to budgeting and pricing.

## Record of oral and written questions

**Type of Evidence:** Questioning

**Assessment Criteria:** 1.1, 2.1, 3.1, 3.2.

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

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

## Unit 08 Principles of Project Management (L/602/0457)

### The learner will:

1. Understand how to plan projects

### The learner can:

- 1.1 describe the responsibilities attached to the role of a project manager
- 1.2 discuss how to agree the terms of reference for projects
- 1.3 explain how to plan projects using appropriate techniques

### The learner will:

- 2 Be able to implement projects

### The learner can:

- 2.1 identify the resources required for projects
- 2.2 allocate responsibilities to members of project teams
- 2.3 implement projects using appropriate techniques

### The learner will:

- 3 Understand how to manage projects to conclusion

### The learner can:

- 3.1 explain how to monitor projects by using agreed performance criteria
- 3.2 explain how to review project progress against project plans
- 3.3 explain how keep projects on track
- 3.4 explain how to evaluate projects at their conclusion

## Assessment Guidance - Unit 08

### Candidate Product

**Type of Evidence:** Product

**Assessment Criteria:** 1.1-1.3; 2.2, 2.3, 3.1.

**Additional Information:** Candidates could include Project Manager job descriptions, terms of reference for current organisation projects, project plans.

### Candidate / Peer Report

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** All

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore the principles of project management, planning, implementing and managing projects to conclusion. Peer reports aimed at specific criteria can be used as supporting evidence.

### Professional Discussion

**Type of Evidence:** Profession discussion

**Assessment Criteria:** All

**Additional Information:** Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

### Assignments/ Projects

**Type of Evidence:** Products geared to specific assessment criteria

**Assessment Criteria:** All

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria exploring the principles of project management.

### Case Study

**Type of Evidence:** Case Study

**Assessment Criteria:** All

**Additional Information:** Candidates could be provided with a case study where they need to explore how to plan projects using appropriate techniques, showing their understanding of how to implement and manage projects to conclusion. Candidates will need to research the key points relating to project management.

---

### Record of oral and written questions

**Type of Evidence:** Questions – written or oral

**Assessment Criteria:** All

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

---

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

---

## Unit 09 Working Relationships with Team Members (D/602/0401)

### The learner will:

1 Know the characteristics of productive working relationships between a team leader and team members

### The learner can:

1.1 describe the features of productive working relationships

1.2 identify the benefits of productive working relationships

### The learner will:

2 Know how to develop working relationships with team members

### The learner can:

2.1 describe how to behave in a professional way when working with team members

2.2 describe how to successfully communicate knowledge and information to team members

2.3 select the most appropriate methods for communication

2.4 select the most appropriate techniques for communication

### The learner will:

3 Understand how to maintain working relationships with team members

### The learner can:

3.1 describe the importance of adopting a positive approach when dealing with team members

3.2 compare ways of resolving work related difficulties that arise with teams

## Assessment guidance - Unit 09

### Candidate Product

**Type of Evidence:** Work products

**Assessment Criteria:** 2.2-2.4.

**Additional Information:** Candidates could include organisation staff structure, communication policy/strategy.

### Candidate / Peer report

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** All

**Additional Information:** Candidates can present reports aimed at specific assessment criteria where they can explore how to develop and maintain productive working relationships with team members. Peer reports aimed at specific criteria can be used as supporting evidence.

### Witness Testimony

**Type of Evidence:** Witness Testimony

**Assessment Criteria:** All

**Additional Information:** A witness testimony can provide evidence of the candidate's competence in the workplace. Testimonies can provide a clear authentic statement of how the candidate is tackling approaches to developing and maintaining productive working relationships with team members.

### Record of oral and written questions

**Type of Evidence:** Questioning

**Assessment Criteria:** All

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

## Professional Discussion

**Type of Evidence:** Profession discussion

**Assessment Criteria:** All

**Additional Information:** Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

## Real and Simulated Activity

**Type of Evidence:** Simulated Activity

**Assessment Criteria:** 2.1, 2.2, 3.1, 3.2.

**Additional Information:** Candidates could hold observed team meetings and or training sessions and/or role play activities focused on professional behaviour, successful communication, presenting a positive attitude, and resolving work - related difficulties in relation to team members. Assessor witness statements and peer evaluations could support the candidate activity.

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

## Unit 10 Health and Safety Risk Assessment in Your Team (J/602/0411)

### The learner will:

1 Understand the need for risk assessment in health and safety in the workplace

### The learner can:

1.1 explain why health and safety legislation impacts on organisations

1.2 explain why risks need to be identified to ensure health and safety

### The learner will:

2 Be able to assess risks to your team

### The learner can:

2.1 complete a health and safety risk assessment for a team

2.2 evaluate the outcomes of a health and safety risk assessment

2.3 identify ways of minimising health and safety risks to a team

### The learner will:

3 Understand ways in which the risk assessment process could be improved

### The learner can:

3.1 analyse the success of risk assessment in a given situation

3.2 discuss ways in which risk assessment processes can be improved



## Assessment Guidance - Unit 10

### Candidate Product

**Type of Evidence:** Products

**Assessment Criteria:** 1.1, 1.2, 2.1-2.3.

**Additional Information:** Candidates could include Health and safety legislation, organisation policy and procedure in relation to health and safety, risk assessments.

### Candidate/ Peer Reports

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** All

**Additional Information:** Candidates can present reports aimed at specific assessment criteria focused on the need for risk assessments, being able to assess to the team, and evaluating and improving the process. Peer reports aimed at specific criteria can be used as supporting evidence.

### Case Study

**Type of Evidence:** Case Study

**Assessment Criteria:** 2.1-2.3, 3.1, 3.2

**Additional Information:** Candidates could be provided with a case study focused on health and safety risk assessment. Candidates will need to research how to assess risks and improve the risk assessment process.

### Professional Discussion

**Type of Evidence:** Profession discussion

**Assessment Criteria:** 1.1, 1.2, 2.2, 2.3, 3.1, 3.2

**Additional Information:** Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

### Record of Oral or Written

**Type of Evidence:** Questioning

**Assessment Criteria:** All

## Questions

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

## Real and Simulated Activity

**Type of Evidence:** Simulation

**Assessment Criteria:** 2.1-2.3; 3.1, 3.2.

**Additional Information:** Candidates could hold observed team meetings and or training sessions and/or role play activities focused on assessing the health and safety risks to your team, and ways to improve the risk assessment process. Assessor witness statements and peer evaluations could support the candidate activity.

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

## Unit 11 Coaching Skills in Team Leading and Management (K/602/0403)

### The learner will:

1 Know key learning theories

### The learner can:

1.1 Outline learning theories

1.2 Describe how theories apply in given situations

### The learner will:

2 Be able to develop a coaching plan

### The learner can:

2.1 Identify stages in a model of a coaching plan

2.2 Identify stages in a model of a coaching session plan

2.3 Describe coaching methods

2.4 Develop a coaching plan

### The learner will:

3 Be able to use coaching skills to develop team members

### The learner can:

3.1 Identify coaching skills used to develop team members

3.2 Apply coaching skills to develop team members

### The learner will:

4 Understand how to support team members to implement ideas

**The learner can:**

4.1 Analyse factors which affect generation of ideas within a team

4.2 Describe processes that support team members to implement ideas

---

## Assessment Guidance - Unit 11

<b>Product</b>	<p><b>Type of Evidence:</b> Assignments and projects geared to specific assessment criteria</p> <p><b>Assessment Criteria:</b> All</p> <p><b>Additional Information:</b> Candidates can be given assignments aimed at specific assessment criteria exploring coaching skills in team leading and management.</p>
<b>Candidate / Peer Reports</b>	<p><b>Type of Evidence:</b> Candidate and peer reports</p> <p><b>Assessment Criteria:</b> All</p> <p><b>Additional Information:</b> Candidates can present reports aimed at specific assessment criteria focused on key learning theories and how they can be applied in practice, e.g. developing a coaching plan, using coaching skills to develop and support team members. Peer reports aimed at specific criteria can be used as supporting evidence.</p>
<b>Professional Discussion</b>	<p><b>Type of Evidence:</b> Profession discussion</p> <p><b>Assessment Criteria:</b> All</p> <p><b>Additional Information:</b> Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.</p>
<b>Record of Oral and Written Questions</b>	<p><b>Type of Evidence:</b> Questioning</p> <p><b>Assessment Criteria:</b> 1.1, 1.2, 2.1-2.3; 3.1, 4.1, 4.2.</p> <p><b>Additional Information:</b> Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.</p>

## Real and Simulated Activity

**Type of Evidence:** Simulation

**Assessment Criteria:** 2.1,2.2,2.4,3.1,3.2

**Additional Information:** Candidates could hold observed team meetings and or training sessions and/or role play activities focused on applying coaching skills and methods to develop and support team members. Assessor witness statements and peer evaluations could support the candidate activity.

## Case study

**Type of Evidence:** Product

**Assessment Criteria:** 1.2, 2.1-2.4; 3.1, 3.2, 4.2, 4.2.

**Additional Information:** Candidates could be provided with a case study based on an organisation implementing coaching skills to develop and support team members. Candidates will need to research learning theories and models of coaching.

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

## Unit 12 Environmental and Ethical Issues in Management (Y/602/0459)

### The learner will:

1 Understand why organisations implement environmental and ethical policies

### The learner can:

1.1 describe the legal requirements which limit the environmental impact of an organisation

1.2 explain an organisation's ethical policies

1.3 explain the impact of non-compliance with legal requirements

### The learner will:

2 Be able to evaluate the impact of work activities on the environment

### The learner can:

2.1 evaluate the impact of work activities on the environment

### The learner will:

3 Know about management activities used to improve environmental performance

### The learner can:

3.1 describe ways of improving use of resources in a workplace

3.2 describe ways of improving waste disposal and pollution in a workplace

### The learner will:

4 Be able to monitor operational compliance with ethical policies

### The learner can:

4.1 monitor the extent to which a selected area of an organisation complies with ethical policies

4.2 recommend appropriate actions to improve compliance with organisation's ethical policies

---



## Assessment Guidance - Unit 12

### Candidate Product

**Type of Evidence:** Work Products

**Assessment Criteria:** All

**Additional Information:** Candidates could include legislation relating to environmental issues, organisation's ethical policy and procedure.

### Case Study

**Type of Evidence:** Case Study

**Assessment Criteria:** All

**Additional Information:** Candidates could be provided with a case study based on managing environmental and ethical issues in an organisation. Candidates would need to research legal requirements and organisation policy.

### Candidate and Peer Reports

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** All

**Additional Information:** Candidates can present reports aimed at specific assessment criteria focused on environmental and ethical issues in management. Peer reports aimed at specific criteria can be used as supporting evidence.

### Record of Oral and Written Questions

**Type of Evidence:** Questioning

**Assessment Criteria:** 1.1-1.3,3.1,3.2

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

### Assignments /

**Type of Evidence:** Assignments and projects geared to

## Projects

specific assessment criteria

**Assessment Criteria:** All

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria exploring managing environmental and ethical issues.

---

## Professional Discussion

**Type of Evidence:** Profession discussion

**Assessment Criteria:** All

**Additional Information:** Candidates have the opportunity to work with assessors in structured, planned, in – depth discussions to support reflective journals, examples of work products, recorded question and answer sessions.

---

## Assessment Guidance - Unit 13

### Candidate Product

**Type of Evidence:** Work products

**Assessment Criteria:** All

**Additional Information:** Candidates could include organisation procedures and policies relating to purchasing, business case examples.

### Candidate / Peer Report

**Type of Evidence:** Candidate and peer reports

**Assessment Criteria:** All

**Additional Information:** Candidates can produce reports aimed at specific assessment criteria with a focus on managing physical resources. Peer reports aimed at specific criteria can be used as supporting evidence.

### Assignments / Projects

**Type of Evidence:** Assignments and projects geared to specific assessment criteria

**Assessment Criteria:** All

**Additional Information:** Candidates can be given assignments aimed at specific assessment criteria exploring physical resource management.

### Record of Oral and Written Questions

**Type of Evidence:** Questions – written or oral

**Assessment Criteria:** All

**Additional Information:** Candidates can be given oral or written questions to meet the assessment criteria / fill gaps where knowledge is not explicit. Where oral questions / answers are given, an assessor witness statement can be provided. Alternatively, the oral questions / answers can be recorded and assessor feedback added.

### Witness

**Type of Evidence:** Witness Testimony

## Testimony

**Assessment Criteria:** 1.2,1.3,2.2,3.1,3.2,4.2

**Additional Information:** A witness testimony can provide evidence of the candidate's competence in the workplace. Testimonies can provide a clear authentic statement of how the candidate is tackling approaches to managing physical resources in the workplace.

---

## Case Study

**Type of Evidence:** Case Study

**Assessment Criteria:** All

**Additional Information:** Candidates could be provided with a case study based on managing physical resources. Candidates would need to research organisation policy in relation to obtaining agreement to purchase, obtain and evaluate physical resources.

---

## Unit 13 Managing Physical Resources (Y/602/0462)

**The learner will:**

1 Understand organisational policies regarding use of physical resources

**The learner can:**

1.1 describe how organisations control purchasing practice

1.2 explain different approaches to re-ordering supplies

1.3 explain the importance of using sustainable resources

**The learner will:**

2 Understand how to obtain agreement for purchase of physical resources

**The learner can:**

2.1 describe how to agree the specification of an item of equipment within an organisation

2.2 explain the business case for an item of equipment

**The learner will:**

3 Understand how to obtain specified physical resource requirements

**The learner can:**

3.1 explain the importance of sourcing physical resources ethically

3.2 explain how to agree contractual terms with suppliers

**The learner will:**

4 Know how to evaluate suppliers

**The learner can:**

4.1 identify potential suppliers

4.2 describe how to evaluate suppliers

---

# Section 4:

## Links to National Skills Standards

## Links to National Skills Standards

We've highlighted where learning opportunities for the Basic Skills/Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Wider Key Skills and personal learning and thinking skills (PLTS) link into the units of the qualifications.

The mapping is only at the level of the unit eg Level X.

For further information please contact a member of the Research and Product Development team.

---

### Literacy/English

---

### Numeracy/Mathematics

---

### ICT

---

### Working With Others

---

### Improving own Learning and Performance

---

### Problem solving

---

### PLTS Independent enquirers

---

### PLTS Creative thinkers



---

**PLTS Reflective  
learners**

---

**PLTS Team  
workers**

---

**PLTS  
Self-managers**

---

**PLTS Effective  
participators**

---