

Specification

Edexcel
NVQ qualifications

Edexcel Level 2 NVQ Certificate in Management
(QCF)

For first registration August 2010



Unit 1: Manage Personal Development

Unit reference number: F/600/9469

QCF level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to identify and agree performance requirements of own work role.	1.1 Outline work role performance requirements with those they report to.			
2. Be able to measure and progress against objectives.	2.1 Identify ways that progress will be measured against own work objectives.			
3. Be able to identify gaps in skills and knowledge in own performance.	3.1 Explain knowledge and skills required for own work role. 3.2 Identify opportunities and resources available for personal development. 3.3 Produce a development plan to address own needs and agree with line manager.			
4. Be able to carry out and assess activities within own development plan.	4.1.1 Plan activities in own development plan that address identified needs. 4.2 Collect feedback from colleagues on the result of development activities on own performance. 4.3 Assess the success of activities carried out as part of own development plan.			

Learner name:

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Internal verifier signature:

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(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand the benefits of working with colleagues.	1.1 Describe the benefits of productive working relationships.			
2. Be able to establish working relationships with colleagues.	2.1 Identify colleagues within own and other organisations. 2.2 Agree the roles and responsibilities for colleagues.			
3. Be able to act in a professional and respectful manner when working with colleagues.	3.1 Explain how to display behaviour that shows professionalism.			
4. Be able to communicate with colleagues.	4.1 Identify, information to others clearly and concisely. 4.2 Explain how to receive and clarify own understanding of information.			
5. Be able to identify potential work-related difficulties and explore solutions.	5.1 Identify potential work-related difficulties and conflicts of interest. 5.2 Explain how to resolve identified potential difficulties.			

Learner name:

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(if sampled)

Unit 3: Communicate Information And Knowledge

Unit reference number: H/600/9724

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit will ensure that learners are able to communicate selected information and knowledge to a target audience using appropriate communication techniques and methods.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to identify the information required, and its reliability, for communication.	1.1 Explain the information and knowledge that needs communicating. 1.2 Identify the target audience requiring the information and knowledge.			
2. Be able to understand communication techniques and methods.	2.1 Identify what techniques and methods can be used to communicate information and knowledge. 2.2 Explain how to select the most appropriate technique and method.			
3. Be able to communicate information and knowledge using appropriate techniques and methods.	3.1 Communicate to target audience using the appropriate techniques and methods. 3.2 Explain how the target audience has received and understood the information communicated.			
4. Be able to adapt communication techniques and methods according to target audience response.	4.1 Explain how to modify communication techniques and methods in response to verbal and non-verbal feedback.			

Learner name:

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(if sampled)

Unit 4: Plan, Allocate and Monitor Work of a Team

Unit reference number: Y/600/9669

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to plan work for a team.	1.1 Agree team objectives with own manager. 1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.			
2. Be able to allocate work across a team.	2.1 Discuss team plans with a team. 2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members. 2.3 Agree standard of work required by team.			
3. Be able to manage team members to achieve team objectives.	3.1 Support all team members in order to achieve team objectives.			
4. Be able to monitor and evaluate the performance of team members.	4.1 Assess team members' work against agreed standards and objectives. 4.2 Identify and monitor conflict within a team. 4.3 Identify causes for team members not meeting team objectives.			
5. Be able to improve the performance of a team.	5.1 Identify ways of improving team performance. 5.2 Provide constructive feedback to team members to improve their performance. 5.3 Implement identified ways of improving team performance.			

Learner name:

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(if sampled)

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Unit 5: Set Objectives and Provide Support for Team Members

Unit reference number: M/600/9600

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit helps learners to set and support individuals and teams to achieve objectives.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to communicate a team's purpose and objectives to the team members.	1.1 Describe the purpose of a team. 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). 1.3 Communicate the team's purpose and objectives to its members			
2. Be able to develop a plan with team members showing how team objectives will be met.	2.1 Discuss with team members how team objectives will be met. 2.2 Ensure team members to participate in the planning process and think creatively. 2.3 Develop plans to meet team objectives. 2.4 Set SMART personal work objectives with team members.			
3. Be able to support team members identifying opportunities and providing support.	3.1 Identify opportunities and difficulties faced by team members. 3.2 Discuss identified opportunities and difficulties with team members. 3.3 Provide advice and support to team members to overcome identified difficulties and challenges. 3.4 Provide advice and support to team members to make the most of identified opportunities.			
4. Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1 Monitor and evaluate individual and team activities and progress. 4.2 Provide recognition when individual and team objectives have been			

	achieved.			
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(if sampled)

Unit 6: **Manage or Support Equality of Opportunity, Diversity and Inclusion in Own Area of Responsibility**

Unit reference number: M/600/9628

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit helps learners understand how to manage equality, diversity and inclusion in own area of responsibility.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies.	1.1 Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies. 1.2 Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility.			
2. Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility.	2.1 Outline an organisation's equality, diversity and inclusion policy and procedures.			
3. Be able to monitor equality, diversity and inclusion within own area of responsibility.	3.1 Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation.			

Learner name:

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(if sampled)

Unit 7: Support Team Members in Identifying, Developing and Implementing New Ideas

Unit reference number: L/600/9636

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit helps learners to support team members in identifying, developing and implementing new ideas. It also helps learners to provide recognition for innovation.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to develop team ideas and develop the creativity of team members	1.1 Encourage team members to identify ideas. 1.2 Record team members' ideas.			
2. Be able to assess the viability of team members' ideas.	2.1 Assess with team members the potential benefits and risks associated with an idea, and the resources required.			
3. Be able to support team members to implement ideas.	3.1 Explain how to support team members in submitting formal proposals for approval. 3.2 Explain to team members how to identify and overcome barriers to implementing an idea.			
4. Be able to implement team ideas.	4.1 Monitor the implementation of ideas by own team. 4.2 Communicate the progress of implementation to relevant others own organisation.			

Learner name:

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(if sampled)

Unit 8: Manage Conflict in a Team

Unit reference number: R/600/9685

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit will ensure that learners understand how to identify potential and actual conflicts within a team and take action to resolve them.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to support team members' understanding of their role and position within a team.	1.1 Communicate to team members the standards of work and behaviour expected of them. 1.2 Explain how team members can work together and support each other.			
2. Be able to take measures to minimise conflict within a team.	2.1 Identify issues with organisational structures, systems or procedures that are likely to give rise to conflict. 2.2 Identify potential conflict between team members. 2.3 Explain action required to avoid potential conflict and agree strategies for conflict resolution.			
3. Be able to understand how to encourage team members to resolve their own conflicts.	3.1 Explain how team members can be encouraged to identify and resolve their own problems and conflicts. 3.2 Explain how respect can be developed and maintained between team members.			
4. Be able to understand legal and organisational requirements concerning conflict.	4.1 Explain legal and organisational requirements concerning conflict in own team. 4.2 Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes.			

Learner name:

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(if sampled)

Unit 9: Lead and Manage Meetings

Unit reference number: Y/600/9686

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit will ensure that learners are able to prepare for, lead and follow up issues identified in meetings.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to prepare to lead a meeting.	1.1 Perform activities needed to be carried out in preparation for leading a meeting. 1.2 Produce documentation in support of activities.			
2. Be able to manage meeting procedures.	2.1 Identify any formal procedures that apply in own organisation.			
3. Be able to chair a meeting.	3.1 Manage the agenda in co-operation with participants to ensure meeting objectives are met. 3.2 Produce minutes of the meeting and allocate action points after discussions.			
4. Be able to undertake post-meeting tasks.	4.1 Explain that the minutes of the meeting provide an accurate record of proceedings. 4.2 Communicate and follow up meeting outcomes to relevant individuals. 4.3 Evaluate whether the meeting's objectives were met and identify potential improvements.			

Learner name:

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(if sampled)

Unit 10: Participate in Meetings

Unit code: H/600/9688

Unit reference number: D12

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit will ensure that learners are able to prepare for, take part in and communicate information arising from meetings.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to prepare for a meeting.	1.1 Explain meeting objectives prior to the meeting. 1.2 Identify own role and prepare as necessary.			
2. Be able to participate in a meeting.	2.1 Contribute to meeting discussions using evidence to support own opinions. 2.2 Acknowledge other viewpoints presented at a meeting. 2.3 Seek clarification or confirmation of own understanding of outcomes.			
3. Be able to communicate information to relevant stakeholders.	3.1 Communicate information from the meeting to those who have an interest, in line with any organisational protocol.			

Learner name:

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to identify circumstances that require a decision to be made.	1.1 Explain the circumstances requiring a decision to be made. 1.2 State the desired objective(s) for making a decision. 1.3 Establish criteria on which to base the decision, in line with own organisation.			
2. Be able to collect information to inform decision-making.	2.1 Identify information needed to inform the decision-making process. 2.2 Communicate with stakeholders affected by the decision. 2.3 Explain how to inform stakeholders about the decision-making process.			
3. Be able to analyse information to inform decision-making.	3.1 Identify information for validity and relevance to the decision-making process. 3.2 Analyse information and against established criteria.			
4. Be able to make a decision.	4.1 Apply decision-making technique(s) to determine a decision. 4.2 Explain the decision made in line with desired objectives. 4.3 Communicate the decision taken to relevant stakeholders.			

Learner name:

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Unit 12: Manage Knowledge in Own Area of Responsibility

Unit reference number: T/600/9730

QCF level: 3

Credit value: 4

Guided learning hours: 15

Unit summary

This unit will ensure that learners are able to understand how knowledge is managed, using agreed procedures and processes in own organisation.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to understand existing knowledge management in own area of responsibility.	1.1 Describe how knowledge is gained and applied in own area of responsibility. 1.2 Explain how knowledge is shared in own area of responsibility. 1.3 Outline how intellectual property is protected in own area of responsibility.			
2. Be able to develop knowledge	2.1 Identify established processes and procedures which can develop knowledge. 2.2 Explain how to support individuals to ensure knowledge development processes are followed.			
3. Be able to share knowledge.	3.1 Communicate established processes and procedures which share knowledge across own area of responsibility. 3.2 Explain how to support individuals to ensure knowledge-sharing processes are followed.			
4. Be able to monitor and evaluate knowledge management in own area of responsibility.	4.1 Assess the knowledge development process in own area of responsibility. 4.2 Implement any changes to improve knowledge management. 4.3 Monitor change and development in the knowledge development process.			

Learner name:

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Unit 13: Procure Supplies

Unit reference number: L/600/9734

QCF level: 3

Credit value: 2

Guided learning hours: 20

Unit summary

This unit will ensure that learners are able to identify required supplies, procure supplies and monitor their delivery.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to identify requirements for supplies.	1.1 Select colleagues to agree requirements for supplies. 1.2 Produce a specification for supply requirements.			
2. Be able to evaluate suppliers that meet identified requirements.	2.1 Identify suppliers that meet resource, organisational and legal requirements. 2.2 Evaluate suppliers against requirements.			
3. Be able to select suppliers and obtain supplies.	3.1 Select supplier(s) that best meet requirements. 3.2 Explain how to agree with the contractual terms with selected supplier(s).			
4. Be able to monitor supplier performance.	4.1 Identify how to monitor supplier performance and delivery against agreed contractual terms. 4.2 Explain the procedure for dealing with breaches of contract.			

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(if sampled)

Unit 14: Manage Customer Service in Own Area of Responsibility

Unit reference number: D/600/9804

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit will ensure that learners are able to explain customer service standards to support staff and monitor customer service performance in own area of responsibility.

Assessment requirements/evidence requirements

Assessment must be carried out in way that is consistent with the requirements outlined in *Annexe D: Assessment Strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to establish and communicate measurable customer service standards for own area of responsibility.	1.1 State organisational, legal and regulatory requirements for customer service standards. 1.2 Explain expected standards for customer service performance to employees in own area of responsibility. 1.3 Describe measurement criteria to monitor customer service performance.			
2. Be able to support staff in meeting customer service standards.	2.1 Identify staff and other resources to meet customer service standards. 2.2 Communicate roles and responsibilities to employees and provide support. 2.3 Describe how to resolve customer service queries within own organisation's policy.			
3. Be able to monitor and evaluate customer service performance, systems and processes.	3.1 Monitor customer service performance against established criteria. 3.2 Analyse feedback from staff and customers on the quality of customer service. 3.3 Evaluate customer feedback and identify areas for improvement. 3.4 Recommend changes to customer service processes or standards based on performance evaluation.			

Learner name:

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Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Information on the Management Standards NOS can now be obtained from the pan-sector SSC:

The Council for Administration (CfA)

6 Graphite Square

Vauxhall Walk

London

SE11 5EE

Telephone: 020 7091 9620

Website: www.cfa.uk.com

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Business sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7				BTEC Award/Certificate/Diploma/Extended Diploma in Strategic Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
6					
5			BTEC HND Diploma in Business	BTEC Award/Certificate/Diploma in Management and Leadership (QCF)	NVQ Diploma in Management (QCF)
4			BTEC HNC Diploma in Business		Level 4 NVQ Certificate/Diploma in Business and Administration (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3	GCE Applied Business GCE Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/Subsidiary Diploma/Diploma/Extended Diploma in Business (QCF)	BTEC Award/Certificate in Management (QCF)	Level 3 NVQ Certificate/Diploma in Business and Administration (QCF) NVQ Certificate in Management (QCF)
2	GCSE Business GCSE Applied Business	Principal Learning in Business, Administration and Finance	BTEC Certificate/ Extended Certificate and Diploma in Business (QCF)	BTEC Award/Certificate in Team Leading (QCF)	Level 2 NVQ Award/Certificate and Diploma in Business and Administration (QCF) NVQ Certificate in Team Leading (QCF)
1		Principal Learning in Business, Administration and Finance			Level 1 NVQ Award/Certificate in Business and Administration (QCF)
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment strategy for Management and Leadership

Management Standards Centre – MSC

Assessment Strategy for Management and Leadership

Scottish Vocational Qualifications (SVQs) and National Vocational Qualifications (QCF) and Units

The Management Standards Centre (MSC) is the Government recognised standards setting body for management and leadership. This document sets out the overarching assessment strategy for National Vocational Qualifications QCF and related Units and Scottish Vocational Qualifications (SVQs) in management and leadership based on the National Occupational Standards (NOS) for management and leadership.

1. Achieving External Quality Control of Assessment

The following measures are proposed in terms of achieving external quality control of assessment:

- Application of **risk management**. The MSC will expect awarding bodies to apply such risk management systems to the awarding of NVQs and SVQs in management and leadership and deploy resources accordingly to tackle identified risks.
- The existing **Management and Leadership Qualifications Forum (M&LQF)** will take on a more active role in relation to the ongoing assessment and quality assurance of NVQs and SVQs in management and leadership
- MSC encourages **Standardisation activities/exercises** across centres (assessors and internal verifiers) and external verifiers where appropriate.

2. Assessment through Performance in the Workplace

The NVQs and SVQs in management and leadership are to be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

3. Assessment by Simulation

Simulation is not allowed.

4. Requirements for Assessors and Verifiers

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying.

- keep themselves up-to-date with developments in management and leadership practice;
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications. MSC will work with Awarding Bodies through the Awarding Body forum to ensure that there is effective development and management through the QCF process.

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Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning