

# Specification

Edexcel  
NVQ qualifications

## Edexcel Level 7 NVQ Diploma in Management (QCF)

For first registration August 2010



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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 7 NVQ Diploma in Management (QCF):

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Edexcel Level 7 NVQ Diploma in Management (QCF)	500/8852/X	01/08/2010	28/02/2015

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualifications Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This title replaces the following qualification from 1<sup>st</sup> August 2010:

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
Edexcel Level 5 NVQ in Management	100/5298/7	01/09/2005	31/07/2010

# Key features of the Edexcel Level 7 NVQ Diploma in Management (QCF)

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This qualification:

- is nationally recognised
- is based on the Leadership and Management National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure is owned by the Management Standards Centre (MSC).

## What is the purpose of this qualification?

This qualification is designed to recognise occupational competence in Management and Leadership. It allows learners to apply knowledge, understanding and skills to a national occupation level required by employers, thus proving competency in their job role.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

The Edexcel Level 7 NVQ in Management (QCF) is a 'cross-sector' qualification. This means that this Edexcel NVQ can be taken by team leaders and managers across a wide variety of work areas in both the public and private sectors

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## What are the benefits of this qualification to the learner and employer?

This qualification will allow learners to develop management, leadership and employability skills, which are all essential for the workplace. There is a wide range of optional units covering different aspects of management and leadership, which allows the learner choice to select units in a specialist area, or to spread their choice of units across several specialist areas.

## What are the potential job roles for those working towards this qualification?

This qualification is suitable for job roles in any sector that involve management and leadership responsibilities.

At **Level 7** the learner can expect to be in senior management and hold a more strategic role in an organisation.

**What progression opportunities are available to learners who achieve this qualification?**

Learners can progress to an MBA qualification.

Further information is available in *Annexe A*.

# What is the qualification structure for the Edexcel Level 7 NVQ Diploma in Management (QCF)?

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Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

A minimum of 45 credits are required overall for completion of this qualification, which must include a minimum of 27 credits at, or above, Level 7.

The mandatory units for this qualification are units B3 (8 credits), B7 (10 credits) and C4 (9 credits). Learners must also choose optional units with a combined minimum total of 18 credits in order to achieve the qualification.

## **Mandatory units** (credit value 27)

<b>Unit</b>	<b>Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
B3	Develop a strategic business plan	8	7	20
B7	Develop strategic direction and leadership	10	7	40
C4	Lead change in an organisation	9	7	35

## **Optional units** (credit value 18 – minimum of at least 6 credits at Level 7)

<b>Unit</b>	<b>Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>
B4	Put a strategic business plan into action	8	7	40
B8a	Establish policies and procedures	8	7	35
D4	Plan an organisation's workforce	9	7	35
E3	Obtain additional finance for an organisation	10	7	40
E13	Promote knowledge management across an organisation	7	7	30
F13	Manage quality systems	10	7	40
F3a	Design and manage the business processes	6	7	30
F12	Improve organisational performance	10	7	40

B2	Inform strategic decision-making	7	6	40
B9	Support the culture of an organisation	5	6	30
C3	Lead innovation within an organisation	10	6	40
E1	Manage a budget for own area or activity of work	7	5	30
E17	Outsource organisational processes	8	6	40
F2	Manage a programme of complementary projects	8	6	30

## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment strategy

The assessment requirements/strategy for this qualification has been included in *Annexe D*. It has been developed by the Management Standards Centre (MSC) in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- external quality control
- assessment through performance in the workplace
- simulation of NVQ units
- occupational expertise to assess performance and moderate and verify assessments

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

## What do you need to offer this qualification?

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### Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

### Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required to deliver this qualification?

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This qualification is designed to support learners working in the management and leadership sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b> Understanding the retail selling process		The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).		
<b>Unit code:</b> 1		This is Edexcel's reference number for the specified unit.		
<b>Unit reference number:</b> F/502/5807		This NDAQ code is a unique reference number for the unit.		
<b>QCF level:</b> 3		All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.		
<b>Credit value:</b> 2		All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.		
<b>Guided learning hours:</b> 19		A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.		
<b>Unit summary:</b>		This provides a summary of the purpose of the unit.		
The unit provides the learner with an understanding of the retail selling process. It covers the communication process involved in the customer choosing products, the importance of good product knowledge and the part this plays in the selling process. There is also a focus on the legislation that applies in relation to selling and also how sales levels can be managed.				
<b>Assessment requirements/evidence requirements:</b>		The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.		
<b>Assessment methodology:</b>		This provides a summary of the assessment methodology to be used for the unit.		
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>
1 Understand how communication techniques can be used to help the customer choose products	1.1 Explain how communication techniques can be used to match product features and benefits to complex customer needs  1.2 Explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs	O observation Q&A questions and answers P learner products RA reflective accounts/ personal statements S simulation PD professional discussion A assignment, project/case studies WT witness testimony EPW expert witness evidence RPL Recognition of Prior Learning	The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

# Units





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand an organisation's vision or strategic direction.	1.1 Explain an organisation's strategic vision and direction.			
2. Be able to provide an organisation with a direction that is incorporated into the strategic business plan.	2.1 Consult with stakeholders to inform the development of a strategic business plan.  2.2 Identify objectives that are consistent with the direction of an organisation.  2.3 Develop a strategic business plan to support the direction of an organisation.  2.4 Analyse risks and develop contingency plans to mitigate identified risks.  2.5 Identify measures and methods for monitoring and evaluating the strategic business plan.			
3. Be able to gain stakeholder support for the strategic business plan.	3.1 Communicate the strategic plan to all key stakeholders.  3.2 Assess how to gain and retain support from key stakeholders for the strategic business plan.			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:  
(if sampled)

Date:



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to develop own leadership.	1.1 Analyse own leadership style and use recognised leadership and management theories or models.  1.2 Develop a personal development plan based on analysis.			
2. Be able to develop and communicate an organisational vision, purpose and set of values.	2.1 Develop an organisation's vision, values and purpose in consultation with stakeholders.  2.2 Communicate the organisational plan that supports the vision, values and purpose.			
3. Be able to review own leadership performance.	3.1 Analyse feedback from relevant stakeholders on own leadership performance.  3.2 Implement change and review personal development plan.			

Learner name:

Date:

Learner signature:

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Assessor signature:

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Internal verifier signature:

Date:

*(if sampled)*

## **Unit 3: Lead change in an organisation**

**Unit reference number:** L/600/9653

**QCF level:** 7

**Credit value:** 9

**Guided learning hours:** 35

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### **Unit summary**

This unit will ensure that learners are able to lead organisational change. The unit will also ensure learners are able to support others through change.

### **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 lead change.	1.1 Identify alternative models for change management.  1.2 Critically evaluate models to bring an identified change in an organisation.  1.3 Explain how to bring change in own organisation.			
2. Be able to promote organisational reasons for change.	2.1 Review the benefits against the business objectives.  2.2 Communicate the change strategy with all stakeholders.			
3. Be able to gain support for change.	3.1 Explain how to Influence stakeholders and gain agreement for change.  3.2 Implement appropriate mechanisms for consultation.			
4. Be able to support people through the change process.	4.1 Provide support and guidance to those planning and implementing change.  4.2 Communicate progress to stakeholders involved in the change progress.  4.3 Identify achievements associated with change across an organisation.			

Learner name:

Date:

Learner signature:

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Assessor signature:

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Internal verifier signature:

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*(if sampled)*

**Unit 4:** **Put a strategic business plan into action**

**Unit reference number:** F/600/9598

**QCF level:** 7

**Credit value:** 8

**Guided learning hours:** 40

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**Unit summary**

This unit will ensure that learners are able to implement, monitor and evaluate a strategic business plan for an organisation.

**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

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Be able to promote a strategic business plan to colleagues and stakeholders.	1.1 Identify relevant colleagues and stakeholders who can contribute to the strategic business plan.  1.2 Explain how to provide support direction to colleagues and stakeholders.			
2. Be able to implement and monitor performance against a strategic business plan.	2.1 Implement the plan against identified performance measures.  2.2 Identify and analyse variations from agreed measures.  2.3 Assess changes that may affect the strategic business plan.			
3. Be able to ensure a strategic business plan remains current.	3.1 Implement necessary adjustments to the strategic business plan and/or resource.  3.2 Communicate any change to colleagues and stakeholders.			
4. Be able to evaluate the performance of a strategic business plan.	4.1 Analyse the performance of a strategic business plan.  4.2 Communicate performance outcomes to all relevant stakeholders.			

Learner name:

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Learner signature:

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Assessor signature:

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Internal verifier signature:  
(if sampled)

Date:

## **Unit 5: Establish policies and procedures**

**Unit reference number:** R/600/9606

**QCF level:** 7

**Credit value:** 8

**Guided learning hours:** 35

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### **Unit summary**

This unit helps learners to establish policies and procedures relating to legal, regulatory, ethical and social requirements, and to communicate these policies and procedures to relevant people.

### **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 the legal and regulatory requirements that impact upon own area of responsibility.	1.1 Examine the legal and regulatory requirements that impact upon own area of responsibility.  1.2 Analyse potential risks associated with relevant legal and regulatory requirements.			
2. Understand the ethical and social requirements that impact upon own area of responsibility.	2.1 Examine the ethical and social requirements that impact upon own area of responsibility to others.  2.2 Analyse potential risks associated with relevant ethical and social requirements.			
3. Be able to develop policies to meet legal, regulatory, ethical and social requirements for own area of responsibility.	3.1 Develop policies that meet legal, regulatory, ethical and social requirements.  3.2 Ensure procedures are aligned to developed policies.			
4. Be able to communicate policies to stakeholders.	4.1 Communicate policies to stakeholders.			

Learner name:

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Learner signature:

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Assessor signature:

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Internal verifier signature:

Date:

*(if sampled)*

## **Unit 6: Plan an organisation's workforce**

**Unit reference number:** J/600/9666

**QCF level:** 7

**Credit value:** 9

**Guided learning hours:** 35

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### **Unit summary**

This unit will ensure that learners are able to identify workforce requirements and develop plans to fulfil such requirements.

### **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 workforce requirements for an organisation.	1.1 Identify specialist expertise that may be useful in workforce planning.  1.2 Analyse key issues that are likely to impact on workforce requirements.  1.3 Evaluate an organisation's strategic objectives and plans to inform workforce planning.			
2. Be able to review the current workforce of an organisation against identified requirements.	2.1 Identify and assess any gaps between the current workforce capacity and the identified workforce requirements.			
3. Be able to plan how an organisation's workforce requirements will be met.	3.1 Develop and implement a plan that meet an organisation's long-, medium- and short-term workforce requirements.  3.2 Ensure that resources needed to recruit, keep and redeploy people are made available.			
4. Be able to communicate workforce plans to relevant individuals.	4.1 Communicate workforce plans to relevant individuals.			

Learner name:

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Learner signature:

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Assessor signature:

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Internal verifier signature:

Date:

*(if sampled)*

## **Unit 7: Obtain additional finance for an organisation**

**Unit reference number:** R/600/9699

**QCF level:** 7

**Credit value:** 10

**Guided learning hours:** 40

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### **Unit summary**

This unit will ensure that learners are able to identify finance requirements of an organisation and review different types and providers of finance against the needs of an organisation. The unit will also ensure learners are able to recommend appropriate types and providers of finance, obtain finance, and monitor and review financial agreements.

### **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 review the financial position of an organisation.	1.1 Analyse the financial requirements of a small, medium or large organisation.  1.2 Review the structure of finance currently employed by an organisation.  1.3 Identify additional financial needs of an organisation.			
2. Be able to identify and evaluate sources of additional finance for an organisation.	2.1 Identify sources of financial expertise and how and when to make use of them.  2.2 Identify available types and providers of additional finance for a small, medium or large organisation.  2.3 Evaluate the costs, benefits and risks associated with potential types of additional finance.  2.4 Evaluate the costs, benefits and risks associated with potential providers of additional finance.			
3. Be able to obtain additional finance for an organisation.	3.1 Select the type and provider of finance that most closely meets the needs of a small, medium or large organisation.  3.2 Discuss proposals for obtaining additional finance with relevant individuals.  3.3 Submit proposals, bids or applications to potential providers of finance.			

	3.4 Put formal agreements in place with finance providers.			
	3.5 Develop contingency plans to deal with problems in obtaining additional finance.			
4. Be able to review procedures for obtaining additional finance.	4.1 Identify improvements in the procedures used to obtain additional finance.			

Learner name:

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Learner signature:

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Assessor signature:

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*(if sampled)*

**Unit 8: Promote knowledge management across an organisation**

**Unit reference number:** J/600/9733

**QCF level:** 7

**Credit value:** 7

**Guided learning hours:** 30

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**Unit summary**

This unit will ensure that learners can develop, support and monitor knowledge management strategies and systems across an organisation.

**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 strategies and procedures to facilitate knowledge management.	1.1 Define the knowledge management needs of an organisation. 1.2 Identify how to access specialists in managing knowledge and developing knowledge management systems. 1.3 Identify key areas for development of knowledge management. 1.4 Produce a strategic plan for knowledge management to meet the needs of an organisation and protect intellectual property.			
2. Be able to support knowledge management.	2.1 Communicate the knowledge management strategy across an organisation. 2.2 Identify knowledge management role models who embody the values of the organisation. 2.3 Assess resource needed to support knowledge management across an organisation. 2.4 Identify role models to champion knowledge management procedures and processes across an organisation.			
3. Be able to monitor and evaluate knowledge management across an organisation.	3.1 Monitor the effectiveness of the knowledge management system. 3.2 Review the effectiveness of knowledge management promotions. 3.3 Implement changes to the knowledge management system.			

Learner name:

Date:

Learner signature:

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Assessor signature:

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Internal verifier signature:

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*(if sampled)*

## **Unit 9: Manage quality systems**

**Unit reference number:** L/600/9796

**QCF level:** 7

**Credit value:** 10

**Guided learning hours:** 40

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### **Unit summary**

This unit will ensure that learners understand the tools and techniques used in quality management. The unit will also ensure that learners can evaluate quality management systems for improvement.

### **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 and evaluate quality management systems and standards in own organisation.	1.1 Critically evaluate a range of quality management systems. 1.2 Critically evaluate quality management systems in own organisation. 1.3 Explain legal and regulatory requirements. 1.4 Evaluate the quality expectations of the stakeholders. 1.5 Identify specialists and consult if necessary.			
2. Be able to evaluate systems in own organisation.	2.1 Develop a strategy to evaluate quality standards and systems. 2.2 Identify and prioritise key success criteria.			
3. Be able to establish responsibilities for meeting organisational quality standards with key stakeholders.	3.1 Communicate organisational quality standards. 3.2 Define roles and responsibilities in meeting quality standards.			
4. Be able to implement a quality management system in own organisation.	4.1 Develop risk assessment procedures. 4.2 Identify resource requirements to support a quality management system. 4.3 Produce a strategic plan for implementation in own organisation.			
5. Be able to monitor and evaluate quality performance for continuous improvement within own organisation.	5.1 Monitor product and/or service quality against quality management standards. 5.2 Evaluate data and feedback against key success criteria.			

	5.3 Take corrective action if required.			
	5.4 Communicate with key stakeholders on quality performance.			

Learner name:

Date:

Learner signature:

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Assessor signature:

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Internal verifier signature:  
(if sampled)

Date:

**Unit 10: Design and manage the business processes**

**Unit reference number:** A/600/9762

**QCF level:** 7

**Credit value:** 6

**Guided learning hours:** 30

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**Unit summary**

This unit helps learners to develop, implement and manage business processes across an organisation.

**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

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Understand process management.	1.1 Explain the principles and models of process management.  1.2 Identify processes to deliver organisational objectives that meet legal and industry regulations.  1.3 Describe how to apply analytical and problem-solving tools.  1.4 Explain the principles of cost-benefit analyses.			
2. Design a sustainable business process for use across an organisation.	2.1 Explain how environmental sustainability can be integrated within the business process.  2.2 Identify the processes that deliver organisational objectives, goals and outcomes.  2.3 Identify key criteria for designing a sustainable business process.  2.4 Evaluate resource availability to ensure the objectives are met.  2.5 Consult with relevant stakeholders and agree key stakeholders' responsibilities.  2.6 Produce a sustainable project plan to manage processes across an organisation.			
3. Manage, monitor and review business processes.	3.1 Communicate the plan to all stakeholders.  3.2 Implement the business processes across the organisation.			

	<p>3.3 Monitor and review the process against success criteria.</p> <p>3.4 Take corrective action where necessary.</p> <p>3.5 Measure the overall impact of the process within the organisation.</p>			
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Learner name:

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Internal verifier signature:

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*(if sampled)*

## **Unit 11: Improve organisational performance**

**Unit reference number:** J/600/9795

**QCF level:** 7

**Credit value:** 10

**Guided learning hours:** 40

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### **Unit summary**

This unit will ensure learners are able to evaluate organisational performance, identify opportunities and implement strategies for continuous improvement.

### **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 examine the existing culture in relation to performance.	1.1 Critically evaluate the existing culture within own organisation. 1.2 Evaluate the impact of the culture on organisational performance.			
2. Be able to evaluate performance in own organisation.	2.1 Develop a system for collecting and analysing data. 2.2 Analyse and benchmark performance of own organisation against competitor organisations.			
3. Be able to identify opportunities for organisational improvement and develop a communications strategy.	3.1 Identify opportunities for improvement in line with organisational objectives. 3.2 Define key success criteria for organisational improvement. 3.3 Consult with key stakeholders. 3.4 Develop a communications strategy for organisational improvement. 3.5 Implement a communications strategy highlighting organisational improvements to all key stakeholders.			
4. Be able to support continuous improvement in organisational performance.	4.1 Develop processes to support continuous improvement. 4.2 Agree support requirements with stakeholders in own organisation. 4.3 Implement continuous improvement in line with organisation's objectives.			

5. Be able to evaluate the impact of performance improvement.	5.1 Critically evaluate organisational performance against key success criteria.  5.2 Communicate recommendations for ensuring continuous improvement.			
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(if sampled)

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<b>Unit 12:</b>	<b>Inform strategic decision-making</b>
<b>Unit reference number:</b>	D/600/9592
<b>QCF level:</b>	6
<b>Credit value:</b>	7
<b>Guided learning hours:</b>	40

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### **Unit summary**

This unit helps learners to identify and evaluate information about an organisations environment and inform strategic decision-making.

### **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 an organisation's environment to inform strategic decision-making.	1.1 Identify information about an organisation's environment. 1.2 Analyse organisation to inform the strategic decision-making process.			
2. Be able to evaluate the current strategic direction of an organisation.	2.1 Assess feedback from key stakeholders on the current strategic direction of an organisation.			
3. Be able to use information to inform strategic decision-making.	3.1 Implement recommendations to inform strategic decision-making. 3.2 Communicate recommendations to all key stakeholders regarding the strategic decision-making process.			

Learner name:

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*(if sampled)*

## **Unit 13: Support the culture of an organisation**

**Unit reference number:** M/600/9614

**QCF level:** 6

**Credit value:** 5

**Guided learning hours:** 30

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### **Unit summary**

This unit helps learners to understand organisational culture to ensure the achievement of business objectives.

### **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 the concept of organisational culture.	1.1 Explain different definitions of organisational culture. 1.2 Evaluate internal and external factors that can influence organisational cultures.			
2. Be able to agree values and objectives in support of an organisation's culture.	2.1 Analyse the culture and objectives of an organisation. 2.2 Communicate agreed values and objectives across an organisation. 2.3 Reflect on personal behaviours and actions that reinforce agreed values.			
3. Be able to monitor objectives and their effectiveness.	3.1 Monitor the values and objective effectiveness against the business objectives and implement any necessary change.			

Learner name:

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**Unit 14:** **Lead innovation within an organisation**

**Unit reference number:** D/600/9642

**QCF level:** 6

**Credit value:** 10

**Guided learning hours:** 40

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**Unit summary**

This unit helps learners to lead, develop and promote innovation within an organisation.

**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 analyse an organisation's current approach to innovation practice.	1.1 Analyse and review the approaches to innovation employed by an organisation.  1.2 Evaluate organisational approaches to innovation.			
2. Be able to design an innovation process for an organisation and demonstrate its implications for long-term success.	2.1 Identify and pursue opportunities for the own organisation.  2.2 Design an innovation process which fits with own organisation.  2.3 Communicate the implications of the innovation process for long-term success for own organisation.			
3. Be able to support others in implementing innovative ideas.	3.1 Support others in ensuring that innovative ideas are fed into the operational process.  3.2 Assess resourcing agreed ideas.  3.3 Support others in implementing agreed ideas.			
4. Be able to review and improve the performance of the innovation process.	4.1 Evaluate feedback from all stakeholders to improve the innovation process.			
5. Be able to provide recognition for the innovative success.	5.1 Explain how to recognise achievements that are successfully implemented.			

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*(if sampled)*

**Unit 15:** **Manage a budget for own area or activity of work**

**Unit reference number:** A/600/9695

**QCF level:** 5

**Credit value:** 7

**Guided learning hours:** 30

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**Unit summary**

This unit helps learners to prepare a budget, address variance and monitor a budget for own area of activity or work.

**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 a budget for own area of responsibility.	1.1 Evaluate information on resource requirements for own area of activity or work.  1.2 Produce a draft budget.  1.3 Communicate the final budget with relevant stakeholders.			
2. Be able to manage a budget.	2.1 Analyse variances between planned and actual expenditure.  2.2 Provide information on performance to relevant stakeholders.  2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.  2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.			
3. Be able to review budget management performance.	3.1 Review performance against budget.  3.2 Assess improvements for future budget planning and management.  3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement.			

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## **Unit 16: Outsource organisational processes**

**Unit reference number:** T/600/9744

**QCF level:** 6

**Credit value:** 8

**Guided learning hours:** 40

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### **Unit summary**

This unit will ensure that learners are able to: identify potential processes that can be outsourced, assess the impact of doing so, and identify vendors to outsource processes to, and undertake and monitor the outsourcing.

### **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 non-core processes within an organisation.	1.1 Analyse an organisation's activities and identify processes that can be outsourced.			
2. Be able to evaluate the implications of outsourcing non-core processes.	2.1 Evaluate and assess risks for outsourcing identified non-core processes.			
	2.2 Develop a business case for outsourcing non-core processes.			
3. Be able to select a vendor to outsource non-core processes to.	3.1 Draw up specifications and communicate to potential vendors.			
	3.2 Establish criteria for evaluating potential vendors.			
	3.3 Appraise potential vendors against criteria.			
	3.4 Select the vendor that best meets the criteria.			
4. Be able to outsource non-core processes.	4.1 Develop a contract that meets legal & commercial requirements with the selected vendor.			
	4.2 Negotiate contract clauses to meet the interests of the organisation.			
	4.3 Produce plans to transfer agreed processes to the contracted vendor.			
	4.4 Communicate the outsourcing plans to stakeholders.			
	4.5 Transfer the agreed processes to contracted vendor.			

<p>5. Be able to monitor and review the outsourcing of non-core processes.</p>	<p>5.1 Monitor and review the vendor's performance at agreed times, in line with agreed contract.</p> <p>5.2 Agree changes to improve performance, in line with contractual agreements.</p> <p>5.3 Produce a report on the effectiveness of outsourcing non-core processes.</p>			
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*(if sampled)*

## **Unit 17: Manage a programme of complementary projects**

**Unit reference number:** K/600/9756

**QCF level:** 6

**Credit value:** 8

**Guided learning hours:** 30

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### **Unit summary**

This unit helps learners to understand the principles of programme management and how to implement these principles in terms of communication, monitoring and evaluating a programme of complementary projects.

### **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 principles, processes, tools and techniques of programme management.	1.1 Explain the roles and responsibilities of a programme manager. 1.2 Explain how to apply principles, processes, to programme management.			
2. Be able to develop a programme plan.	2.1 Consult with stakeholders and programme sponsor(s) to develop and agree a plan. 2.2 Identify potential risks and contingencies. 2.3 Establish criteria for evaluating the programme on completion.			
3. Be able to communicate programme aims and plans to project managers.	3.1 Communicate how a programme links to an organisation's strategic targets. 3.2 Communicate how individual projects link to the programme and each other. 3.3 Communicate plans, roles and responsibilities to programme team members.			
4. Be able to monitor project and programme progress.	4.1 Collect and analyse feedback on individual projects' progress. 4.2 Review progress against the plan and wider developments affecting the programme. 4.3 Communicate progress to the programme sponsor(s) and key stakeholders. 4.4 Confirm completion of programme with programme sponsor(s) and stakeholders.			
5. Be able to evaluate a programme.	5.1 Evaluate the programme using agreed criteria.			

	<p>5.2 Identify lessons learned for future programmes.</p> <p>5.3 Acknowledge the contributions of programme team members.</p>			
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Learner name:

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## Further information

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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

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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](http://www.cfa.uk.com)

## Professional development and training

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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](http://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

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### 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)

<b>Level</b>	<b>General qualifications</b>	<b>Diplomas</b>	<b>BTEC vocationally-related qualifications</b>	<b>BTEC specialist qualification/ professional</b>	<b>NVQ/competence</b>
<b>3</b>	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)
<b>2</b>	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)
<b>1</b>		Principal Learning in Business, Administration and Finance			Level 1 NVQ Award/Certificate in Business and Administration (QCF)
<b>Entry</b>					



## Annexe B: Quality assurance

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### 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

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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](http://www.edexcel.com).



# Annexe D: Assessment requirements/strategy for Management and Leadership

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## 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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For more information on Edexcel and BTEC qualifications please  
visit our website: [www.edexcel.com](http://www.edexcel.com)

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Welsh Assembly Government



Rewarding Learning