Qualification Specification

Highfield Level 2 Certificate in Principles of Business and Administration (RQF)

Qualification Number: 600/5480/3

Version 1.2   October 2019

Contents

Highfield Level 2 Certificate in Principles of Business and Administration (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 2 Certificate in Principles of Business and Administration (RQF) is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is an English framework regulated by Ofqual. It is also suitable for delivery in Wales and Northern Ireland and is regulated by Qualifications Wales and CCEA Regulation respectively.

It is supported by Skills CFA, the Sector Skills Council for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Key facts

Qualification number:	600/5480/3
Learning aim reference:	60054803
Credit value:	13
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	104
Total qualification time (TQT):	130

Qualification overview and objective

The objective of this qualification is to support a role in the workplace.

The qualification is aimed at learners who are new to an administration role or looking to progress into this type of job role. This qualification will allow learners to develop their knowledge and understanding of business and administration, resulting in the achievement of a nationally recognised qualification. Please note, this qualification can be applied to a range of occupational sectors.

Entry requirements

In order to register on to this qualification, learners are required to be aged 14 years or above.

It is also recommended that learners have a level 1, or a suitable equivalent, in English and maths before enrolling on to this course.

Guidance on delivery

The total qualification time for this qualification is 130 hours, and of this, 104 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence which will be internally assessed and quality assured by the centre. EQS (External Quality Support) engagements from Highfield will take place prior to certification until direct claim status is achieved, then risk based monitoring will commence. Suggested paperwork is available in the Assessment Pack that can be downloaded from the members' area of the Highfield Qualifications website. If a centre would like to use alternative paperwork, this must be sent to the External Quality Support team for approval before commencement of the course.

The qualification is delivered and assessed in the classroom or workplace via a portfolio of evidence. Please refer to the Assessment Strategy for further guidance on simulation and witness testimony.

Certificates for learners who are successful will be dispatched for distribution by the centre contacts.

Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centre can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

Highfield requires nominated assessors for this qualification to meet the following requirements:

- be occupationally competent. This can be achieved by having substantial occupational experience and/or holding a relevant subject area qualification in business and administration at, or above, the level of qualification they are assessing
- hold or be working towards a nationally recognised assessor qualification, for example:
    - Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)
    - Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)
    - A1 Assess Learner Performance Using a Range of Methods; or
    - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- have sufficient knowledge of current practice and emerging issues in Business and Administration across organisations and industries
- have sufficient, relevant experience and working knowledge of the operational, assessment and verification processes specifically for the Level 2 Certificate in Principles of Business and Administration (RQF)
- maintain appropriate continued professional development for the subject area

Internal quality assurer (IQA) requirements

Highfield require nominated IQAs for this qualification to meet the following requirements:

- be occupationally competent. This can be achieved by having substantial occupational experience and/or holding a relevant subject area qualification in business and administration at or above the level of qualification they are internally quality assuring.
- hold or be working towards a relevant IQA qualification, for example:
    - Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
    - Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
    - D34 or V1 Verifier Awards
- have sufficient knowledge of current practice and emerging issues in Business and Administration across organisations and industries
- have sufficient, relevant experience and working knowledge of the operational, assessment and verification processes specifically for the Level 2 Certificate in Principles of Business and Administration (RQF)
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Diploma in Business Administration (RQF)
- Highfield Level 3 Diploma in Business Administration (RQF)

Useful websites

- https://www.instructus-skills.org/about/
- https://www.instructus-skills.org/wp-content/uploads/Business-and-Administration-Assessment-Strategy.pdf

Appendix 1: Qualification structure

In order to achieve the **Highfield Level 2 Certificate in Principles of Business and Administration (RQF)**, learners must achieve a **minimum of 13 credits overall**.

Learners must achieve **all three units** in the **mandatory group** and a **minimum of 2 credits** from **optional group A**.

Mandatory Group

Learners must achieve **all units** in this group.

Unit reference	Unit Title	Level	Credit
L/601/7638	Principles of personal responsibilities and working in a business environment	2	4
R/601/7639	Principles of providing administrative services	2	4
J/601/7640	Principles of managing information and producing documents	2	3

Optional Group A

Learners must achieve a minimum of **2 credits** from this group.

Unit reference	Unit Title	Level	Credit
L/601/7641	Principles of supporting change in a business environment	2	1
R/601/7642	Principles of supporting business events	2	1
Y/601/7643	Principles of maintaining stationery stock	2	1
K/602/1535	Principles of working in the Public Sector	2	5
J/601/7654	Principles of contributing to innovation and change	3	2
F/601/7653	Principles of budgets in a business environment	3	2
M/602/1536	Principles of working in the Public Sector	3	7
A/601/7652	Principles of project management	3	2

Barred Units

This qualification contains the following barred combinations. Learners must achieve either one or the other, not both:

Unit reference	Unit Title	Unit reference	Unit Title
J/601/7654	Principles of contributing to innovation and change	L/601/7641	Principles of supporting change in a business environment
K/602/1535	Principles of working in the Public Sector	M/602/1536	Principles of working in the public sector

Appendix 2: All Units

Unit 1: Principles of personal responsibilities and working in a business environment

Unit number: L/601/7638
Credit: 4
GLH: 32
Level: 2

Unit Introduction

This unit is about understanding employment rights; health, safety and security; how to work with others and how to manage and improve own work in a business environment.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know the employment rights and responsibilities of the employee and employer**	1.1 Identify the main points of contracts of employment
	1.2 Identify the main points of legislation affecting employers and employees
	1.3 Identify where to find information on employment rights and responsibilities both internally and externally
	1.4 Describe how representative bodies can support the employee
	1.5 Identify employer and employee responsibilities for equality and diversity in a business environment
	1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2. **Understand the purpose of health, safety and security procedures in a business environment**	2.1 Identify employer and employee responsibilities for health, safety and security in a business environment
	2.2 Explain the purpose of following health, safety and security procedures in a business environment
	2.3 Identify ways of maintaining a safe and secure environment in a business environment
3. **Understand how to communicate effectively with others**	3.1 Describe different methods of communication
	3.2 Explain how to choose the most appropriate method of communicating with others
	3.3 Describe ways of actively listening
4. **Understand how to work with and support colleagues**	4.1 Explain the purpose of agreeing standards for own work with others

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	4.2 Explain the purpose of taking on new challenges and adapting to change
	4.3 Explain the purpose of treating others with honesty and consideration
5. Know how to plan own work and be accountable to others	5.1 Explain the purpose of meeting work standards and deadlines when completing tasks
	5.2 Identify ways of planning own work
	5.3 Compare ways of keeping other people informed about progress
6. Understand the purpose of improving own performance in a business environment and how to do so	6.1 Explain the purpose of continuously improving own performance in a business environment
	6.2 Describe ways of improving own performance in a business environment
	6.3 Identify different types of career pathways that are available
7. Understand the types of problems that may occur in a business environment and how to deal with them	7.1 Identify the types of problems that may occur in a business environment
	7.2 Explain ways of dealing with problems that may occur in a business environment
	7.3 Explain how and when to refer problems to relevant colleagues

Unit 2: Principles of providing administrative services

Unit number: R/601/7639
Credit: 4
GLH: 32
Level: 2

Unit Introduction

This unit is about the knowledge and understanding needed to complete core administrative tasks in a business environment, including using office equipment, handling mail, using telephone equipment, minimising waste, providing reception services and effective customer service.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to make and receive telephone calls**	1.1 Describe the different features of telephone systems and how to use them
	1.2 Describe how to follow organisational procedures when making and receiving telephone calls
	1.3 Explain the purpose of giving a positive image of self and own organisation
2. **Understand how to handle mail**	2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages
	2.2 Identify different internal and external mail services available to organisations
	2.3 Describe the methods of calculating postage charges for mail or packages
3. **Understand how to use different types of office equipment**	3.1 Identify different types of equipment and their uses
	3.2 Explain the purpose of following manufacturer's instructions when using equipment
	3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user
4. **Understand how to keep waste to a minimum in a business environment**	4.1 Explain why waste should be kept to a minimum in a business environment.
	4.2 Identify the main causes of waste that may occur in a business environment
	4.3 Identify ways of keeping waste to a minimum in a business environment
5. **Know how to make arrangements for meetings**	5.1 Identify different types of meetings and their main features

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	5.2 Identify the sources and types of information needed to arrange a meeting
	5.3 Describe how to arrange meetings
6. **Understand procedures for organising travel and accommodation arrangements**	6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation
	6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
	6.3 Explain the purpose of keeping records of business travel or accommodation arrangements
7. **Understand diary management procedures**	7.1 Explain the purpose of using a diary system to plan activities
	7.2 Identify the information needed to maintain a diary system
8. **Understand the purpose of delivering effective customer service and how to do so**	8.1 Contrast the differences between internal and external customers in a business environment
	8.2 Explain why customer service should meet or exceed customer expectations
	8.3 Identify the purpose and ways of building positive relationships with customers
	8.4 Identify how customers demonstrate their own needs and expectations
9. **Understand the purpose of reception services and how to follow reception procedures**	9.1 Describe the purpose of the receptionist role as the first point of contact between the public / client and an organisation
	9.2 Explain how to present a positive image of self and the organisation and the purpose of doing so
	9.3 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area

Unit 3: Principles of managing information and producing documents

Unit number: J/601/7640
Credit: 3
GLH: 24
Level: 2

Unit Introduction

This unit is about the knowledge needed to manage information and produce documents, including, organising and researching information, and producing and storing documents.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the purpose of information technology in a business environment	1.1 Identify different types of information technology that may be used for work tasks 1.2 Outline the benefits of using information technology for work tasks
2. Understand how to manage electronic and paper based information	2.1 Explain the purpose of agreeing objectives and deadlines for researching information 2.2 Identify different ways of researching, organising and reporting information 2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required 2.4 Explain why confidentiality is critical when managing information
3. Understand the purpose of producing documents that are fit-for-purpose	3.1 Identify reasons for producing documents that are fit-for-purpose 3.2 Describe different types and styles of documents and when they are used
4. Know the procedures to be followed when producing documents	4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents 4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so 4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents 4.4 Compare different types of documents that may be produced from notes and the formats to be followed 4.5 Explain the procedures to be followed when preparing text from notes

Unit 4: Principles of supporting change in a business environment

Unit number: L/601/7641
Credit: 1
GLH: 8
Level: 2

Unit Introduction

This unit is about the reasons for change in working methods, products or services in a business environment and the knowledge and understanding needed to support change in a positive way.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand why change happens in a business environment**	1.1 Explain reasons for change in a business environment
2. **Understand the purpose of supporting change in a business environment**	2.1 Identify reasons for reviewing working methods, products or services
	2.2 Describe types of support that people may need during change
	2.3 Explain the benefits of working with others during change
3. **Understand how to respond to change in a business environment**	3.1 Explain the purpose of responding positively to changes in working methods, products or services
	3.2 Identify ways of responding positively to change

![Highfield Qualifications logo] We **listen** and **respond**

Unit 5: Principles of supporting business events

Unit number: R/601/7642
Credit: 1
GLH: 8
Level: 2

Unit Introduction

This unit is about the ways in which event support can be provided and the types of problems that may occur when organising a business event and how to deal with these.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand how to support the organisation of a business event**	1.1 Describe the range of support activities that may be required when organising a business event 1.2 Identify ways of providing support before, during and after a business event
2. **Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so**	2.1 Explain the purpose of displaying professional and helpful behaviour when supporting a business event 2.2 Describe ways of exhibiting professional and helpful behaviour whilst supporting a business event
3. **Understand how to deal with problems encountered when supporting a business event**	3.1 Identify the types of problems that may occur when supporting a business event 3.2 Identify ways of dealing with problems when supporting a business event

Unit 6: Principles of maintaining stationery stock

Unit number: Y/601/7643
Credit: 1
GLH: 8
Level: 2

Unit Introduction

This unit provides learners with an understanding of how to maintain stationery stock.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand why stationery stock needs to be available**	1.1 Explain the purpose of making sure stationery stock is maintained and controlled
	1.2 Describe factors that may affect the future level of demand for stationery stock
	1.3 Explain the purpose of making sure value for money is obtained when ordering stock
2. **Understand how to maintain stationery stock levels**	2.1 Describe how to order, receive, store and dispose of stationery items
	2.2 Explain how to carry out a stock-take of stationery stock items

Unit 7: Principles of working in the Public Sector

Unit number: K/602/1535
Credit: 5
GLH: 40
Level: 2

Unit Introduction and Guidance

The unit provides learners with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

Where content refers to 'a public sector organisation' or 'a chosen public sector organisation', individuals working in the public sector should relate this to the public sector organisation they work for.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know the features of the public sector**	1.1 Identify the types of organisations that operate within the public sector
	1.2 Identify the main differences between types of organisations that operate within the public sector
	1.3 Describe the aims of a chosen public sector organisation and the wider objectives of the public sector
	1.4 Identify how local and central government work together to provide public services
	1.5 State the major differences between the public, private and not-for profit sectors
	1.6 Identify the key areas of legislation relating to a chosen public sector organisation
2. **Understand how the public sector is structured**	2.1 Describe the organisational structure of a chosen public sector organisation
	2.2 Explain how a chosen public sector organisation fits into the overall public sector
3. **Understand the role of the public sector in providing services and how individual roles contribute to service provision**	3.1 Identify different types of customer for a public sector organisation
	3.2 Explain why it is important to understand the needs of a public sector organisation's customers
	3.3 Describe how public service provision can adapt to changes in customer needs and type
	3.4 Explain the purpose of ensuring equality and diversity is reflected when providing public services

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.5 Explain how individuals contribute to the work of their organisation and the wider public sector
4. Understand finances in the public sector	4.1 Identify where money to pay for public services comes from
	4.2 Identify how a chosen public sector organisation is financed
	4.3 Explain why it is important not to waste money and resources in the public sector
	4.4 Explain why prioritisation of public service provision must take place when resources are limited
5. Understand how public sector organisations work together and with other organisations	5.1 Explain the benefits of working with other organisations within and outside the public sector
	5.2 Identify organisations that a public sector organisation works with to provide public services
	5.3 Explain how a public sector organisation works with other public and non-public sector organisations
6. Understand how performance is monitored and measured in the public sector and the purpose of doing so	6.1 Explain why performance is monitored and measured in the public sector
	6.2 Outline how the performance of a chosen public sector organisation or department can be measured
	6.3 Explain how individual performance is monitored within a public sector organisation

Unit 8: Principles of budgets in a business environment

Unit number: F/601/7653
Credit: 2
GLH: 16
Level: 3

Unit Introduction

This unit gives the background knowledge and understanding needed to develop, manage and monitor a budget within an organisation.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. Understand the purpose of budgets in a business environment	1.1 Explain the purpose of budgets for managing financial resources to meet business requirements
2. Understand how to develop budgets	2.1 Explain the purpose of agreeing the format in which a budget will be presented
	2.2 Explain the purpose of using estimations when developing a budget and ways of doing so
	2.3 Explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so
	2.4 Describe the purpose of negotiating and agreeing a budget
3. Understand how to manage budgets	3.1 Explain the purpose of monitoring, controlling and recording income and expenditure
	3.2 Describe situations in which revisions to the budget and/or plans may be needed

Unit 9: Principles of contributing to innovation and change

Unit number: J/601/7654
Credit: 2
GLH: 16
Level: 3

Unit Introduction

This unit is about understanding how to make contributions to improving ways of working and the reasons for change occurring in a business environment.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the purpose of innovation in a business environment**	1.1 Explain the purpose of innovation in a business environment
2. **Understand how to contribute to innovation**	2.1 Explain the purpose of reviewing existing ways of working and positive ways of doing so
	2.2 Explain the benefits of working with others when contributing to innovation
	2.3 Identify behaviours and attitudes which support innovation
3. **Understand the reasons for and implications of change in a business environment**	3.1 Explain the reasons for change in a business environment
	3.2 Examine the implications of change for an organisation, teams and individuals
4. **Understand the process of change in a business environment**	4.1 Explain the purpose of planning change
	4.2 Explain the purpose of effective communication when making changes
	4.3 Describe types of problems that occur when making changes and ways of dealing with them
	4.4 Explain the purpose of reviewing and evaluating change

Unit 10: Principles of working in the Public Sector

Unit number: M/602/1536
Credit: 7
GLH: 56
Level: 3

Unit Introduction and Guidance

The unit provides learners with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

Where content refers to 'a public sector organisation' or 'a chosen public sector organisation', individuals working in the public sector should relate this to the public sector organisation they work for.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Understand the characteristics of the public sector**	1.1 Describe the types of organisations that operate within the public sector
	1.2 Describe the main differences between organisations that operate within the public sector
	1.3 Describe how a public sector organisation's aims feed into the wider objectives of the public sector
	1.4 Describe how local and central government work together to provide public services
	1.5 Compare the key features of public, private and not-for profit sectors
	1.6 Explain the key points of legislation relating to a public sector organisation
2. **Understand how the public sector interacts with the UK political system and the purpose of accountability**	2.1 Explain the role of elected members in determining public sector policy and activity
	2.2 Explain how decisions of elected members affect a public sector organisation's activities
	2.3 Explain the purpose of accountability in the public sector
3. **Understand the role of the public sector in providing services and how an individual's role contributes to provision**	3.1 Describe the customers of the public sector and an individual public sector organisation
	3.2 Describe how to identify the needs of a public sector organisation's customers
	3.3 Explain the purpose of responding to the needs of a public sector organisation's customers

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
	3.4 Explain how public service provision can adapt to changes in customer needs
	3.5 Explain the difference between 'statutory' and 'non-statutory' requirements when providing public services
	3.6 Describe how to take equality and diversity into account when providing public services
	3.7 Explain the purpose of ensuring equality and diversity is reflected in public service provision and how to do so
	3.8 Describe how a diverse workforce can contribute to the work of the public sector in providing public services
	3.9 Explain how an individual's work contributes to the work of their organisation and the wider public sector
4. Understand finances in the public sector	4.1 Explain how the public sector and a chosen public sector organisation are financed
	4.2 Explain the importance of ensuring money is spent efficiently in the public sector
	4.3 Describe how budgets and limited resources impact upon planning decisions and service provision
5. Understand how public sector organisations work together and with other organisations	5.1 Explain the purposes of partnership working within the public sector and public-private partnerships
	5.2 Describe the types of organisations that a public sector organisation works with to meet customer needs
	5.3 Describe how a public sector organisation works with other public sector and non-public sector organisations and the purpose of doing so
6. Understand how performance is monitored and measured in the public sector and the purpose of doing so	6.1 Explain the purposes of measuring performance in the public sector
	6.2 Explain how, and by which organisations, the performance of a chosen public sector organisation or department is monitored
	6.3 Explain how individual performance can be monitored within a public sector organisation and the purpose of doing so
	6.4 Explain how evaluation of service provision is used to drive improvements in a public sector organisation

Unit 11: Principles of project management

Unit number: A/601/7652
Credit: 2
GLH: 16
Level: 3

Unit Introduction

This unit is about the background knowledge and understanding needed to take part in or run a project in a business environment.

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
1. **Know the difference between routine work and taking part in a project**	1.1 Describe the difference between routine work and taking part in a project
2. **Understand how to prepare for and plan a project**	2.1 Explain why it is important to agree the purpose, scope, timescale, resource requirements, budget, aims and objectives of a project 2.2 Describe how to identify and plan for project issues and risks in an area of work
3. **Understand how to monitor a project**	3.1 Identify methods that can be used to monitor the progress of a project 3.2 Explain the purpose of reporting progress during a project 3.3 Explain the purpose of meeting agreed targets within a project
4. **Understand the purpose of evaluating a project and ways of doing so**	4.1 Explain the purpose of evaluating a project 4.2 Identify ways of evaluating a project

Appendix 3: Sample assessment material

The qualification is assessed by portfolio of evidence.

Please refer to the Assessment Pack (which is available to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner's portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- Questions;
- Professional discussion;
- Video or audio recordings;
- Witness testimonies; and
- Learning logs;

Please see below a screen shot of an example Evidence Tracking sheet. These can be found in the Assessment Pack and should be used to support the successful completion of the qualification.

Evidence Tracking Sheet – *Example*

Learner Name	
Centre Name	

Fill in the portfolio reference for each assessment criteria

Unit 1: Example Unit in a Qualification (A/123/4567)

Knowledge Assessment Criteria

Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1.	1.1	Obs	1	
2.	2.1	D, Wt	2	
	2.2	Sim	3, 5	
4.	4.1	Q, D	8	

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

Assessment method key:

Obs	Observation	Wt	Witness testimony
Pe	Product evidence	R	RPL
Q	Questioning	O	Other
Sim	Simulation/assignment	D	Discussion

Fill in each assessment method used using the key

Insert the date that the Assessment Criteria was fully met

Learner Signature		Date:
Assessor Signature		Date:
IQA Signature (if sampled)		Date:
EQS Signature (if sampled)		Date:

If sampled, the IQA/EQS must also sign and date this tracking sheet

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