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# Qualification Specification

## Highfield Level 3 Diploma in Business Administration Skills (RQF)

Qualification Number: 603/4514/7

Version 1.2 September 2019

## Contents

Introduction .....	3
Qualification regulation and support.....	3
Key facts .....	3
Qualification overview and objective .....	3
Entry requirements.....	4
Internal quality assurance (IQA) requirements .....	5
Reasonable adjustments and special considerations.....	6
ID requirements .....	6
Progression opportunities.....	6
Recommended training materials .....	6
Useful websites .....	6
Additional support/training .....	6
Appendix 1: Qualification structure.....	8
Appendix 2: Qualification content.....	9
Appendix 3: Sample Assessment Material .....	37

## Highfield Level 3 Diploma in Business Administration Skills

### 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.

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### Qualification regulation and support

The Highfield Level 3 Diploma in Business Administration Skills has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual. The qualification is also regulated by Qualifications Wales.

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### Key facts

<b>Qualification number:</b>	603/4514/7
<b>Learning aim reference:</b>	60345147
<b>Credit value:</b>	40
<b>Assessment method:</b>	Portfolio of evidence
<b>Guided learning hours (GLH):</b>	236
<b>Total qualification time (TQT):</b>	381

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### Qualification overview and objective

This qualification has been developed to support learners completing the Business Administrator Apprenticeship Standard and can be used to assess their readiness for end-point assessment. It covers the knowledge, skills and behaviour pass criteria of the standard, as described in the relevant Assessment Plan (ST0070/AP01). This qualification uses the same references for the assessment criteria as used in the Highfield End Point Assessment for Business Administrator. The qualification does not cover any merit or distinction criteria that may be part of the Assessment Plan. Consequently, the numbering of the references may not be sequential.

It is also designed as a stand-alone qualification for those learners wishing to gain a nationally recognised qualification in business administration.

The objective of the qualification is to support a role in the workplace in business administration, giving learners the opportunity to learn and evidence their knowledge and competency either as part of an apprenticeship or as a stand-alone qualification.

The qualification provides learners with the knowledge, understanding and skills in business administration such as:

- developing, implementing, maintaining and improving administrative services
  - effective communication
  - showing initiative, managing priorities, problem-solving and decision making
  - people management through mentoring or coaching
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## Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- be 16 years of age or above
  - have a basic level of literacy and numeracy
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## Guidance on delivery

The total qualification time for this qualification is 381 hours and of this 236 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.

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## Guidance on assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed and quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Additional guidance is included at the bottom of each unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion

Skills and behaviour criteria:

- assessor observation - completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Assessors can use other methods of assessment as long as they are valid and reliable.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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## 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.

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

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### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent it takes to prepare a learner for assessment.

For further information on how centres 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 website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

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### Assessor requirements

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

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
    - Highfield Level 1 Certificate in Business Administration (RQF)
    - Highfield Level 2 Certificate in Principles of Business and Administration (RQF)
    - Highfield Level 2 Diploma in Business Administration (RQF)
    - Highfield Level 3 Diploma in Business Administration (RQF)
    - Highfield Level 3 Diploma for Business Administrators (RQF)
  - hold or be working towards a recognised assessing qualification, which could include any of the following:
    - Level 3 Award in Assessing Competence in the Work Environment
    - Level 3 Certificate in Assessing Vocational Achievement
    - A1 Assess Learner Performance Using a Range of Methods
    - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
  - maintain appropriate continuing professional development for the subject area
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### Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through 'hands-on' experience in the industry and could include qualifications such as:
    - Highfield Level 1 Certificate in Business Administration (RQF)
    - Highfield Level 2 Certificate in Principles of Business and Administration (RQF)
    - Highfield Level 2 Diploma in Business Administration (RQF)
    - Highfield Level 3 Diploma in Business Administration (RQF)
    - Highfield Level 3 Diploma for Business Administrators (RQF)
  - hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
    - D34 or V1 verifier awards
  - maintain appropriate continued professional development for the subject area
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## 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.

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## 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 or travel card

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.**

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## Progression opportunities

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

- Highfield Level 3 Diploma in Management (RQF)
  - Highfield Level 5 Diploma in Leadership and Management (RQF)
  - Highfield Level 5 Operations-Departmental Manager Apprenticeship Standard
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## Recommended training materials

Level 3 Business Administrator Apprenti-kit

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## Useful websites

- Skills CFA: <http://www.skillsca.org>
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## Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your

role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

## Appendix 1: Qualification structure

To complete the Highfield **Level 3 Diploma in Business Administration Skills**, learners must complete **all units** contained within the mandatory group.

### Mandatory group

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

Unit reference	Unit Title	Level	Credit	GLH
D/617/5918	The organisation	3	2	14
H/617/5919	Value of their skills	3	2	10
Y/617/5920	Stakeholders	3	3	20
D/617/5921	Relevant regulation	3	1	7
H/617/5922	Policies	3	1	4
K/617/5923	Business fundamentals	3	4	22
M/617/5924	Processes	3	1	8
T/617/5925	External environment factors	3	2	12
A/617/5926	IT	3	2	10
F/617/5927	Record and document production	3	2	14
J/617/5928	Decision making	3	1	8
L/617/5929	Interpersonal skills	3	1	8
F/617/5930	Communications	3	2	12
J/617/5931	Quality	3	2	10
L/617/5932	Planning and organisation	3	3	15
R/617/5933	Project management	3	3	16
Y/617/5934	Professionalism	3	3	16
D/617/5935	Personal qualities	3	1	5
H/617/5936	Managing performance	3	1	8
K/617/5937	Adaptability	3	1	5
M/617/5938	Responsibility	3	2	12



## Appendix 2: Qualification content

<b>Unit 1: The organisation</b>	
Unit number: D/617/5918	Credit: 2
GLH: 14	Level: 3
Knowledge	Assessment criteria
<p>Learners need to show they understand their organisational, purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.</p>	<p>K1.1 Identify the organisation's:</p> <ul style="list-style-type: none"> <li>• <b>purpose</b></li> <li>• aims</li> <li>• ways of working</li> </ul> <p>K1.2 Describe how to apply the above in the context of the local (or sector) environment</p> <p>K1.4 Describe the purpose and vision of the organisation</p> <p>K1.5 Explain how the <b>wider political</b> and <b>economic environment</b> can affect the organisation</p>
Amplification and Guidance	
<p><b>Purpose:</b> public, private, non-profit, goal</p> <p><b>Wider:</b> a broader, deeper understanding of the political <b>and</b> economic environment</p> <p><b>Political Environment:</b> Government actions/activity that affect the operation of the organisation or sector. These may be:</p> <ul style="list-style-type: none"> <li>• local</li> <li>• regional</li> <li>• national</li> <li>• international</li> <li>• the party in power</li> <li>• issues being discussed by the majority</li> <li>• policy making</li> <li>• institutions/government departments</li> </ul>	

**Economic environment:**

- employment
- income
- interest rates
- productivity
- behaviour of consumers and institutions

<b>Unit 2: Value of their skills</b>	
Unit number: H/617/5919	Credit: 2
GLH: 10	Level: 3
Knowledge	Assessment criteria
Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career.	K2.1 Describe the <b>structure</b> of an organisation K2.2 Explain <b>how own work contributes</b> to the organisation K2.5 Identify their <b>role</b> within the team K2.6 Identify the <b>value</b> of their skills
Amplification and Guidance	
<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• the rules and policies which define work roles and responsibilities</li> <li>• how information flows from level to level within the organisation</li> <li>• a specific hierarchy, each employees job role</li> <li>• centralised or de-centralised</li> <li>• functional/bureaucratic</li> <li>• divisional or multi-divisional</li> <li>• flat</li> </ul> <p><b>How own work contributes:</b> the benefit of their work to the organisation</p> <p><b>Role:</b> position, function, responsibility, job</p> <p><b>Value:</b> importance, worth, usefulness, significance within their current position <b>and</b> the potential to advance their career</p>	

<b>Unit 3: Stakeholders</b>	
Unit number: Y/617/5920	Credit: 3
GLH: 20	Level: 3
Knowledge	Assessment criteria
<p>Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.</p>	<p>K3.1 Explain how to <b>work with</b> stakeholders to <b>achieve results</b></p> <p>K3.2 Describe how to liaise with the following customers:</p> <ul style="list-style-type: none"> <li>• internal</li> <li>• external</li> <li>• suppliers</li> <li>• stakeholders inside or outside the UK</li> </ul> <p>K3.4 Explain <b>how to</b> manage <b>stakeholders</b> including:</p> <ul style="list-style-type: none"> <li>• <b>clarifying</b> expectations</li> <li>• <b>delivering</b> on expectations</li> </ul> <p>K3.6 Identify methods of <b>stakeholder</b> management</p> <p>K3.7 Describe the differing <b>stakeholder</b> relationships to an organisation including:</p> <ul style="list-style-type: none"> <li>• internal customers</li> <li>• external customers</li> <li>• clients and/or suppliers</li> </ul>
Amplification and Guidance	
<p><b>How to:</b></p> <ul style="list-style-type: none"> <li>• identify</li> <li>• analyse</li> <li>• plan</li> <li>• communicate</li> <li>• clarify</li> <li>• negotiate</li> <li>• influence</li> <li>• deliver</li> </ul>	

**Stakeholders:** those with an interest or concern in the business. Anyone who can affect or be affected by an organisation, strategy or project and can be internal or external, including:

- suppliers
- clients/customers
- partner organisations
- employees
- shareholders

**Clarifying:** explaining, making clear, refining

**Delivering:** producing, completing, meeting, supplying, finishing, presenting

- on time
- to the required level/standard

**Working with:**

- internal customers
- external customers
- clients or suppliers

**Achieve results:** meet the desired outcome

<b>Unit 4: Relevant regulation</b>	
Unit number: D/617/5921	Credit: 1
GLH: 7	Level: 3
Knowledge	Assessment criteria
<p>Understands laws and regulations that apply to their role including data protection, health and safety, compliance etc. Supports the company in applying the regulations.</p>	<p>K4.1 Outline <b>relevant laws and regulations</b> that apply to their role including:</p> <ul style="list-style-type: none"> <li>• data protection</li> <li>• health and safety</li> <li>• compliance</li> </ul> <p>K4.2 Outline <b>relevant laws and regulations</b> and how to <b>consistently</b> follow them</p>
<b>Amplification and Guidance</b>	
<p><b>Relevant laws and regulations</b></p> <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Employment rights Act 1996</li> <li>• Employment relations Act 2004</li> <li>• Contracts of Employment</li> <li>• Data Protection Act 1998</li> <li>• Copyright, Designs and Patent Act 1988</li> <li>• Freedom of Information Act 2000</li> <li>• Health and Safety Legal obligations</li> <li>• The Health and Safety at Work etc. Act 1974</li> <li>• The Management of Health and Safety at Work Regulations 1999</li> <li>• Workplace (Health, Safety and Welfare) Regulations 1992</li> <li>• The Health and Safety (Display Screen Equipment) Regulations 1992</li> <li>• The Provision and Use of Workplace Equipment Regulations (PUWER) 1998</li> <li>• The Regulatory Reform (Fire Safety) Order 2005</li> <li>• Security of information and property</li> <li>• Compliance</li> </ul> <p><b>Consistently:</b> reliably, constantly, over a period of time</p>	

<b>Unit 5: Policies</b>	
Unit number: H/617/5922	Credit: 1
GLH: 4	Level: 3
Knowledge	Assessment criteria
Understands the organisation's internal policies and key business policies relating to sector.	K5.1 Describe how to <b>follow</b> the organisation's <b>internal policies</b>
Amplification and Guidance	
<p><b>Internal policies:</b></p> <ul style="list-style-type: none"> <li>• employee conduct</li> <li>• equality and diversity</li> <li>• attendance and time off</li> <li>• dress code</li> <li>• computer use - internet access, social media use</li> <li>• substance abuse</li> </ul> <p><b>Follow:</b> must be able to demonstrate that they have followed relevant policies/procedures</p>	



<b>Unit 6: Business fundamentals</b>	
Unit number: K/617/5923	Credit: 4
GLH: 22	Level: 3
Knowledge	Assessment criteria
<p>Understands the applicability of business principles such as managing change, business finances and project management.</p>	<p>K6.1 Describe the <b>applicability</b> of business principles                      K6.2 Describe the <b>fundamentals</b> of <b>business finance</b>                      K6.3 Describe the <b>fundamentals</b> of <b>managing change</b>                      K6.4 Describe the <b>fundamentals</b> of <b>project management</b></p>
<b>Amplification and Guidance</b>	
<p><b>Applicability:</b> appropriateness, validity, relationship, relevancy, opportunity cost, quality standards, control, assurance</p> <p><b>Fundamentals:</b> basics, essentials, the key principles</p> <p><b>Business finance:</b></p> <ul style="list-style-type: none"> <li>• balance sheets</li> <li>• breakeven</li> <li>• budgets</li> <li>• cash flow</li> <li>• creditors</li> <li>• debtors</li> <li>• expenditure</li> <li>• revenue</li> <li>• payroll</li> </ul> <p><b>Managing change:</b></p> <ul style="list-style-type: none"> <li>• acknowledging and understanding the need for the change</li> <li>• communicating</li> <li>• evaluating</li> <li>• implementing</li> <li>• innovation</li> </ul>	

- planning, e.g. succession, contingency, strategic, consultation
- recognising individuals' comfort zones
- resistance and fear of change
- types of change, e.g. developmental, incremental, process, structural, system, transformational/radical, etc.

**Project management:**

- leading
- managing
- organising
- planning
- resourcing
- securing
- succession

**Project management tools:**

- '4 Ps' of marketing - price, product, promotion, place
- Gantt charts
- Herzberg's two-factor theory
  - motivators - factors that motivate a worker when present
  - hygiene factors - do not hold any motivational value when present, but have a de-motivational value if not present
- Just-in-time (JIT) system
- lifecycle of a project - initiation, planning, execution, monitoring, close
- marketing mix
- PERT chart
- Porter's five forces - competitive rivalry, bargaining power of suppliers, bargaining power of customers, threat of new entrants, threat of substitute products or services
- product breakdown structure
- product placement
- project dashboard

- product lifecycle
- supply chain
- total quality management (TQM)
- Tuckman's model of team development - forming, storming, norming, performing
- work breakdown structure

<b>Unit 7: Processes</b>	
Unit number: M/617/5924	Credit: 1
GLH: 8	Level: 3
Knowledge	Assessment criteria
<p>Understands the organisation's processes, e.g. making payments or processing customers' data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business's processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.</p>	<p>K7.1 Describe how to <b>consistently</b> follow the organisation's processes</p> <p>K7.2 Outline how to make suggestions for <b>small</b> improvements and support on successful implementation</p>
Amplification and Guidance	
<p><b>Consistently:</b> learners need to show they have reliably and constantly followed organisational processes and be able to give 3 examples</p> <p><b>Small:</b> minor</p>	

<b>Unit 8: External environment factors</b>	
Unit number: T/617/5925	Credit: 2
GLH: 12	Level: 3
Knowledge	Assessment criteria
<p>Understands relevant <b>external factors</b>, e.g. market forces, policy and regulatory changes, supply chain etc. and the wider business impact. Where necessary understands the <b>international/global market</b> in which the employing organisation is placed.</p>	<p>K8.1 Describe relevant <b>external factors</b>:</p> <ul style="list-style-type: none"> <li>• market forces</li> <li>• policy and regulatory changes</li> <li>• supply chain</li> </ul> <p>K8.2 Identify <b>external factors</b> affecting the organisation</p> <p>K8.3 Describe how <b>external factors relate</b> to own role</p>
Amplification and Guidance	
<p><b>International/global market:</b> buying or selling goods and services throughout the world</p> <p><b>External factors:</b></p> <ul style="list-style-type: none"> <li>• market forces - the actions of buyers and sellers that cause the prices of goods and services to change, without being controlled by the government</li> <li>• policy and regulatory changes - developed by the sector and government</li> <li>• supply chain - the sequence of processes involved in the production and distribution of products and services</li> </ul> <p><b>Relate:</b> show how they link</p>	

<b>Unit 9: IT</b>	
Unit number: A/617/5926	Credit: 2
GLH: 10	Level: 3
Skills	Assessment criteria
<p>Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.</p>	<p>S1.1 Use <b>IT packages</b>, specifically to:</p> <ul style="list-style-type: none"> <li>• write letters or emails</li> <li>• record and analyse information</li> </ul> <p>S1.4 Use <b>IT packages</b> to perform tasks relevant to own role without supervision</p>
Amplification and Guidance	
<p><b>IT Packages</b> For example, MS Office or equivalent. Bespoke packages may be used within the organisation, this will depend on the organisation and the job role. For example, legal, medical and educational establishments.</p> <ul style="list-style-type: none"> <li>• <b>Write letters or emails</b>, which are appropriate to the in-house style and recognised standard conventions, i.e. grammatically correct, appropriate for the audience, professional format, formal, informal</li> <li>• <b>Record information</b> Learners will need to demonstrate they have recorded information                         <ul style="list-style-type: none"> <li>○ Correctly/accurately</li> <li>○ Using the correct IT package i.e. spreadsheet, database, reports, etc.</li> <li>○ Electronic</li> <li>○ Manual</li> </ul> </li> <li>• <b>Analyse information</b> Learners will be able to analyse the following types of business data:                         <ul style="list-style-type: none"> <li>○ <b>Qualitative:</b> deals with description, data that can be observed but not measured</li> <li>○ <b>Quantitative:</b> deals with numbers, can be measured</li> </ul> </li> </ul>	

Will also be able to demonstrate that they have agreed **parameters**, selected **reliable** and **valid** data analysis methods and applied appropriate **analytical techniques**.

**Parameters:** limitations, restrictions

**Reliable:** consistent, trustworthy, dependable

**Valid:** effective, useable, acceptable, sound, logical, rational

**Analytical techniques:** key driver analysis, factor analysis

Learners will need to present the data in the most appropriate formats for the tasks, these could be:

- reports
- tables
- pie charts
- bar charts

## Unit 10: Record and document production

Unit number: F/617/5927

Credit: 2

GLH: 14

Level: 3

Skills	Assessment criteria
<p>Produces <b>accurate</b> records and documents including: emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.</p>	<p>S2.1 Ensure that records are <b>accurate</b>, and <b>rarely</b> require correction</p> <p>S2.2 Ensure that records are treated confidentially, in compliance with the organisation's procedures</p> <p>S2.3 Propose recommendations and solutions that only need <b>minor improvements</b></p> <p>S2.4 Support others with the production of documents</p>

### Amplification and Guidance

**Accurate:** precise, correct, exact, without errors and in line with organisational and recognised standard conventions, i.e. grammatically correct, appropriate for the audience, professional format

**Rarely:** learners will need to demonstrate that they have produced accurate records that have only occasionally required correction or amendment

**Minor improvements:** learners will need to demonstrate that they have proposed reasonable recommendations and solutions, which only required slight correction or amendment



<b>Unit 11: Decision making</b>	
Unit number: J/617/5928	Credit: 1
GLH: 8	Level: 3
Skills	Assessment criteria
Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate.	S3.1 Decision are thought through, using a <b>range</b> of information to make a <b>sound</b> judgement S3.2 Challenges appropriately and is polite when doing so S3.3 Exercises <b>sound</b> judgement when asking for advice by choosing the appropriate time, manner and person
<b>Amplification and Guidance</b>	
<p><b>Sound:</b>                      Learners will need to demonstrate they have thorough, rigorous, positive, reliable and sensible judgement skills:</p> <ul style="list-style-type: none"> <li>• selecting the right person for advice</li> <li>• at the most appropriate time</li> <li>• in the most appropriate way</li> </ul> <p><b>Range:</b>                      Learners need to demonstrate the use of <b>three</b> different information sources:</p> <ul style="list-style-type: none"> <li>• reports</li> <li>• charts</li> <li>• databases</li> <li>• policies and procedures</li> <li>• discussion</li> <li>• questioning</li> <li>• research</li> <li>• any other relevant source</li> </ul>	

<b>Unit 12: Interpersonal skills</b>	
Unit number: L/617/5929	Credit: 1
GLH: 8	Level: 3
Skills	Assessment criteria
Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to <b>influence</b> and <b>challenge</b> appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.	S4.1 Works effectively with a <b>range</b> of people S4.2 <b>Influences</b> and <b>challenges</b> peers when necessary S4.3 Supports others in the organisation and demonstrates coaching skills
Amplification and Guidance	
<p><b>Influence:</b> learners will need to show they have used their skills to sway, encourage, persuade, prompt, inspire, guide others</p> <p><b>Challenge:</b> learners will need to show they have used their skills to contest, dispute and question others in a professional manner</p> <p><b>Range:</b> learners will need to demonstrate they have effectively worked with <b>three</b> of the following</p> <ul style="list-style-type: none"> <li>• clients</li> <li>• customers</li> <li>• managers</li> <li>• peers</li> <li>• stakeholders</li> <li>• suppliers</li> <li>• team members</li> </ul>	

<b>Unit 13: Communications</b>	
Unit number: F/617/5930	Credit: 2
GLH: 12	Level: 3
Skills	Assessment criteria
<p>Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.</p>	<p>S5.1 Demonstrate clear communication, both written and verbal                      S5.2 Answer questions from inside and outside of the organisation, representing the organisation or department                      S5.3 Use appropriate <b>communication channels</b> dependent on the subject matter                      S5.6 Show flexibility to <b>different</b> situations</p>
Amplification and Guidance	
<p><b>Different:</b> varied, diverse, not the same</p> <p><b>Communication channels:</b></p> <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• unsolicited</li> <li>• verbal</li> <li>• written</li> <li>• face-to-face</li> <li>• digital platforms</li> <li>• telephone</li> </ul>	

<b>Unit 14: Quality</b>	
Unit number: J/617/5931	Credit: 2
GLH: 10	Level: 3
Skills	Assessment criteria
<p>Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation, e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.</p>	<p>S6.1 <b>Checks</b> own work before submission and makes improvements                      S6.2 Produce work that is <b>largely</b> accurate and meets expectations                      S6.3 Identify areas for improvement and can <b>justify</b> why                      S6.4 Promote best practice examples of administration, such as <b>accurate</b> records</p>
Amplification and Guidance	
<p><b>Checks:</b> learners will need to demonstrate they have inspected and confirmed their own work</p> <p><b>Largely:</b> for the most part, mainly</p> <p><b>Justify:</b> explain, support, validate</p> <p><b>Accurate:</b> precise, correct, exact, without errors and in line with organisational and recognised standard conventions, i.e. grammatically correct, appropriate for the audience, professional format</p>	

<b>Unit 15: Planning and organisation</b>	
Unit number: L/617/5932	Credit: 3
GLH: 15	Level: 3
Skills	Assessment criteria
<p>Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment, (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources, e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics, e.g. travel and accommodation.</p>	<p>S7.1 Effectively <b>plan</b> work to achieve deadlines                      S7.2 Manage resources effectively, e.g. equipment or facilities                      S7.3 Effectively organise meetings and events                      S7.4 Take responsibility for logistics, e.g. travel and accommodation                      S7.7 Shares areas to <b>improve</b> plans with others</p>
Amplification and Guidance	
<p><b>Improves:</b> enhances, make better, adjusts, develops, perfects</p> <p><b>Plans:</b> prepares, arranges, organises, works out</p>	

<b>Unit 16: Project management</b>	
Unit number: R/617/5933	Credit: 3
GLH: 16	Level: 3
Skills	Assessment criteria
Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required <b>resources</b> to successfully deliver projects. Undertakes and leads projects as and when required.	S8.1 Effectively plan and manage <b>small</b> projects S8.2 Able to lead <b>small</b> projects when required S8.4 Identify <b>project management tools</b> and <b>principles</b> S8.5 Describe strong <b>leadership skills</b> when managing a project S8.6 Understands and is able to apply a strong grasp of <b>project management tools</b> and <b>principles</b>
Amplification and Guidance	
<p><b>Project management principles:</b></p> <ul style="list-style-type: none"> <li>• leading</li> <li>• managing</li> <li>• organising</li> <li>• planning</li> <li>• resourcing</li> <li>• securing</li> <li>• succession</li> </ul> <p><b>Project management tools:</b></p> <ul style="list-style-type: none"> <li>• '4 Ps' of marketing - price, product, promotion, place</li> <li>• Gantt charts</li> <li>• Herzberg's two-factor theory                             <ul style="list-style-type: none"> <li>○ motivators - factors that motivate a worker when present</li> <li>○ hygiene factors - do not hold any motivational value when present, but have a de-motivational value if not present</li> </ul> </li> <li>• Just-in-time (JIT) system</li> <li>• lifecycle of a project - initiation, planning, execution, monitoring, close</li> </ul>	

- marketing mix
- PERT chart
- Porter's five forces - competitive rivalry, bargaining power of suppliers, bargaining power of customers, threat of new entrants, threat of substitute products or services
- product breakdown structure
- product placement
- project dashboard
- product lifecycle
- supply chain
- total quality management (TQM)
- Tuckman's model of team development - forming, storming, norming, performing
- work breakdown structure

**Resources:**

- equipment
- facilities
- funding/finance/budget
- staff

**Small:** minor, short, straightforward

**Leadership skills:**

- commitment - follow through with agreements
- communication - clear, succinct, listening, written, verbal
- creativity - using non-traditional solutions
- delegation - identify individual and team skills and utilise these
- feedback - consistently and continually seek opportunities to give positive and constructive feedback
- flexibility - ability to accept last-minute changes

- motivation - able to inspire and build self-esteem
- positivity - developing a positive atmosphere
- responsibility - taking ownership of successes and failures
- trustworthiness - demonstrate integrity and develop trust



<b>Unit 17: Professionalism</b>	
Unit number: Y/617/5934	Credit: 3
GLH: 16	Level: 3
Behaviours	Assessment criteria
<p>Behaves in a professional way. This includes: personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity - representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.</p>	<p>B1.1 <b>Consistently</b> behaves in a <b>professional</b> way</p> <p>B1.2 Shows <b>punctuality</b></p> <p>B1.3 Show <b>respect</b> for <b>others</b></p> <p>B1.4 Show <b>personal presentation</b></p> <p>B1.5 Follow the <b>standard</b> of conduct required by the organisation</p>
<b>Amplification and Guidance</b>	
<p><b>Consistently:</b> learners need to show they have reliably and constantly behaved in a professional manner, giving consideration and taking responsibility for meeting the organisational requirements listed above.</p> <p><b>Professional/professionalism:</b> shows competence/skill, in line with organisational requirements, with regards to:</p> <ul style="list-style-type: none"> <li>• personal presentation</li> <li>• professional use of social media</li> <li>• respect</li> <li>• respecting and encouraging diversity to cater for wider audiences</li> </ul> <p><b>Punctuality:</b> timekeeping, reliability, regularity, promptness</p> <p><b>Respect:</b> value others, have a good opinion, appreciate, recognise ability and qualities</p> <p><b>Others:</b></p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• customers</li> <li>• key stakeholders</li> </ul>	

**Personal presentation:** suitable dress, personal grooming and hygiene

**Standard:** the organisation’s guidelines, rules and expectations, accepted behaviour

<b>Unit 18: Personal qualities</b>	
Unit number: D/617/5935	Credit: 1
GLH: 5	Level: 3
Behaviours	Assessment criteria
Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and having a positive attitude. Motivates others where responsibility is shared.	B2.1 <b>Regularly</b> show: <ul style="list-style-type: none"> <li>• integrity</li> <li>• reliability</li> <li>• positivity</li> <li>• self-motivation</li> </ul>
Amplification and Guidance	
<b>Regularly:</b> learners will need to show they have repeatedly behaved using <b>all</b> the qualities listed	


<b>Unit 19: Managing performance</b>	
Unit number: H/617/5936	Credit: 1
GLH: 8	Level: 3
Behaviours	Assessment criteria
Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures.	B3.1 <b>Clarifies</b> requirements and takes responsibility for work produced B3.2 Acts with responsibility and delivers their work to the <b>right level of quality</b> without requiring additional supervision and coaching B3.3 Asks for feedback and takes feedback on board
Amplification and Guidance	
<b>Clarifies:</b> explained, simplified, made clear	
<b>Right level of quality:</b> accurate, without errors and to the agreed requirements and organisational expectations	

<b>Unit 20: Adaptability</b>	
Unit number: K/617/5937	Credit: 1
GLH: 5	Level: 3
Behaviours	Assessment criteria
Is able to accept and deal with changing priorities related to both their own work and to the organisation.	B4.1 <b>Accept</b> change B4.2 <b>Respond positively</b> to change
Amplification and Guidance	
<b>Accept:</b> acknowledge, agreed to	
<b>Respond positively:</b> reacted, acted	

<b>Unit 21: Responsibility</b>	
Unit number: M/617/5938	Credit: 2
GLH: 12	Level: 3
Behaviours	Assessment criteria
<p>Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customers' requests are handled appropriately. Takes initiative to develop own and others' skills and behaviours.</p>	<p>B5.1 <b>Accept</b> personal responsibility for their own work                      B5.2 <b>Deliver</b> their work <b>on time</b> and to the <b>right level of quality</b>                      B5.3 Demonstrate ownership and willingness to see work completed                      B5.4 Apply initiative in developing their own skills and behaviours                      B5.7 Develop their own skills and behaviours</p>
Amplification and Guidance	
<p><b>Accept:</b> acknowledge, recognise, take</p> <p><b>Deliver:</b> provide, complete, produce</p> <p><b>On time:</b> to the specified timescale</p> <p><b>Right level of quality:</b> accurate, without errors and to the agreed requirements and organisational expectations</p>	

### Appendix 3: Sample Assessment Material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack

We *listen* and *respond*


**Assessment/Action Plan Sheet**

Learner Name		Assessor Name			
Target set Learning Outcome/ Assessment criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)
Learner Signature		Date		Planned next visit:	
Assessor Signature		Date			

Highfield Level 2 Diploma for Retailers (RQF) 8

**Assessment Record Sheet**



Learner		Assessor	
Date		Location	
Assessment Method			
EV Ref	Details of the type of evidence and assessment criteria covered		
Assessor Signature: <input type="text"/>			
Learner/Witness Signature: <input type="text"/>			

Assessment method key:			
Obs	Observation	Sim	Simulation/assignment
Pe	Product evidence	Wt	Witness testimony
Q	Questioning	R	RPL

**Evidence Tracking Sheet**

**Mandatory Units**

Learner Name	<input type="text"/>			
Centre Name	<input type="text"/>			
<b>Mandatory Unit 1: The organisation (//)</b>				
Assessment Criteria				
Knowledge Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
Learners need to show they understand their organisational, purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.	K1.1 Identify the organisation's: <ul style="list-style-type: none"> <li>• <b>purpose</b></li> <li>• aims</li> <li>• ways of working</li> </ul>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	K1.2 Describe how to apply the above in the context of the local (or sector) environment	<input type="text"/>	<input type="text"/>	<input type="text"/>
	K1.4 Describe the purpose and vision of the organisation	<input type="text"/>	<input type="text"/>	<input type="text"/>
	K1.5 Explain how the <b>wider political and economic environment</b> can affect the organisation	<input type="text"/>	<input type="text"/>	<input type="text"/>