SFEDI®AWARDS

Level 5 Certificate in Participating in the Assessment of Organisational Standards

Regulator	Ofqual
Qualification Reference Number	603/0605/1 1
Qualification Start Date	October 2016
Last Date for Registration	31 August 2024
Available Age Ranges	Pre-16 x
	16-18 x
	19+ ✓
Total Qualification Time	180 hours
Guided Learning	62 hours

Contents

About This Qualification

This qualification is for those who wish to develop the skills and knowledge required to play a part within the assessment process for organisational standards. The learner will explore the requirements of organisational standards and how to prepare to complete an inspection of an organisation and report their findings appropriately.

There are no formal entry requirements, however in order to benefit from undertaking the qualification, learners should possess communication skills sufficient to allow them to address the assessment requirements.

Assessment should be through the production of a portfolio of evidence presented for assessment by a suitably experienced Assessor. Mandatory assessment methods, where applicable, can be seen within the individual unit details.

Those who complete this qualification may wish to undertake other SFEDI Awards qualifications further details of which can be found on our website.

Qualification Overview

Qualification Structure	4 mandatory units
Assessor Qualification Required **(please check details of appropriate Assessor qualifications later within this document)**	No
IQA Qualification Required **(please check details of appropriate IQA qualifications later within this document)**	No

Unit Title	Reference Number	Mandatory/ Optional	Unit Level	Credit Value	Guided Learning (hours)
Plan and Carry Out Inspection Visits for Organisational Standards	A/615/2663	M	4	3	15
Provide Information to Support Decision Making	T/508/0027	M	5	5	23
Understand the Reporting Process	Y/504/0314	M	4	3	10
Personal Professional Development	A/508/0028	M	5	7	14

About SFEDI Awards

SFEDI Awards was founded in 2007 creating the first dedicated Awarding Organisation specialising in business enterprise and business support, a standing still enjoyed to this day within the UK.

Our qualifications are built on the extensive research that underpins the SFEDI® National Occupational Standards and the expertise of the Institute of Enterprise and Entrepreneurs, the UK's only professional Institute dedicated to enterprise.

With our qualifications having been designed to be flexible to meet the wide range of demand within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community.

As the only dedicated UK Awarding Organisation, SFEDI Awards designs and develops a range of bespoke business enterprise and business support qualifications that are delivered through members of our both UK based and international delivery network.

Within this we also develop and publish best practice materials and resources to support the delivery of our qualifications to a high standard to ensure that learners gain all they require when either starting or progressing their enterprise journey.

Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome feedback. This can be done by emailing us at customerservices@sfediawards.com and indicate in the header field, 'Customer Feedback'.

The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within England and vocational qualifications within Northern Ireland. The framework provides a single, simple system for cataloguing all qualifications regulated by Ofqual by both level and size.

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them in order to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF qualification title contains the following:

- ✓ The level of the qualification (from entry level to Level 8)
- ✓ The size of the qualification (Award/Certificate/Diploma)
- ✓ Details indicating the content of the qualification

Each qualification has a published structure setting out what must be achieved by an individual in order to demonstrate their knowledge and skills in order to meet the required standard as part of the delivery and certification process.

Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject.

Qualification levels start at Entry Level and then progress from Level 1 through to Level 8

Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete indicated using the term Total Qualification Time (TQT)

Qualification sizes are expressed using the terms Award, Certificate or Diploma

Total Qualification Time (TQT)

Total Qualification Time (TQT) provides a guide of the average time it takes to complete a qualification broken down into two types of activity:

- ✓ **Guided Learning (GL)** - made up of activities completed by the learner under the direct instruction or supervision of a lecturer, supervisor or tutor whether through physical presence or electronic means provided as a measurement of time in hours
- ✓ **Total Qualification Time (TQT)** - made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided as a measurement of time in hours

TQT is a new system used by the Regulator and will be phased in up to 31 December 2017.

SFEDI Directory

The SFEDI Directory is central to the drive towards a more competitive enterprise landscape with increased employment opportunities, improved productivity and, ultimately, greater prosperity regionally and nationally.

It is designed and maintained to guarantee that advisers, coaches, consultants, mentors and trainers can share their up-to-date, relevant qualifications and valuable experience with the businesses that need them.

You may be one of those businesses once you've completed this qualification, continuing your entrepreneurial journey through to starting your business and the SFEDI Directory could help you in the following ways:

- ✓ A national register of experienced business and enterprise support professionals
- ✓ A Directory with the core belief of engaging the views of micro and small businesses as part of the professional's initial and ongoing verification and accreditation process
- ✓ Compiled to support those who help micro, small and medium sized enterprises verify the professional's credentials and experience
- ✓ Ideal for those supporting businesses at every stage of the business life cycle
- ✓ An easy-to-use and comprehensive search function allowing you to easily and quickly verify the credentials and experience of business and enterprise support professionals
- ✓ A credible source of nationally verified support that's proven trusted, delivers real results and is simple and free to use

Further details about the SFEDI Directory can be found at www.sfedidirectory.co.uk

Institute of Enterprise and Entrepreneurs (IOEE)

The Institute of Enterprise and Entrepreneurs (IOEE) is the UK's only Institute dedicated to 'learning by doing' for anyone thinking about starting or running their own business and those who support them. By joining the IOEE it enables likeminded entrepreneurs to come together to share knowledge, experience and skills.

By undertaking this qualification an individual is eligible to receive one year's study membership* of the Institute enabling them to take advantage of the following benefits:

- ✓ Regular information on what's happening through the IOEE Enterprise and Mentoring Monthly including case studies of people just like them who are becoming more enterprising
- ✓ Opportunities to meet other business owners in the online communities who are happy to share how they have been there, done it, got the t-shirt and continue to wear it!
- ✓ Enterprise resources including videos and articles to enhance their understanding of enterprise and enterprise support
- ✓ The chance to meet other members through Meet a Mentor and networking events
- ✓ A chance to compare notes with other entrepreneurs and business support professional through the online groups and forums
- ✓ A chance to promote themselves to other IOEE members through the IOEE profile page

*One year's free study membership of the IOEE for SFEDI Awards learners aged 18 years and over and undertaking an eligible qualification

Further details of the Institute can be found at www.ioee.uk

What Does SFEDI Awards Expect?

To offer this qualification an organisation is required to hold SFEDI Awards centre status and also apply for qualification approval. The latest information on the SFEDI Awards website can be viewed by clicking here.

As we operate as a regulated Awarding Organisation we hold high regard to the standards of professional service we provide to centres and, in turn, the service centres deliver to their learners.

To support this we operate a number of policies and procedures to ensure that we always operate in a fair and open manner.

Published on the SFEDI Awards website are policies and procedures covering the following areas:

✓ Appeals
✓ Complaints
✓ Continuous Professional Development (CPD)
✓ Customer Service Policy
✓ Direct Claims Status
✓ Equal Opportunities
✓ Invoicing
✓ Qualification Titling in Marketing and Logo Usage
✓ Malpractice and Maladministration
✓ Privacy
✓ Quality Bulletins
✓ Reasonable Adjustments
✓ Recognised Prior Learning
✓ Registration and Certification
✓ Retention of Records
✓ Whistleblowing

We are continually updating the policies and procedures available to view through the website so please keep checking back to make sure you have the latest information available. You can see the latest versions of all of these policies by clicking here.

Learner Registration and Certification

Our online registration and certification system, Registr8, allows you to process information efficiently and quickly. You can register and certificate learners, produce reports, retrieve and view customer information and also access invoices and monitoring reports.

Learners should be registered with SFEDI Awards within 4 weeks of commencing the programme or qualification. It is the responsibility of the centre to obtain a Unique Learner Number (ULN), from the Learner Records Service, and accurately enter this into the Registr8 system in order that learner achievements can be recorded on their Personal Learning Record (PLR).

SFEDI Awards centres must use the Registr8 system to indicate where a learner has successfully completed the qualification and/or units within it. Where a centre holds Direct Claims Status (DCS) certificates will be issued, where this is not the case an External Quality Assurer will contact the centre to arrange sampling.

How We Monitor Qualification Delivery

We pride ourselves in the continued quality of the delivery of our qualifications through our delivery network and in order to ensure that this is maintained we conduct both folder and systems monitoring activities.

We provide two monitoring activity reviews per year where a member of our Monitoring Team will review your organisation's activities in order to provide feedback and support on your qualification delivery. If you think you need a visit simply contact our Customer Service Team on customerservices@sfediawards.com or 0845 224 5928 and we will be more than happy to discuss your requirements with you.

You will be provided with a report on completion of the monitoring activity feeding back on your organisation's current performance against the SFEDI Awards Core Principles and planning activities to help support continuous improvement and the sharing of best practice.

In order to inform future monitoring activities, SFEDI Awards makes use of a risk rating system that provides an organisation with a rating determined by the findings of monitoring activities.

SFEDI Awards also conducts additional monitoring activities in order to provide support and ensure the continued quality of the delivery of our qualifications including:

- ✓ Customer Satisfaction Surveys
- ✓ Mystery Shopping
- ✓ Qualification Consultations and Reviews
- ✓ Thematic Reviews

Each of these allows us to ensure that the qualifications we provide and the way they are provided continues to support the development of the enterprise skills agenda and a truly entrepreneurial community.

Direct Claims Status (DCS)

We operate a system called Direct Claims Status (DCS) providing you with the ability to certificate learners' achievements without the need for external monitoring activity taking place first. It is awarded at qualification level and not centre level and can be awarded and removed dependent on the consistency, quality and integrity of the qualification delivery within the centre.

Where a centre holds DCS a monitoring officer from SFEDI Awards will sample a selection of the folders worked on and completed since the last external monitoring activity.

Where a centre does not hold DCS for a qualification it will require an external monitoring activity to take place prior to being able to gain certification for learners.

Internal Quality Assurance

Internal Quality Assurance will be completed by the SFEDI Awards centre and involves sampling of learners' documents and assessment decisions to ensure standardisation across Delivery/Assessment staff and consistency and fairness of assessment following Awarding Organisation requirements.

SFEDI Awards provides quality assurance documentation that can be used by the centre for recording quality assurance decisions. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the SFEDI Awards website. These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure quality assurance practices are not disadvantaged. Minimum requirements can be accessed on the SFEDI Awards website.

Delivery/Assessment

SFEDI Awards centre staff should work with learners to ensure they understand the nature of the qualification and assessment approach. Both centre staff and the learner should agree at the beginning of the assessment journey how the assessment will be undertaken and what each can expect from the other, including arranging times and dates for learning and assessment activity and support. The Delivery/Assessment staff will follow the principles of plan, judge and feedback as described within professional standards.

SFEDI Awards provides assessment documentation that can be used by the centre for recording the planning, judging and feeding back of assessments. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the SFEDI Awards website. These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure assessment practices are not disadvantaged. Minimum requirements can be accessed on the SFEDI Awards website.

Delivery/Assessment/Quality Assurance Staff Requirements

There is no requirement for Delivery/Assessment or Internal Quality Assurance staff to hold the Assessment or Internal Quality Assurance qualification. It is recommended that, as best practice, staff should be working towards these or already achieved the appropriate qualification. If the centre decides to use none qualified tutors/trainers/line managers for the delivery or quality assurance of a qualification, prior approval must be sought from SFEDI Awards.

If you wish to access public funding for the delivery of qualifications, please refer to your funding agency for delivery staff qualification requirements.

Assessment Methods

The following provides examples and explanations of the most common forms of assessment methods. Other methods can be used by centres to enable learners to demonstrate they meet the standards as detailed within the units.

Initial Assessment

Centres should complete an initial assessment with learners prior to the commencement of the qualification to ensure that the subject matter and level of the qualification is the most appropriate to meet their needs.

This initial assessment should also form part of the planning process so that the most appropriate methods of assessment are chosen to suit the learner and their learning environment whilst also meeting any mandatory assessment methods the qualification may contain.

Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. SFEDI Awards will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be provided.

Expert Witness/Witness Testimony

These are provided by external people as the Delivery/Assessment staff cannot possibly be present at all times when a learner completes a task that could be used as evidence. The testimony will be expected to detail who and what the activity entailed and where the activity took place. A template for the collection of a witness testimony has been provided later within this document.

Observation

This is a recorded report of an observed activity to show who and what the activity entailed and where the activity took place. It is normally recorded by the Delivery/Assessment staff and should be planned for. On occasions the opportunity may arise for a naturally occurring observation but this must not be seen as common practice. A template for the collection of an observation has been provided later within this document.

Product Evidence

This is a work product, for example a letter or research, that has been produced which can support the evidencing of performance. When using this form of evidence it is important to ensure that confidentiality is adhered to and no information is provided that may compromise this. It may be appropriate to reference the location of product evidence within a professional discussion so that, if the quality assurer wishes to view it, then they can request a copy. A template for the collection of product evidence has been provided later within this document.

Professional Discussion

This is a recorded report of a discussion between the learner and the Delivery/Assessment staff and should give real examples, where possible, of activity completed. It is normally recorded by the Delivery/Assessment staff and should be planned for. A Professional Discussion is not a question and answers session and should be led by the learner. A template for the collection of a professional discussion has been provided later within this document.

Recognition of Prior Learning

Prior Learning can form part of the assessment process where the learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess. In this instance the learner must provide evidence to show that the assessment criteria have been met.

The Assessor will make a professional judgement about the evidence presented, which could be in a variety of forms, including, a statement or professional discussion to explain what prior activity has taken place and how this links to the standards to be achieved. The assessment process for Recognition of Prior Learning should be rigorous, reliable and fair.

For full details of how recognition of prior learning can be used within SFEDI Awards qualifications please see the SFEDI Awards website.

Simulation

In exceptional circumstances evidence from simulation can be used to complement the primary evidence drawn from business enterprise activities. Simulation should only occur where:

✓ The candidate would otherwise be precluded from providing the necessary evidence for demonstrating they met the requirements of the standards because of the nature of their business or business idea

Simulated activities should match as closely as possible those that occur in a real business environment. This is particularly important where these activities and their outcomes are being assessed to provide evidence to demonstrate the candidate is meeting the requirements of the standards. If simulation is to be used, prior agreement as to the arrangements must be sought from SFEDI Awards prior to the assessment taking place.

Activities should take place in a realistic working environment that:

✓ Is based on business enterprise activities, events, challenges and markets
✓ Includes a comprehensive range of demands, activities, constraints and challenges typical of those that would be met in real a business enterprise
✓ Gives candidates access to facilities, advice and support that would be normal for the business enterprise activity, event or type of challenge represented
✓ Places candidates under pressures of time, resources and access to support that would be normal in a business enterprise
✓ Is organised and managed as would a real business enterprise situation
✓ Is subject to normal workplace controls regarding health and safety, equal opportunities, and codes of conduct

Authentication of Learner Evidence

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a statement of authenticity signed by the learner and Assessor must be present within the portfolio. A template to record this statement has been provided later within this document.

Feedback

Feedback must be provided to the learner for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews. The feedback should provide the learner with information relating to:

- ✓ Whether the planned assessment has been completed
- ✓ The quality of the assessment completed
- ✓ What has been covered within the standards
- ✓ What is required to be completed to move the qualification forward

Templates to support the planning and feedback functions have been provided later within this document.

Data Protection and Confidentiality

Many of the potential assessment methods that could be used in order to support the delivery of a qualification may lead to the inadvertent collection of data and confidential information, for example where a piece of product evidence has been gathered.

In these instances both the learner and the centre should take all reasonable steps to ensure that data protection and confidentiality legislation and policies are followed and data that should not be released within the public domain is protected.

Protection of Minors in Evidence Collection

Where video or photography is used in order to collect evidence for the completion of a qualification, care should be taken where minors (those under 18) are included within. Both the learner and the centre have responsibility for ensuring child protection legislation and policies are followed and that minors are not put at risk.

If a minor is included within video and/or photographic evidence it is the responsibility of the centre to inform the learner of:

- ✓ The requirement to obtain the permission from the minor's parent or guardian prior to collecting the evidence
- ✓ The purpose of the restrictions that are in place when making use of video and/or photographic evidence
- ✓ The requirement to retain evidence for the purpose of quality assurance and the timeframe that evidence will be retained
- ✓ The requirement to store video and/or photographic evidence securely
- ✓ The associated child protection legislation

Unit Structure

The following demonstrates the structure of units within SFEDI Awards qualifications:

Unit Reference Number	**Unit Title**
Unit Status	This will show whether the unit is mandatory or optional
Unit Level	Level allocated to the unit on the RQF unit databank
Credit Value	Credit value assigned to the unit
Guided Learning	Learning hours required to complete the unit under the guidance of a lecturer, supervisor or tutor whether through physical presence or electronic means

Unit Overview and Main Outcomes

This will provide you with the rationale for the unit and the knowledge and skills the learner will develop by undertaking the unit.

Assessment and Grading of This Unit

This will provide you with the grading structure for the unit and also will list the mandatory and/or suggested assessment methods for use in the completion of the unit.

Unit Content

This will provide you with the learning outcomes and assessment criteria that the learner must provide evidence for in order to complete the unit.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
This shows what the learner needs to know, understand or do	This sets out the criteria the learner must meet and provide evidence against in order to complete the unit

Qualification Unit Details

This page is left intentionally blank

The following pages contain the units that are contained within this qualification

Qualification Unit Details

A/615/2663   Plan and Carry Out Inspection Visits for Organisational Standards

Unit Status	Mandatory
Unit Level	4
Credit Value	3
Guided Learning	15 hours

Unit Overview and Main Outcomes

This unit contains 2 learning outcomes which will support the learner to be able to:

- ✓ Understand how to plan and initiate inspection visits
- ✓ Be able to plan and initiate inspection visits

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

Learning Outcome - The learner will:			Assessment Criterion - The learner can:
1	Understand how to plan and initiate inspection visits	1.1	Explain the criteria against which organisations are assessed for an organisational standard
		1.2	Explain the rationale behind specific inspections, monitoring or reviews
		1.3	Summarise current and emerging trends and developments in their sector, nationally and locally
		1.4	Describe how to prepare to carry out inspection visits to meet the needs of an organisational standard
		1.5	Describe how to recognise and respond to potential conflicts of interest between inspectors or monitors and organisations or establishments subject to inspection or monitoring
		1.6	Identify legal requirements and codes of practice relating to sharing information with other organisations
2	Be able to plan and initiate inspection visits	2.1	Define and agree the timing and scope of the inspection visit and any particular aspects which are known to need examination
		2.2	Identify any evidence that is already available, including that from other organisations where applicable
		2.3	Develop an initial analysis based upon available existing evidence, including any self-assessments
		2.4	Ensure the plan for the inspection visit includes a risk assessment, taking account of the factors known about the organisation or establishment
		2.5	Ensure the inspection, monitoring or review will take account of the views of others
		2.6	Plan for a realistic allocation of time and other resources, including an adequate margin for any contingencies

T/508/0027   Provide Information to Support Decision Making

Unit Status	Mandatory
Unit Level	5
Credit Value	5
Guided Learning	23 hours

Unit Overview and Main Outcomes

This unit contains 4 learning outcomes which will support the learner to be able to:

✓ Understand the requirements for information to support decision making
✓ Obtain information for decision making
✓ Analyse information to support decision making
✓ Be able to advise and inform others

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

Simulation is not allowed for any performance evidence within this unit.

This unit requires assessment of occupational competence in the workplace.

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the requirements for information to support decision making	1.1	Explain criteria used to judge the validity of information needed to support decision making
		1.2	Describe methods for analysing different types of information used
		1.3	Explain the requirements for information management to support team and agency effectiveness
		1.4	Summarise the types of qualitative and quantitative information used to support decision making
		1.5	Describe typical sources of information used to support decision making
		1.6	Summarise the legal and organisational requirements for maintaining security and confidentiality of information used
2	Obtain information for decision making	2.1	Select sources of information which suited to the nature of decisions to be made
		2.2	Obtain information which is accurate, relevant and sufficient to support decision making
		2.3	Take action to resolve any issues of inaccuracy or ambiguity with information obtained
		2.4	Record and store information obtained in accordance with legal and organisational requirements
3	Analyse information to support decision making	3.1	Identify objectives for their analysis which are clear and consistent with the decisions which need to be made
		3.2	Select factual information which is relevant to the objectives and sufficient to arrive at reliable decisions
		3.3	Analyse information using methods which are appropriate to the required objectives
		3.4	Support the conclusions with reasoned argument and appropriate evidence
		3.5	Keep records of the analysis which are sufficient to show the assumptions and decisions made at each stage
4	Be able to advise and inform others	4.1	Confirm the advice and information needs of others
		4.2	Provide suitable advice and information to meet the needs of other
		4.3	Ensure advice and information given is consistent with agency policy, procedures and constraints
		4.4	Confirm recipients' understanding of the advice and information given

Y/504/0314   Understand the Reporting Process

Unit Status	Mandatory
Unit Level	4
Credit Value	3
Guided Learning	10 hours

Unit Overview and Main Outcomes

This unit contains 1 learning outcome which will support the learner to be able to:

✓ Demonstrate knowledge and understanding of how to produce reports and present information for management purposes

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

✓ Product evidence
✓ Learner statement/case study
✓ Pre-approved worksheets
✓ Professional discussion
✓ Recognition of prior achievement
✓ Recognition of prior learning
✓ Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Demonstrate knowledge and understanding of how to produce reports and present information for management purposes	1.1	Describe the intended recipients of the report
		1.2	Explain the purpose of different reports
		1.3	Describe how to structure a report and the components that must be included
		1.4	Describe the different formats in which data is presented and when they would be used
		1.5	Describe organisational reporting formats and styles
		1.6	Explain the value and use of references within reports
		1.7	Explain the importance of meeting agreed deadlines for reports
		1.8	Explain the factors which can impact on meeting agreed deadlines
		1.9	Describe the action which may be required when agreed deadlines cannot be met
		1.10	Explain the purpose and use of different presentation materials and methods
		1.11	Explain how different presentation materials and methods are appropriate to different situations and different audiences
		1.12	Describe how different presentation techniques and styles can be used for different situations and different audiences
		1.13	Describe how to include the full scope of available options in the presentation
		1.14	Explain why it is important for the presentation to cover the full scope of available options
		1.15	Explain the value and use of objective and subjective argument for different purposes
		1.16	Explain the importance of differentiating between fact and opinion in reports and presentations
		1.17	Explain the importance of identifying what might happen if a recommended proposal was not implemented
		1.18	Explain the value and use of supporting documentation when presenting information
		1.19	Explain how to present a business case

A/508/0028   Personal Professional Development

Unit Status	Mandatory
Unit Level	5
Credit Value	7
Guided Learning	14 hours

Unit Overview and Main Outcomes

This unit contains 4 learning outcomes which will support the learner to be able to:

- ✓ Understand the ethical and professional standards expected of business professionals
- ✓ Understand the planning for own personal professional development
- ✓ Be able to improve own professional practice through recognised support networks
- ✓ Understand own ability to improve business/enterprise support services

Assessment and Grading of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓   Product evidence
- ✓   Learner statement/case study
- ✓   Pre-approved worksheets
- ✓   Professional discussion
- ✓   Recognition of prior achievement
- ✓   Recognition of prior learning
- ✓   Witness testimony

Unit Content

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the ethical and professional standards expected of business professionals	1.1	Assess own work practices for meeting ethical and professional business performance standards
		1.2	Appraise feedback from colleagues to determine actions for own professional development
		1.3	Set objectives for improvements to be made to own professional work role and responsibilities
2	Understand the planning for own personal professional development	2.1	Review own continuing professional development (CPD) needs, taking into account current and future work role, responsibilities
		2.2	Construct a personal development plan based on identified needs
3	Be able to improve own professional practice through recognised support networks	3.1	Review the effectiveness of own networks in supporting professional practice
		3.2	Identify and describe other networks that will meet and support own professional development
		3.3	Set objectives for improving own professional development networks to achieve identified performance improvements
4	Understand own ability to improve business/enterprise support services	4.1	Apply performance monitoring techniques to review business/enterprise support services offered by self or employers
		4.2	Establish opportunities for improving business support services offered by self, employers and business/enterprise networks

Annex

The following pages provide documentation supplied for your use in the delivery of this qualification. We do not mandate the use of this documentation but if you choose to not make use of it then it is expected that you have the necessary documentation in place which meets the minimum requirements in order to allow delivery to take place in an effective and efficient manner.

Annex

Learner Registration Form

Full Name (as will appear on certificate)	
Title (delete as appropriate)	Mr/Mrs/Miss/Ms/Dr/Prof
Home Address	
Telephone Number	
Email Address	
Unique Learner Number (centre to source and enter this information)	
Qualification/Unit Title	

Date of Birth		
Gender (delete as appropriate)	Male/Female	
Disability (delete as appropriate)	Yes/No/Not Stated	
Ethnicity (tick as appropriate)	Asian Bangladeshi	
	Asian Indian	
	Asian Pakistani	
	Any Other Asian Background	
	White and Black Caribbean	
	White and Black African	
	Asian and White	
	Any Other Mixed Background	
	Black African	
	Black Caribbean	
	Any Other Black Background	
	White British	
	White English	
	White Irish	
	White Scottish	
	White Welsh	
	Any Other White Background	
	Chinese	
	Other	

Assessment Plan

Learner Name	
Assessor Name	
Qualification/Unit Title(s)	
Date of Plan	
Next Review Date	

Feedback on previous planned tasks (to be used to explain the tasks that have been completed, how well the learner has performed and how much of the qualification has been achieved to date)

Unit Reference Number	**Description of task to be completed including any preparation requirements**	**Target Date**
Naturally occurring evidence may be used as appropriate but this will not be the main form of evidence generation		

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

Assessment Report

Learner Name	
Assessor Name	
Date of Assessment	
Evidence Reference Number	

Tick one or more options below to indicate the method of assessment used

Professional Discussion		**Observation**		**Questioning**		**Product Evidence**	
Other (please specify)							

Use the space below to provide a full account of the assessment carried out	**Criteria covered by assessment**

Use the space below to provide a full account of the assessment carried out	Criteria covered by assessment

Use this space to provide feedback to the learner:

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

Witness Testimony Report

Learner Name	
Assessor Name	
Witness Name	
Relationship to Learner	
Date of Witness Testimony	
Evidence Reference Number	

Use the space below to provide a full account of the witness testimony provided	Criteria covered by assessment

Use the space below to provide a full account of the witness testimony provided	Criteria covered by assessment

Use this space to provide feedback to the learner:

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

Evidence Matrix Record

Learner Name		Assessor Name	
IQA Name		Unit Number	

Description of evidence (eg. CV, observation)	Evidence Reference Number	Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement)														

Description of evidence (eg. CV, observation)	Evidence Reference Number	Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement)														

I confirm that the evidence above meets the requirements of the unit in full and is the work of the learner. The evidence is also authentic, sufficient, valid and current to the standards required and the unit is now ready to be signed off as complete.

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

Summative Statement

Learner Name	
Qualification/Unit Title	

Learner Statement

I confirm that all of the evidence presented in relation to the above qualification/unit has been produced by myself and meets the requirement of being authentic, sufficient, valid and current to the standards required.

Learner Signature		Date:

Assessor Statement

I confirm that I have assessed all of the work produced and have ensured that the work is that of the above learner. I have ensured that during the learning process the evidence is authentic, sufficient, valid and current to the standards required.

Assessor Signature		Date:

IQA Signature (if sampled)		Date:

Internal Quality Assurance Sampling Report

Learner Name	
Assessor Name	
Qualification/Unit Title(s)	
Date of Sample	
Next Sample Date (if applicable)	

Type of sampling activity completed (tick at least one option on each of the first two rows):					
Interim sampling		**Summative sampling (certification can be claimed)**		**Summative sampling (folder referred for actions)**	
Folder check		**Observation of delivery (observation report attached)**		**Learner interview (interview record attached)**	
Other (please detail):					

Assurance of the assessment process (tick at least one option for each question):	**Yes**	**No**
Has an initial assessment taken place?		
Has an assessment/development plan been agreed with the learner?		
Is the Assessor recording assessment outcomes after each assessment has taken place and providing the learner with feedback?		
Has the Assessor confirmed authenticity, sufficiency, accuracy, consistency and validity whilst assessing the evidence?		
Are the learner's assessment/development records being updated and completed on an ongoing basis?		

Action points/feedback to the Assessor:

Assessor Signature		Date:
IQA Signature		Date:

Actions complete (folder not ready for certification)		Actions complete (folder can be claimed for certification)	

Assessor Signature		Date:
IQA Signature		Date:

Learner Interview Record

Learner Name	
Assessor Name	
Qualification/Unit Title	
Date of Interview	

Interview Questions:	Yes	No	N/A
Did the Assessor explain the requirements of the programme and assessment methods at induction?			
Did the Assessor explain the appeals, the complaints and the whistleblowing procedures?			
Did the Assessor explain the quality assurance process and the part that the IQA, Awarding Organisation and Regulator play within this?			
Did anyone find out about any training you needed and organise for this to take place?			
Did the Assessor agree an assessment plan so that you understood what is required, by when and why in order to achieve the qualification?			
Did the Assessor consider your prior learning and experience in the development of the assessment plan?			
Did the Assessor review and update assessment plans to provide clear structure and guidance to you for the completion of the qualification?			
Do you feel you have received the required support to complete the required assessments?			
Do you feel you can discuss disagreements with assessment decisions with the Assessor?			
Do you feel the qualification will help you in the future?			
Have you been provided with advice and guidance on what you could progress to after the completion of this qualification?			
Any other comments:			

Learner Signature		**Date:**
IQA Signature		**Date:**

SFEDI®AWARDS