



ABP QUALIFICATION RATIONALE

ASSOCIATION OF BUSINESS PRACTITIONERS

ABP CUSTOMISED QUALIFICATIONS FRAMEWORK
Qualification Rationale Form

When completing this form, reference should be made to the Appendices, the ABP Guide to Customised Qualifications and standard ABP qualifications (www.abp.org.uk/qualifications)

PLEASE COMPLETE ALL SECTIONS OF THIS FORM

SECTION 1: CENTRE DETAILS	
Centre Name:	
Programme Leader:	
Tel No:	
E Mail:	

SECTION 2: YOUR DETAILS	
Name:	
Role:	
Tel No:	
E Mail:	

SECTION 3: DECLARATION

DECLARATION by PRINCIPAL or CHIEF EXECUTIVE or HEAD OF THE ORGANISATION / INSTITUTION

I, the undersigned, affirm that all the information submitted in this application is valid and genuine for the development, delivery and assessment of the qualification(s) applied for. The application is fully supported by evidence for market need and by a realistic estimate of learner registrations.

Print name:	
Position:	
Signature:	
Date:	

SECTION 4: QUALIFICATION STRUCTURE

PLEASE COMPLETE AS MUCH OF THIS STRUCTURE AS POSSIBLE

QUALIFICATION DETAILS

Qualification Title:	
Number of Units:	
Total Hours:	
Level:	

QUALIFICATION STRUCTURE

Unit Title	Unit Level	Unit Size (hours)	Core Unit/Option Unit?

Please indicate the total number of learning hours for the qualification.

Please specify how many option units the learner has to achieve in order to gain the qualification.

SECTION 5: QUALIFICATION AIMS

Please include the main focus/topic of the qualification

SECTION 6: MARKET NEED

Please outline your research/consultation to demonstrate a market need for the qualification

SECTION 7: TARGET LEARNERS

7(a) Who are the target learners for this qualification?

7(b) How many learner registrations do you estimate in the first 3 years of operation?

Year 1		Year 2		Year 3	
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SECTION 8: DELIVERY AND ASSESSMENT

Please outline the qualifications' delivery and assessment methodology e.g. workshops, distance assessment, work based delivery, etc.

Appendix 1: Level descriptors

Level	Intellectual Skills and Attributes	Processes	Accountability
Entry	<p>Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others</p> <p>Exercise basic skills</p> <p>Receive and pass on information</p>	<p>Operate mainly in closely defined and highly structured contexts</p> <p>Carry out processes that are repetitive and predictable</p> <p>Undertake the performance of clearly defined tasks</p> <p>Assume a limited range of roles</p>	<p>Carry out directed activity under close supervision</p> <p>Rely entirely on external monitoring of output and quality</p>
1	<p>Employ a narrow range of applied knowledge and basic comprehension</p> <p>Demonstrate a narrow range of skills</p> <p>Apply known solutions familiar problems</p> <p>Present and record information from readily available sources</p>	<p>Show basic competence in a limited range of predictable and structured contexts</p> <p>Utilise a clear choice of routine responses</p> <p>Co-operate with others</p>	<p>Exercise a very limited degree of discretion and judgement about possible actions</p> <p>Carry restricted responsibility for quantity and quality of output</p> <p>Operate under direct supervision and quality control</p>
2	<p>Apply knowledge with underpinning comprehension in a number of areas</p> <p>Make comparisons</p> <p>Interpret available Information</p> <p>Demonstrate a range of skills</p>	<p>Choose from a range of procedures performed in a number of contexts, some of which may be non- routine</p> <p>Co-ordinate with others</p>	<p>Undertake directed activity with a degree of autonomy</p> <p>Achieve outcomes within time constraints</p> <p>Accept increased responsibility for quantity and quality of output subject to external quality checking</p>
3	<p>Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</p> <p>Access and evaluate information independently</p> <p>Analyse information and make reasoned judgements</p> <p>Employ a range of responses to well defined but often unfamiliar or unpredictable problems</p>	<p>Operate in a variety of familiar and unfamiliar contexts using a range technical or learning skills</p> <p>Select from a considerable choice of procedures</p> <p>Give presentations to an audience</p>	<p>Engage in self directed activity with guidance/evaluation</p> <p>Accept responsibility for quantity and quality of output</p> <p>Accept limited responsibility for the quantity and quality of the output of others</p>
4	<p>Develop a rigorous approach to the acquisition of a broad knowledge base</p> <p>Employ a range of specialised skills</p> <p>Determine solutions to a variety of unpredictable problems</p> <p>Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems</p> <p>Evaluate information, using it to plan and develop investigative strategies</p>	<p>Operate in a range of varied and specific contexts involving creative and non-routine activities</p> <p>Exercise appropriate judgement in planning, selecting or presenting information, methods or resources</p>	<p>Undertake self directed and a limited amount of directive activity</p> <p>Operate within broad general guidelines or functions</p> <p>Take responsibility for the nature and quantity of outputs</p> <p>Meet specified quality standards</p>
5	<p>Generate ideas through the analysis of information and concepts at an abstract level</p> <p>Command wide ranging, specialised technical, creative and/or conceptual skills.</p>	<p>Utilise diagnostic and creative skills in a range of technical, professional or management functions</p> <p>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or</p>	<p>Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes</p>

	<p>Formulate appropriate responses to resolve well defined and abstract problems.</p> <p>Analyse, reformat and evaluate a wide range of information</p>	<p>processes</p>	
6	<p>Critically review, consolidate and extend a systematic and coherent body of knowledge</p> <p>Utilise highly specialised technical or scholastic skills across an area of study</p> <p>Utilise research skills</p> <p>Critically evaluate new information, concepts and evidence from a range of sources</p>	<p>Transfer and apply diagnostic and creative skills in a range of situations</p> <p>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes including resourcing</p>	<p>Accept accountability for determining and achieving personal and/or group outcomes</p> <p>Begin to lead multiple, complex and heterogeneous groups</p>
7	<p>Display mastery of a complex and specialised area of knowledge and skills</p> <p>Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills</p>	<p>Conduct research, or advanced technical or professional activity, using and modifying advanced skills and tools</p> <p>Design and apply appropriate research methodologies</p> <p>Communicate results of research to peers</p> <p>Develop new skills to a high level, including novel and emerging techniques</p> <p>Act in a wide variety of unpredictable and advanced professional contexts.</p>	<p>Accept accountability in related decision making including use of supervision</p> <p>Take significant responsibility for the work of other professional staff; lead and initiate activity</p>
8	<p>Make a significant and original contribution to a specialised field of enquiry</p> <p>Respond to abstract problems that expand and redefine existing procedural knowledge</p>	<p>Demonstrate command of methodological issues</p> <p>Communicate results of research to peers and engage in critical dialogue</p> <p>Develop new skills, techniques, tools, practices and/or materials</p>	<p>Accept accountability in related decision making including use of supervision</p> <p>Lead and originate complex social processes.</p>

The National Qualifications Framework (NQF) and the Framework for Higher Education Qualifications (FHEQ)

National Qualifications Framework (NQF)		Framework for Higher Education Qualifications (FHEQ)
Previous Levels (and examples)	Current Levels (and examples)	
5 Level 5 NVQ in Construction Management † Level 5 Diploma in Translation	8 Specialist awards	D (doctoral) Doctorates
	7 Level 7 ABE Postgraduate Diploma in Management and Business Administration	M (masters) Masters degrees, postgraduate certificates and diplomas
4 Level 4 NVQ in Advice and Guidance Level 4 National Diploma in Professional Production Skills Level 4 BTEC Higher National Diploma in 3D Design Level 4 Certificate in Early Years	6 Level 6 ABE Advanced Diploma in Business Management	H (honours) Bachelor degrees, graduate certificates and diplomas
	5 Level 5 ABE Diploma in Human Resource Management	I (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas
	4 Level 4 Certificate in Early Years	C (certificate) Certificates of higher education
3 Level 3 ABE Certificate in Financial Management Level 3 NVQ in Aeronautical Engineering A levels		
2 Level 2 Diploma for Beauty Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C		
1 Level 1 Certificate in Motor Vehicle Studies Level 1 NVQ in Bakery GCSEs Grades D-G		
Entry Entry Level Certificate in Adult Literacy		

† Revised levels are not currently being implemented for NVQs at levels 4 and 5

Appendix 2: Unit writer's outline for customised ABP qualification

This is a tool to write units. You can modify this form to suit your units, e.g. the number of learning outcomes listed (3) is only an example. When writing assessment criteria think also about the nature of your assessment instrument/activity/task/assignment. An example of a (level 7) unit, unit value, unit description, learning outcome, learning outcome content and assessment criteria for learning outcome is given in red. Please note that this unit would probably have more learning outcomes.

Unit title: <i>e.g. Managing Financial Principles and Techniques</i>		
Unit value: (i.e. unit size in learning hours) <i>30</i>		
Unit description: <i>i.e. This unit is the first of two that provide learners with a foundation in financial principles and techniques relevant to the strategic management process. In this unit, the focus is on the management of costs through the use of forecasting, appraisal and financial reporting procedures. The main objective is to provide learners with the tools and confidence to apply, analyse and evaluate financial information. This will enhance their decision-making skills through the use and validation of forecasting techniques, and the consideration of financial statements.</i> <i>To complete this unit effectively learners will need to show an ability to judge the sources, nature, accuracy and completeness of cost-based information. They will also need to apply strategies associated with determining sound management information with reference to the sources of funds, the potential investment of resources, and the interpretation of financial statements.</i>		
Summary of learning outcomes To achieve this unit a learner must:	Summary of the content for each learning outcome <i>[Please make it clear if a section of the content applies to more than one learning outcome]</i>	Assessment criteria for each learning outcome <i>[Please make it clear when an assessment criterion applies to more than one learning outcome]</i>
1 Apply relevant forecasting techniques to obtain information for decision making	<i>Forecasting:</i> forecasting costs, cash flow forecasts, forecasting techniques of scatter graph, time series, linear regression, forecasting and price movements, using indices, limitations of index numbers, forecasting problems, recommendations <i>Funds:</i> sources, supporting proposals for obtaining funds internally and externally, gearing ratios, effect of different types of funding on shareholder and market perception, selecting appropriate sources of funds for different projects, comparison of costs	<ul style="list-style-type: none"> <i>select and use appropriate forecasting methods to enable cost and revenue forecasts to be constructed for an organisation, adjusting for expected movements such as price changes</i> <i>identify and appraise the sources of funds available to an organisation, and make proposals for obtaining funds for a specific project or resource</i>
2		
3		

Appendix 3: Learning outcome verbs

This is not an exhaustive list; some verbs are not suitable for all sectors and some are not suitable for all levels but the list may provide a starting point for finding a

Analyse	Develop	Manage	Realise
Apply	Differentiate	Maintain	Record
Assemble	Display	Make	Rectify
Assist	Draft	Manufacture	Repair
Calculate	Edit	Measure	Retrieve
Carry out	Establish	Modify	Review
Collect	Evaluate	Monitor	Search
Conduct	Examine	Obtain	Select
Connect	Explain	Organise	Serve
Construct	Explore	Originate	Set up
Control	Extract	Perform	Set out
Cook	File	Plan	Store
Create	Gather	Practise	Survey
Customise	Generate	Prepare	Take part
Deal with	Grow	Present	Test
Define	Handle	Print	Transfer
Demonstrate	Identify	Process	Undertake
Describe	Install	Produce	Use
Design	Interpret	Propose	Work
Determine	Investigate	Provide	

Appendix 4: Verbs for targeting different activities

Verbs giving evidence of KNOWLEDGE:

Define, describe, identify, label, name, outline, reproduce, recall, select, state, present, be aware of, extract, organise, recount, write, recognise, measure, underline, repeat, relate, know, match

Verbs giving evidence of COMPREHENSION:

Interpret, translate, estimate, justify, comprehend, clarify, defend, distinguish, estimate, explain, extend, generalise, exemplify, give examples of, infer, paraphrase, predict, rewrite, summarise, discuss, perform, report, present, restate, identify, illustrate, indicate, find, select, understand, represent, name, formulate, judge, contrast, translate, classify, express, compare

Verbs giving evidence of APPLICATION OF KNOWLEDGE / UNDERSTANDING:

Apply, solve, construct, demonstrate, change, compute, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, use, give examples of, exemplify, draw (up), select, explain how, find, choose, assess, practise, operate, illustrate, verify

Verbs giving evidence of ANALYSIS:

Recognise, distinguish between, evaluate, analyse, break down, differentiate, identify, illustrate how, infer, point out, relate, select, separate, divide/subdivide, compare, contrast, justify, resolve, conclude, criticise, question, diagnose, identify, categorise, point out, elucidate

Verbs giving evidence of SYNTHESIS:

Propose, present, structure, integrate, formulate, teach, develop, combine, compile, compose, create, devise, design, explain, generate, modify, organise, plan, re-arrange, reconstruct, relate, re-organise, revise, write, summarise, tell, account for, restate, report, alter, argue, order, select, manage, generalise, derive, conclude, build up, engender, synthesise, put together, suggest, enlarge

Verbs giving evidence of EVALUATION:

Judge, appraise, assess, conclude, compare, contrast, describe how, criticise, discriminate, justify, defend, evaluate, rate, determine, choose, value, question

Appendix 5: Assessment outcome words and phrases

This is not an exhaustive list; some phrases are not suitable for all sectors and some are not suitable for all levels but the list may provide a starting point for writing assessment and grading criteria.

- show some
- a basic understanding basic
- simple
- limited
- some
- plain
- primary
- participate correctly
- relevant issues
- viable
- explain in detail explain using appropriate examples
- describe fully
- describe clearly
- explain clearly
- accurate calculation
- suitable ways of presenting through review
- examples of good practice
- reasonably accurate
- comprehensive records
- easily understood
- identify and respond appropriately
- creativity
- development of new ideas
- skilful controlled work
- main
- identify
- use a range
- define some
- medium
- realistic
- most
- select appropriate format to cover all aspects
- justification of
- appropriate timescales using initiative
- detail data
- logically and well structured
- appropriately
- show depth
- original work
- accurately/accuracy
- suitable format
- suitable to the role of
- independent approach
- alternative ideas
- managing effectively
- well furnished
- creative
- effectively presented
- effective use
- coherent approach
- significant contribution
- effectively use
- respond to new information
- complete procedures within given time scale
- create
- competently and safely
- clear and coherent
- considered comments
- identify clearly
- thoroughly
- comprehensive
- compare
- define in detail
- appropriate
- relevant
- evidence to show
- justify
- detailed evaluation
- detailed records
- wide range
- appropriate examples of own ideas/original approach
- suggest appropriate action
- suggest improvement
- individual evidence of
- justify the recommendations
- carry out independently
- produce a thorough survey
- summarise effectively
- drawing conclusions
- effective plan
- independence in investigations
- critical analysis
- high level of understanding supported by a comprehensive explanation of
- show independence in managing
- take responsibility for
- anticipate problems
- innovative presentation
- thorough understanding
- well structured and effective
- confidently
- data which is accurate, precise, reliable and sufficient
- justify changes in direction
- express a range of personal solutions creatively
- understand the potentials and limitations of