



Recognition of Prior Learning (RPL)

ASSESSMENT GUIDE FOR BUSINESS CAPACITY



National Certificate in Professional Driving

Qualification ID: 50285

Assessment Guide for RPL

Document 3

Business Capacity

UNIT STANDARDS IN THIS VOLUME

Unit Standard Number	Unit Standard Title	NQF Level	Credit Value
123258	Foster and maintain customer relations	3	10
8000	Apply basic business principles	3	9
7997	Managing self-development	4	12

TABLE OF CONTENTS

Description	Page Number
Unit Standard 1 of this Volume	
Specific outcome 1	5 – 6
Specific outcome 2	7
Specific outcome 3	8
Specific outcome 4	9
Specific outcome 5	10
Unit Standard 2 of this Volume	
Specific outcome 1 – 5 – Integrated	11 – 13
Unit Standard 3 of this Volume	
Specific outcome 1	14 – 15
Specific outcome 2	16
Specific outcome 3	17
Specific outcome 4	18
Specific outcome 5	19
Specific outcome 6	20

Unit Standard 1 of this Volume

ANSWERS FOR EVIDENCE GUIDE

Unit Standard ID Title: Foster and maintain customer relations

Unit Standard number: 123258

Specific Outcome 1

Describe organisational structures and products/services for specific contexts.

Assessment Criteria

1. A definition and explanation of customer service is given which enhances organisational image and employee morale, and is consistent with company mission, vision and customer service policy.
2. The organisational chain of command and reporting structure is described in a manner that is consistent with organisational management hierarchies, including purpose and functions of the respective levels of management.
3. Identification of business units within the organisation and description of their functions, activities and products/services are clear and consistent with organisational structure, operational and work flow charts.
4. Identification of internal and external suppliers and support service providers conforms to operational and work flow charts, as well as records of external suppliers/support service providers.

Criteria	Possible Answers	Measurement
1. Define Customer Service.	Customer service means to render a service or a product to the customer.	Allocate 1 Mark
2. Describe the factors enhancing organizational image.	Factors may include but is not limited: <ul style="list-style-type: none">o Professional serviceo Professional appearanceo Missiono Visiono Values	Allocate at least 2 Marks for 2 answers
3. Knows how employee morale affects other employees in the workplace.	If an employee's morale is negative then it impacts on other employees as well as is not good for the company.	Allocate 1 Mark
4. Identify the purpose of a companies' mission, vision, and customer service policy.	The purpose of a mission is to stress what the company wants to achieve. The vision is the goal of the company. The customer service policy is there to ensure an expected customer services standard.	Allocate 3 Marks
5. Describe the organizational chain of command and reporting structure	The organisational chain of command is there to ensure that work is delegated from the highest level to the lowest level. The chain of command is also there to communicate upwards	Allocate 2 Marks

	in order to report back on delegated work.	
6. Describe the purpose and functions of the following levels: Management, Supervisor en employee levels.	Management Level: Plan and make decisions of organisation. Supervisor Level: To supervise the employees and to delegate functions of job activities. Employee Level: Employees are doing the actual job on the ground and needs to report to the supervisor their outputs of daily activities.	Allocate 3 Marks
7. Recognise the difference between 'products' and 'service'.	Products: A product is something a person can see. It is an output of something e.g. stock. Service: A service is something that a person 'do' in order to fulfil the requirement of a customer.	Allocate 2 Marks
8. Name the different business units in the organisation.	(Use assessors discretion)	Allocate 3 Marks
9. Describe the purpose of organizational structures and operational and work flow charts.	Organisationa structures are there to ensure that employees, managers and supervisors know who is working with different types of job profiles and also to ensure effective communication channels.	Allocate 1 Mark
10. Identify internal and external suppliers in the organisation.	Internal suppliers: Logistics department, warehouse etc. External suppliers: E.g. I&J, Cadbury etc. Depending on the required freight or stock. Assessor to use discretion.	Allocate 2 Marks
11. List the support service providers in the organisation.	Human Resource Management Financial Management Assessor to use discretion	Allocate 2 Marks

Assessment Criteria for Competency:

In order to declare the learner competent he/she must obtain at least: 11/22

ANSWERS FOR EVIDENCE GUIDE

Specific Outcome 2

Operate within a specific customer service system according to context requirements.

Assessment Criteria

1. Identification and description of customer service chains are clear and consistent with all organisational customer service activities required to satisfy the changing needs of the customer, as depicted by organisational customer service models.
2. Identification and fulfilment of the specific responsibilities and activities required within a customer service chain are clear and consistent with specified job descriptions and key performance areas.

Evidence Required			Evidence sign off	
Structured Interview with Subject matter expert who works with the customer service system				
Questions	Answer	Signature of SME	Self-assessment	
What is customer service chain?	It is from when the service starts with the customer until it ends.		Initial	
Why is consistency so important for customer service chains?	Because the customer is expecting a certain standard and this is why the customer come back to your company.		Date	
Why should I know about the customer service chains?	To understand how important high quality service is from the beginning till the end of the customer service chain.			
Why is it important to satisfy the changing needs of the customer?	You want the customer to come back and live up to his/her expectation when needs change.		ECF evaluation	
Who can provide me with a customer service model? (Include this also in your portfolio of evidence)	Use discretion.		Initials	
What is a customer service model?	It is based on the customer service standards and include all the desired outcomes in order to meet the demands of the customer		Date	

Assessment Criteria for Competency:

The learner must do a structured interview with the assessor. The assessor can use open ended questions to enhance communication. Use assessor discretion. The answers are not rigid and must give the learner the opportunity to answer from his/her experience or perception. The learner must answer at least 3/6 questions correctly in order to be declared competent.

ANSWERS FOR EVIDENCE GUIDE

Specific Outcome 3

Identify customer needs and expectations within specific contexts.

Assessment Criteria:

1. Identification of customers is clear and consistent with organisational customer profiles.
2. Description of service standards rendered, as perceived from customers' viewpoints, is consistent with feedback obtained from internal/external customer service audits.
3. Identification and analysis of flaws and barriers in the customer service system are clear and consistent with management inspections and customer feedback.
4. Categorisation of customer personalities/anticipated behaviour is accurate and improves customer relations through pro-active customer service response.
5. Inclusion of persons with disabilities is facilitated to meet specific needs.

Evidence Required		Evidence sign off
Multiple Choice Questions Tick the correct answer		Evidence sign off
Question 1: An organizational customer profile is defined as ...		Self-assessment
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input checked="" type="checkbox"/> a </div> <div>A precise description of the characteristics of buyers for a specific product or service</div> </div>		Initial
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> b </div> <div>A precise description of the customer's personality</div> </div>		Date
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> c </div> <div>None of the above</div> </div>		
Question 2: The purpose of a customer service audit is for ...		ECF evaluation
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> a </div> <div>Customer interrogation</div> </div>		Initials
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input checked="" type="checkbox"/> b </div> <div>Customer review on services or products rendered</div> </div>		
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> c </div> <div>Customer inspection</div> </div>		
Question 3: It is important to remove customer barriers and should therefore improve customer relations in one of the following ways:		
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> a </div> <div>Show the customer that your services and products are up to standard</div> </div>		
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input checked="" type="checkbox"/> b </div> <div>Proof to the customer that you care for quality</div> </div>		
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> c </div> <div>Invite the customers and make them coffee</div> </div>		Date

Assessment Criteria for Competency:

The learner must answer all three questions correctly.

ANSWERS FOR EVIDENCE GUIDE

Specific outcome 4

Deal with customer complaints according to specified procedures.

Assessment Criteria

1. Description of clear customer service complaint processes is consistent with company customer service policy and demonstrates a positive, creative and assertive attitude towards the organisation, as well as the customer, which leads to resolving complaints in a logical and professional manner.
2. Description of after-sales service is clear and consistent with company policy and regulations.
3. Identification and articulation of the `moments of truth` throughout the customer service chain, as perceived by the customer, are accurate, leads to the improvement of service standards and are consistent with agreed organisational standards and values.
4. Actual service standards in a specific environment are compared to organisational customer service policies and recommendations for improvement lead to improved service standards.

Evidence Required Include a copy of the customer service policy in your Portfolio of Evidence True or False questions. T = True and F=False	Evidence sign off
<p>Question 1: A customer service policy may include procedures to deal with customer complaints.</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; background-color: #FF4500; color: white; text-align: center; width: 30px; height: 20px; margin: 2px;">T</div> <div style="border: 1px solid black; background-color: white; color: black; text-align: center; width: 30px; height: 20px; margin: 2px;">F</div> </div> <p>Question 2: After-sales services mean that the product or service was rendered, and this is where the service ends.</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; background-color: white; color: black; text-align: center; width: 30px; height: 20px; margin: 2px;">T</div> <div style="border: 1px solid black; background-color: #FF4500; color: white; text-align: center; width: 30px; height: 20px; margin: 2px;">F</div> </div> <p>Question 3: The moments of truth means that the customer must be honest and open throughout the service chain.</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; background-color: white; color: black; text-align: center; width: 30px; height: 20px; margin: 2px;">T</div> <div style="border: 1px solid black; background-color: #FF4500; color: white; text-align: center; width: 30px; height: 20px; margin: 2px;">F</div> </div> <p>Question 4: Actual service standards are generic standards in line with the organisational customer service policies.</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid black; background-color: white; color: black; text-align: center; width: 30px; height: 20px; margin: 2px;">T</div> <div style="border: 1px solid black; background-color: #FF4500; color: white; text-align: center; width: 30px; height: 20px; margin: 2px;">F</div> </div>	<div style="background-color: white; color: black; text-align: center; padding: 5px; font-weight: bold;">Self-assessment</div> <div style="border: 1px solid black; height: 30px; margin: 2px; text-align: center; color: gray; font-style: italic;">Initial</div> <div style="border: 1px solid black; height: 30px; margin: 2px; text-align: center; color: gray; font-style: italic;">Date</div> <div style="border: 1px solid black; height: 30px; margin: 2px;"></div> <div style="background-color: white; color: black; text-align: center; padding: 5px; font-weight: bold;">ECF evaluation</div> <div style="border: 1px solid black; height: 100px; margin: 2px; text-align: center; color: gray; font-style: italic; vertical-align: top;"> <div style="height: 40px; color: gray; font-style: italic;">Initials</div> <div style="height: 60px; color: gray; font-style: italic;">Date</div> </div>

Assessment Criteria for Competency:

The learner must answer all four questions correctly.

ANSWERS FOR EVIDENCE GUIDE

Specific outcome 5

Choose interpersonal behaviours appropriate for occupational situations.

Assessment Criteria

1. Identification of conflict situations and application of procedures/steps for resolving disputes/breakdowns in relations are appropriate for specific contexts.
2. Relationships and communication networks take account of culture, organisational level and type of customers, emphasizing honest, open and respectful dialogue.
3. Recommended ways of improving/modifying personal interaction techniques within a team/organisational environment are appropriate for specific context requirement

Criteria	Possible Answers	Measurement
1. Identify the reasons why people disagree in the workplace.	Different perceptions. Different experiences. Use assessor discretion	Allocate 2 Marks
2. Identify how you would resolve the disagreement.	Calm down first. Get the facts. Listen to the other party. State your case diplomatically.	Allocate 4 Marks
3. Describe the type of relationship a person of your occupation should have with your peers, managers, and customers.	Use assessor discretion E.g. friendly relationship, good relationship	Allocate 1 Mark
4. Outline why a person should consider a fellow person's culture.	It shows that you respect the other person.	Allocate 1 Mark
5. Make suggestions on how to improve behavior in order to work together in a team.	Learn to listen to others views. Learn to manage temper. Learn to be flexible. Learn to respect other people's input.	Allocate 2 Marks

Assessment Criteria for Competency:

The learner must obtain at least 5/10.

Unit Standard 2 of this Volume

ANSWERS FOR EVIDENCE GUIDE

Unit Standard ID Title: Apply basic business principles

Unit Standard number: 8000

Specific outcome 1

Utilise machinery, equipment, materials and time. (Utilise machinery, equipment, materials and time allocated to the individual cost effectively and productively)

Specific outcome 2

Identify and apply goals aligned to the work situation which reflect the organisational goals.

Specific outcome 3

Maintain and enhance organisational image and customer service (both internal and external).

Specific outcome 4

Identify and anticipate customer's requirements. (Identify and anticipate customer's requirements, and meeting those requirements within budget constraints.)

Specific outcome 5

Select and implement the most effective business solution. (Select and implement the most effective business solution to problems within his/her own operational environment and level of authority.)

Assessment Criteria

1. *Demonstrate an understanding of the impact of quality customer service on profitability.*
2. *Generate and consider options and possibilities for improving the profitability of an operation within a simulated environment, making recommendations on new methods and/or technologies which will enhance competitiveness.*
3. *Identify and explain methods for ensuring cost-effective utilisation of allocated resources.*
4. *Suggest methods to be used to combat cost overruns with respect to a given budget.*
5. *Explain how an individual's actions impact on organisational profit and/or loss and cash flow.*
6. *Describe the impact of new technologies on the budget of an organisation.*
7. *Describe relationships between the stakeholders in a business and how that will impact on an organisations' success.*

Assessment Criteria for Competency:

The learner must obtain all or nothing.

Evidence Required						Evidence sign off	
Logbook for Reflective assessments – The assessor must assess the learner on the job and complete the logbook							
The purpose of this unit standard is: A learner accredited with this standard will be able to understand and effectively apply basic business principles in order to improve productivity and efficiency of practice within the Freight Handling Environment .							
Outcomes	Criterion 1	Criterion 2	Competent	Not yet competent	Signature of Assessor and comments		
Specific outcome 1 Utilise machinery, equipment, materials and time. (Utilise machinery, equipment, materials and time allocated to the individual cost effectively and productively	<i>Generate and consider options and possibilities for improving the profitability of an operation within a simulated environment, making recommendations on new methods and/or technologies which will enhance competitiveness.</i>	<i>Explain how an individual's actions impact on organisational profit and/or loss and cash flow.</i>			Comments: Initial: Date: :	Self-assessment <i>Initial</i> <i>Date</i>	
Specific outcome 2 Identify and apply goals aligned to the work situation which reflect the organisational goals.	<i>Identify and explain methods for ensuring cost-effective utilisation of allocated resources</i>	<i>Generate and consider options and possibilities for improving the profitability of an operation within a simulated environment, making recommendations on new methods and/or technologies which will enhance competitiveness.</i>			Comments: Initial: Date: :	ECF evaluation <i>Initial</i> <i>Date</i>	
Specific outcome 3 Maintain and enhance organisational image and customer service (both internal and external).	<i>Describe relationships between the stakeholders in a business and how that will impact on an organisations' success.</i>	<i>Demonstrate an understanding of the impact of quality customer service on profitability.</i>			Comments: Initial: Date: :		

Evidence Required						Evidence sign off
Logbook for Reflective assessments						
The purpose of this unit standard is: A learner accredited with this standard will be able to understand and effectively apply basic business principles in order to improve productivity and efficiency of practice within the Freight Handling Environment.						
Outcomes	Criterion 1	Criterion 2	Competent	Not yet competent	Signature of Assessor and comments	
Specific outcome 4 Identify and anticipate customer's requirements. (Identify and anticipate customer's requirements, and meeting those requirements within budget constraints.	<i>Demonstrate an understanding of the impact of quality customer service on profitability.</i>	<i>Describe the impact of new technologies on the budget of an organisation.</i>			Comments: Initial: Date: :	
Specific outcome 5 Select and implement the most effective business solution. (Select and implement the most effective business solution to problems within his/her own operational environment and level of authority.)	<i>Suggest methods to be used to combat cost overruns with respect to a given budget.</i>	<i>Demonstrate an understanding of the impact of quality customer service on profitability.</i>			Comments: Initial: Date: :	

Unit Standard 3 of this Volume

ANSWERS FOR EVIDENCE GUIDE

Unit Standard ID Title: Managing self-development

Unit Standard number: 7997

Specific outcome 1

Identify the skills and knowledge required for the development of his/her career path (Identify the skills and knowledge required for the development of his/her career path, giving cognisance to personal objectives and present and future requirements of the individuals organisational role.)

Assessment Criteria

1. *Understand the concepts associated with the field of self-development (e.g. career path, organisational culture, goals, etc).*
2. *Produce evidence of the process of self-evaluation and self-analysis and demonstrate the utilisation of the information in a self-development plan displaying realistic, challenging and measurable objectives, both in the short and long term.*
3. *At regular intervals, produce evidence of ownership of career plan and of specific steps taken to implement and update the plan.*
4. *Show evidence of researching training and development options with respect to selecting optimal resources.*
5. *Understand internal and external structures (e.g. statutory requirements and human resources development procedures) designed to assist in self-development.*

Evidence Required				Evidence sign off
Self Development Checklist – The learner must take ownership with the support of his/her supervisor/manager to develop himself/herself. Once this checklist is completed hand it in to the ECF. Add supplementary documentations.				
Criteria	Skills	Knowledge	Include evidence	Self-assessment
Identify and list the skills you need to develop yourself			Show evidence of researching training and development options	Initial
State your personal objective for self development <i>Read and Include a copy of the HR development procedures</i>			Show evidence of specific steps taken to implement and update the plan. Include short and long term objectives	Date
				ECF evaluation

State your present requirements for further development			Show evidence of specific steps taken to implement and update the plan.		Initials
State your future requirements for further development			Show evidence of specific steps taken to implement and update the plan.		Date

Assessment Criteria for Competency:

The learner must be able to identify his/her needs for self development. In order to declare the learner competent the learner must show the assessor that the individual specific needs are in line with the criteria.

ANSWERS FOR EVIDENCE GUIDE

Specific outcome 2

Make and update his/her personal plans for developing skills.

Assessment Criteria

1. Understand the concepts associated with the field of self-development (e.g. career path, organisational culture, goals, etc).
2. Produce evidence of the process of self-evaluation and self-analysis and demonstrate the utilisation of the information in a self-development plan displaying realistic, challenging and measurable objectives, both in the short and long term.
3. At regular intervals, produce evidence of ownership of career plan and of specific steps taken to implement and update the plan.
4. Show evidence of researching training and development options with respect to selecting optimal resources.
5. Understand internal and external structures (e.g. statutory requirements and human resources development procedures) designed to assist in self-development.

Evidence Required				Evidence sign off	
Include supplementary documentation if necessary.					
Criteria	Skills acquired	Skills obtained	Date achieved	Self-assessment	
Make and update of your personal plans for developing skills.				Initial	
				Date	
Criteria	Knowledge acquired	Knowledge obtained	Date achieved	ECF evaluation	
Make and update of your personal plans for developing skills.				Initials	
				Date	

Assessment Criteria for Competency:

The learner must be able to identify his/her needs for self development. In order to declare the learner competent the learner must show the assessor that the individual specific needs are in line with the criteria.

ANSWERS FOR EVIDENCE GUIDE

Specific outcome 3

Prioritise goals and objectives. (Prioritise goals and objectives, taking cognisance of organisational opportunities and constraints, policies, requirements and personal resources (e.g. internal or external)).

Assessment Criteria

1. *Understand the concepts associated with the field of self-development (e.g. career path, organisational culture, goals, etc).*
2. *Produce evidence of the process of self-evaluation and self-analysis and demonstrate the utilisation of the information in a self-development plan displaying realistic, challenging and measurable objectives, both in the short and long term.*
3. *At regular intervals, produce evidence of ownership of career plan and of specific steps taken to implement and update the plan.*
4. *Show evidence of researching training and development options with respect to selecting optimal resources.*
5. *Show evidence of researching training and development options with respect to selecting optimal resources.*

Evidence Required Prioritisation checklist			Evidence sign off
State the objectives	Priority classification	Describe how you used organisational opportunities to meet the objectives	Self-assessment
	High Priority		Initial
			Date
	Medium Priority		ECF evaluation
			Initials
	Low Priority		
			Date

Assessment Criteria for Competency:

The learner must be able to prioritise his/her needs for self development. In order to declare the learner competent the learner must show the assessor that the individual specific needs are in line with the criteria.

ANSWERS FOR EVIDENCE GUIDE

Specific outcome 4

Select mechanisms for pursuing feedback. (Select mechanisms for pursuing feedback of current levels of competence and personal growth (e.g. communicate with superiors), and planning the appropriate corrective action to accomplish his/her objectives)

Assessment Criteria

1. *Understand the concepts associated with the field of self-development (e.g. career path, organisational culture, goals, etc).*
2. *Produce evidence of the process of self-evaluation and self-analysis and demonstrate the utilisation of the information in a self-development plan displaying realistic, challenging and measurable objectives, both in the short and long term.*
3. *At regular intervals, produce evidence of ownership of career plan and of specific steps taken to implement and update the plan.*
4. *Show evidence of researching training and development options with respect to selecting optimal resources.*
5. *Show evidence of researching training and development options with respect to selecting optimal resources.*

Evidence Required Write down the different mechanisms you will use in order to get feedback on your personal growth e.g. one-on-one feedback, performance appraisals etc. Ask your supervisor what the procedures in place are in order to give you feedback on your personal development.	Evidence sign off
Include proof of your feedback discussions with your immediate supervisor in your Portfolio of Evidence. This can include written feedback, electronic feedback or verbal feedback.	Self-assessment
	<i>Initial</i>
	<i>Date</i>
	ECF evaluation
	<i>Initials</i>
	<i>Date</i>

Assessment Criteria for Competency:

The learner must include any form of feedback (written, oral and or electronic feedback).

ANSWERS FOR EVIDENCE GUIDE

Specific outcome 5

Source, select and utilise the requisite resources. (Source, select and utilise the requisite resources for the successful achievement of planned objectives, drawing on the experience and guidance of senior management.)

Assessment Criteria

1. *Understand the concepts associated with the field of self-development (e.g. career path, organisational culture, goals, etc).*
2. *Produce evidence of the process of self-evaluation and self-analysis and demonstrate the utilisation of the information in a self-development plan displaying realistic, challenging and measurable objectives, both in the short and long term.*
3. *At regular intervals, produce evidence of ownership of career plan and of specific steps taken to implement and update the plan.*
4. *Show evidence of researching training and development options with respect to selecting optimal resources.*
5. *Understand internal and external structures (e.g. statutory requirements and human resources development procedures) designed to assist in self-development.*

Evidence Required		Evidence sign off
Include proof of the Source or resource that assists you in order to achieve your objectives under the guidance of senior management.		
<p>1. List the Sources (e.g. Human Resource Development Policy, internet facilities, library, Subject matter expert interviews etc.)</p> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>		Self-assessment
		Initial
		Date
<p>2. List the name and Surname, designation (Job Title), contact number, Company name, date and a short description on assistance provided.</p> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>		ECF evaluation
		Initials
		Date

Assessment Criteria for Competency:

The learner must include proof of source and resource used to collect the information.

ANSWERS FOR EVIDENCE GUIDE

Specific outcome 6

Identify ways to minimise digressions or obstacles. (Identify ways to minimise digressions or obstacles for the successful achievement of self-development objectives, making contingency plans if required (e.g. delegate work responsibilities)

Assessment Criteria

1. *Understand the concepts associated with the field of self-development (e.g. career path, organisational culture, goals, etc).*
2. *Produce evidence of the process of self-evaluation and self-analysis and demonstrate the utilisation of the information in a self-development plan displaying realistic, challenging and measurable objectives, both in the short and long term.*
3. *At regular intervals, produce evidence of ownership of career plan and of specific steps taken to implement and update the plan.*
4. *Show evidence of researching training and development options with respect to selecting optimal resources.*
5. *Understand internal and external structures (e.g. statutory requirements and human resources development procedures) designed to assist in self-development.*

Evidence Required			Evidence sign off	
List the barriers that influence your self-development and include the solutions and plan of action to overcome the barriers or obstacles.			Self-assessment	
List the barrier	Write down the solution	Write down your plan of action	Initial	
			Date	
			ECF evaluation	
Assessment Criteria for Competency: The learner must be able to identify and list their barriers which may interfere with the desired objective, relating to self development.				