Level 3 Certificate in Business and Administration (4413-03)

Qualification handbook
QCA ref: 500/1788/3

City&
Guilds

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Qualification handbook

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Contents

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1   About this document

This document contains the information that centres need to offer the following certificates:

Level 3 Certificate in Business and Administration	
City & Guilds qualification number	**4413-03**
QCA accreditation number	**500/1788/3**

This document includes details and guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements

2 About the Certificate in Business and Administration

2.1 Aim of the qualification

This vocationally related qualification has been designed by City & Guilds in order to:

- support Government initiatives towards the National Qualifications Framework (NQF). For further information on the NQF, visit the QCA websites www.qca.org.uk and www.openquals.org.uk
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the Business and Administration sector

This qualification functions
- as a stand alone qualification, accredited as part of the NQF at Level 3
- as a technical certificate as part of the Apprenticeship framework provide valuable accreditation of skills and knowledge for candidates not following N/SVQ and Apprenticeship programmes, without requiring or proving occupational competence.

2 About the Certificate in Business and Administration

2.2 The structure of the qualification

Candidates must take both units.

QCA unit reference	City & Guilds unit number	Unit title	Excluded combination of units (if any)
A/500/7032	Unit 301	Managing the business environment	Mandatory
F/500/7033	Unit 302	Ensuring effective work within the business environment	Mandatory

2   About the Certificate in Business and Administration

2.3   Relevant sources of information

Related publications

City & Guilds also provides the following documents specifically for this qualification:

Publication	Available from
Level 3 version A assignment	Website
Sample assignment	Website

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval*: This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.
- *Ensuring quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This document contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates
- *Directory of qualifications* – This document contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of qualifications* and this handbook, the *Directory of qualifications* contains the more up-to-date information.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Fast track approval

Centres approved to offer the qualification Level 3 Certificate in Business Administration (4410-03) may apply for approval for the new Level 3 Certificate in Business and Administration (4413-03) using the Fast Track Form available via downloadable from the City & Guilds website.

Centres may only use this form if they meet all of the approval criteria specified in the Fast Track Form and its guidance notes.

Centres may use the Fast Track Form for 12 months from the introduction of the qualification.

3   Candidate entry and progression

Candidate entry requirements

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to be successful in gaining their qualification.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on Funding, is provided in Appendix 3.)

Age restrictions and legal considerations

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

Progression

The qualification provides knowledge and practical skills related to the Level 3 NVQ in Business and Administration.

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 NVQ in Business and Administration

Apprenticeship frameworks

The Level 3 Certificate in Business and Administration has been approved by the SSB as a technical certificate for the Advanced Apprenticeship in Business and Administration.

Full details of the requirements of the apprenticeship framework for Business and Administration are available from:

Name of SSB   Council for Administration
Address   6 Graphite Square
                    Vauxhall Walk
                    London
                    SE11 5EE
Telephone   020 7091 9620
URL   **www.cfa.uk.com**
email   **info@cfa.uk.com**

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:
- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process** (**CAP**). Centres also need approval to offer a specific qualification. This is known as the **qualification approval process** (**QAP**), (previously known as **scheme approval**). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications.*

4   Centre requirements

4.2   Approval for global online assessment (GOLA)

This qualification is assessed by **global online assessment** (**GOLA**).

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (**www.cityandguilds.com /e-assessment**). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval* for further information on GOLA.

4   Centre requirements

4.3 Resource requirements

Centre staff

Centre staff must satisfy the requirements for occupational expertise for this qualification. These requirements are as follows:

- Staff should be technically competent in the areas for which they are delivering training and/ or should also have experience of providing training.
- Assessors and tutors should have at least three years' recent relevant experience in the specific area they will be assessing.

Assessor and verifier requirements

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

4   Centre requirements
4.4 Registration and certification

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Directory of qualifications*, provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

These details are also available in the *Directory of qualifications.*

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Directory of qualifications*.

Centres should follow all guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

4 Centre requirements

4.5 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:
- City & Guilds online examinations
- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:
- quality assurance co-ordinator
- assessor
- internal verifier/moderator
- examinations secretary
- invigilator.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre toolkit* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and to share good practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds

External quality assurance for the qualification will be provided by the usual City & Guilds external verification process. This includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds qualifications*.

5   Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualification:

- Relationship to the NOS/NVQs can be found in Appendix 1

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification the approved centre and the candidates have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the candidate of the

- need for the candidate to obtain permission from the minor's parent/guardian prior to collecting the evidence
- purpose of the use of photographs or video recordings
- period of time for which the photographs or video recordings are to be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- associated child protection legislation.

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the Centre toolkit.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications)*.

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Learning and support resources

City & Guilds provides the following resources for this qualification.

City & Guilds will provide the following learning and support resources which will be posted on our website.

Resource	How to access
SmartScreen	www.smartscreen.co.uk
CfA ERR workbook	www.cfa.uk.com

6   Assessment

6.1 Summary of assessment requirements

Unit No.	Title	Assessment Method	Where to obtain assessment materials
301	Managing the business environment	Version A assignment 4413-330	Download assignments from our website.
		The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.	
302	Ensuring effective work within the business environment	Externally set assignment, locally marked and externally verified.	
		City & Guilds GOLA Online multiple choice test 4413-331	Examinations provided on GOLA.
		The assessment covers all of the knowledge outcomes	

6 Assessment

Grading and marking

Assessments will be graded pass, merit or distinction

Detailed marking and grading criteria are provided in the Marking Criteria section of the assignment

Assignments are internally marked and graded, no higher grade than a pass will be awarded upon resubmission

Sample assessments

A sample assignment is available on our website

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification (scheme) approval* and in the *Directory of qualifications*. Centres should ensure they are familiar with all requirements prior to offering assessments.

6   Assessment

Test specifications

City & Guilds provides a synoptic test specification, for the qualification.

The knowledge requirements will be assessed by a synoptic multiple-choice paper to cover all of the units. The table below shows the mark distribution across the units and outcomes.

Paper title: Level 3 Business and Administration Principles
Paper number: 4413-331
Paper type: multiple choice

Test duration: 1 hour
Total number of items: 40

Units		**Number of marks**	**%**
Unit 301			50
1	explain the operation of the organisation	6	
2	apply legislation within the business environment	7	
3	monitor the meeting of organisational requirements	7	
Unit 302			50
1	plan the work of self and others	7	
2	manage and improve communication and information systems	5	
3	explain the use of information technology	3	
4	continuously improve self, others and the organisation	5	
Total		**40**	**100**

7 Units

Availability of units

The units for this qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website.

Structure of units

The units in this qualification are written in a standard format and comprise the following:
- title
- unit reference
- rationale
- statement of guided learning hours
- connections with other qualifications, eg NVQs, key skills
- assessment details
- learning outcomes in detail expressed as practical skills and/ or underpinning knowledge

The units in this qualification are:

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Unit 301   Managing the Business Environment

Rationale

The aim of this unit is to provide candidates with the knowledge to competently work as a senior business administrator within an organisation by having an understanding of its operation and functions, ensuring that laid down policies and procedures are being followed, organisational requirements are being met and ensuring that related legislation is being applied to maintain a healthy and safe working environment.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- Explain the operation of the organisation
- Apply legislation within the business environment
- Monitor the meeting of organisational requirements

Guided learning hours

It is recommended that 160 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- N/SVQ in Business and Administration, units
  - 301, 302, 303, 305, 309, 312, 313, 314, 315, 316, 318, 319, 320, 321,

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Problem solving
- Working with others

Assessment and grading

This unit will be assessed by:
an assignment covering practical skills of both units
a synoptic on-line multiple choice test covering the underpinning knowledge of both units.

Unit 301 Managing the Business Environment

Outcome 1 Explain the operation of the organisation

Practical skills

The candidate will be able to:

1 describe the roles and responsibilities of individuals within the organisation
2 describe the separate functions of the organisation and their roles eg marketing, finance, sales, human resources
3 describe how objectives and decisions set within an organisation impact on an individual's role
4 describe the inter-relationships between different departments/functions.

Underpinning knowledge

The candidate will be able to:

1 Identify and compare advice and support mechanisms within the organisation
2 identify and describe the policies that affect staff within the organisation and their implications to their work role
3 explain the purpose of different organisational functions and their purpose eg sales, finance, marketing, HR
4 explain the need to maintain effective customer relationships between different departments/functions and describe how this could be carried out
5 decide how an organisation can develop customer relationships eg customer charter, key performance indicators, service level agreements, customer complaints policy
6 describe effective techniques to monitor and evaluate customer satisfaction eg questionnaires, surveys.

Unit 301 Managing the Business Environment
Outcome 2 Apply legislation within the business environment

Practical skills

The candidate will be able to:

1 carry out a risk assessment to monitor and identify the hazards to self and others in the working environment
2 identify and monitor the application of current human rights and employment legislation
3 identify and monitor the application of organisational rules, regulations and codes of behaviour.

Underpinning knowledge

The candidate will be able to:

1 explain how a fair and safe working environment affects rights and responsibilities of the individual and organisation eg Health and Safety at Work Act, safe use of substances (COSHH), reporting of accidents (RIDDOR)
2 describe the environmental issues that affect the workplace eg heating, lighting, ergonomics, ventilation, decor
3 describe the effects of poor workplace conditions on individual performance eg poor performance, increased sickness
4 describe the methods of minimising waste within the workplace eg recycling toner cartridges, paper
5 identify the need to ensure security and confidentiality of data (Data Protection Act) and explain its importance to the organisation and employees
6 describe the requirements of copyright legislation – intellectual property rights
7 identify and explain the main factors to be included in a contract of employment
8 identify the protection afforded by a contract of employment to the employee and employer
9 identify the factors that should be included in an organisation's rules and regulations (staff handbook): eg grievance procedures, dress code and explain their purpose
10 identify sources of advice on employment and health and safety legislation: eg
    a internal, eg line manager, HR/personnel department, union representative, intranet
    b external, eg Safety Executive (HSE), Department of Trade and Industry (DTi), ACAS, trade union, internet, library, government agencies
11 describe what is meant by 'diversity' and explain why it should be valued eg sensitivity to people's individual needs, respect for different abilities, background, values, customs and beliefs.

Unit 301   Managing the Business Environment
Outcome 3   Monitor the meeting of organisational requirements

Practical skills

The candidate will be able to:

1   describe how problems can be resolved using organisational procedures

2   identify how to support others in resolving problems within the organisation

3   identify the range of procedures for different activities and suggest improvements, eg safe working procedures
   - fire, accident and emergency
   - stock control and maintenance
   - sending and receiving information (fax, e-mail, post)
   - reproducing information, house-style and presentation
   - storing and retrieving information (paper based and electronic)

4   use SWOT techniques to make recommendations for changes within the organisation/ department

5   Identify and describe how to meet the needs of others eg, personal problems, work related problems and how to adopt suitable styles eg councillor, referring

6   describe own organisation's procedures for dealing with grievance and disciplinary matters and identify own role within the procedures.

Underpinning knowledge

The candidate will be able to:

1   Describe the techniques used to empower staff and the benefits of empowerment eg ownership, flexible working

2   describe the skills and techniques needed to manage change in a range of situations, eg empowerment, negotiation, communication, consultation, training

3   explain the importance of creating and maintaining effective working relationships

4   describe the factors needed for effective communication eg clarity of language, questioning, listening skills

5   identify verbal and non-verbal techniques of communication to motivate members of own team, eg tone of voice, use of motivational language, positive body movements and behaviour

6   identify and describe the methods of motivation eg monetary and non-monetary, incentive, recognition, empowerment and explain when to use them eg meeting urgent targets, promotion of new product

7   describe different styles of management, eg democratic, autocratic, laissez faire and explain how and when to use them

8   identify the signs of conflict within a team and describe how this can be managed and the implications of non-action

9   explain the purpose of procedures
   - a   reasons for procedures, eg benefits to organisation, legislation, safe working
   - b   benefits to the organisation, others, self: organisation, clarity of roles, clarity of requirements, quality assurance.

Unit 302 Ensuring Effective Work Within the Business Environment

Rationale

The aim of this unit is to provide candidates with the knowledge to ensure that work is effectively carried out within an organisation by planning and prioritising their work and the work of others, managing electronic and paper-based communication systems and by continuously improving themselves, others and, wherever possible, the organisation.

Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- Plan the work of self and others
- Manage and improve communication and information systems
- Explain the use of information technology
- Continuously improve self, others and the organisation

Guided learning hours

It is recommended that 160 hours should be allocated for this unit. This may be on a full time or part time basis.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- N/SVQ in Business and Administration, units
    - o 301, 302, 303, 305, 309, 312, 313, 314, 315, 316, 318, 319, 320, 321,

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information technology
- Problem solving
- Improving own learning and performance
- Working with others

Assessment and grading

This unit will be assessed by:
an assignment covering practical skills of both units
a synoptic on-line multiple choice test covering the underpinning knowledge of both units.

Unit 302   Ensuring Effective Work Within the Business Environment

Outcome 1   Plan the work of self and others

Practical skills

The candidate will be able to:

1   describe the dynamics of team working and how to identify and accommodate differing learning and working styles

2   identify how to plan and monitor the use of resources eg employees, time, materials

3   identify the different styles of negotiation and their appropriate use eg to reach a compromise, to confirm a decision

4   negotiate priorities with team members and others and to identify when to refer for advice and support.

Underpinning knowledge

The candidate will be able to:

1   explain why it is important to obtain and provide full information in order to complete work and describe the implications of incomplete information

2   explain the importance of clarifying instructions in a work environment and describe the implications of providing unclear instructions, eg missed deadlines, inaccurate outcomes

3   identify the different techniques used to prioritise and plan pieces of work to enable the meeting of targets and deadlines, eg charts, planners, meetings

4   identify key factors to consider when planning an internal or external event eg purpose, attendees, venue, equipment, materials, agenda

5   describe methods used to monitor and achieve deadlines, eg direct and indirect observation, team meetings, quality groups

6   explain the differences between proactive and reactive work management eg anticipating problems, identifying risks, reacting to a situation, lack of planning

7   explain how to manage distractions in the workplace that would prevent members of the team from meeting deadlines, eg gossip/rumours, continual breaks, interruptions and identify the implications of such distractions

8   identify different types of feedback and explain the advantages and disadvantages of each type

9   identify how to evaluate achievement of objectives eg review planning, resources, deadlines.

Unit 302 Ensuring Effective Work Within the Business Environment

Outcome 2 Manage and improve communication and information systems

Practical skills

The candidate will be able to:

1 compare the advantages and disadvantages of a range of communication techniques:
    electronic, eg e-mail, telephone
    paper-based, eg letter, report
    face-to-face, eg presentation, video-conferencing
2 produce a variety of documents, to the required house-style, eg letters, reports, memo, forms
3 identify possible improvements to paper based and electronic information systems and describe the benefits of this improvements
4 describe current filing systems and make recommendations on possible alternatives
5 research the current procedures for recording faults and suggest improvements.

Underpinning knowledge

The candidate will be able to:

1 Identify appropriate methods of backing up electronic storage
2 describe the range of methods of managing electronic/paper based file structures and storage systems, eg archiving, cross-referencing, logging
3 explain what is meant by a management information system (MIS) and describe the type of information contained within a MIS
4 explain the need to keep records and the importance of maintaining safe, secure and confidential records and data
5 Describe the different methods of effectively presenting information eg reports, presentations, graphs, charts, display board.

Unit 302 Ensuring Effective Work Within the Business Environment

Outcome 3   Explain the use of information technology

Underpinning knowledge

The candidate will be able to:

1   describe the benefits of using information technology in the business environment eg speed, cost, professional image

2   Identify different types of software applications and their suitability of use eg word processing, database, spreadsheet, e-mail, internet (search engines), presentations, graphics

3   Describe the main functions of commonly used software applications eg

       Word processor – mail shots, templates, text enhancement

       Spreadsheets – financial information, auto calculations

       Database – Managing Information Systems, reporting, searching, updating records

       Presentation software – visual communications, slides, handouts, annotation effects

4   Identify how to prevent loss of computer data eg write protection, virus checking, backup procedures, protection from environmental damage.

Unit 302 Ensuring Effective Work Within the Business Environment

Outcome 4 Continuously improve self, others and the organisation

Practical skills

The candidate will be able to:

1 describe different techniques of self assessment and the assessment of others
2 develop an action plan for future learning and set appropriate and achievable targets for relevant person(s)
3 describe activities which helps to improve and develop own performance eg work shadowing, coaching, distance learning, secondment
4 describe how a formal performance review of others can be carried out
5 identify own preferred learning style
6 provide examples of SMART objectives.

Underpinning knowledge

The candidate will be able to:

1 explain how formal and informal feedback can be used to develop self and others
2 describe the need for self assessment and self development
3 identify the main features of an action plan for future development
4 identify and research the different learning and information sources to assist in developing an action plan eg performance reviews, appraisals, Human Resources, external and internal training courses, e-learning
5 identify and describe the activities carried out to undertake a training needs analysis and SWOT analysis within the business environment
6 identify the techniques used to evaluate the effectiveness of self development activities eg monitor improvement, feedback from others
7 describe how learning and development can provide benefits to self and organisation and increase career options.

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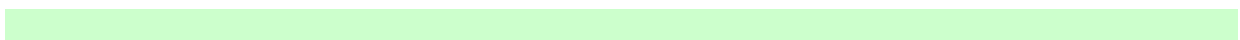
Appendix 1   Level 3 Mapping

Personal skills

The Level 3 City &Guilds Certificate in Business and Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx weighting
Health and Safety						
Employees' legal responsibilities	301.2	Yes				
Other legislation (use of IT)	301.2, 302.3				15	10%
Role of supervisor/leader in maintaining own and others' health and safety	301.2	Yes				
(301) Responsibilities at work						
Importance of adapting communication	301.3, 302.1	Yes				
Accountability of others	301.1, 301.2, 301.3	Yes	To Unit 401	Com 2.1a, 2.1b, 2.2, 2.3, 3.1a, 3.1b, 3.2, 3.3 AON1.1	45	30%
Purpose of negotiation, targets, prioritising	301.3, 302.1	Yes				
Purpose of continuous improvement, learning plans, setting standards	302.4					
Principles for dealing with pressure	301.2, 301.3					

The Level 3 City &Guilds Certificate in Business and Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx weighting
(302) Working in a business environment						
Role of supervisor/leader in developing systems and procedures	301.3	Yes				
Purpose of employment legislation and implications for organisation, exclusions ERR Target 1	302.1, 302.2	Yes				
Legislative frameworks by sector ERR Target 1	301.2	Yes				
Principles for dealing with grievance and discrimination and implications	301.2, 301.3	Yes	To Unit 402	Com 3.1a	45	30%
Benefits to organisation of diversity	301.2					
Impact of representative bodies and codes of practice on organisations ERR Target 6 and 8	301.2					
Issues in the industry and their impact on individuals and organisations ERR Target 9	Not specifically covered					

The Level 3 City &Guilds Certificate in Business and Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx weighting
(320) Work effectively with other people						
Benefits to individual and organisation	301.3	Yes				
Techniques for effective communication when developing relationships	301.3	Yes				
			Unit 414		45	30%
Principles for identifying and resolving disagreement and conflicting interests	301.3					
Techniques for giving and receiving feedback	302.4					

Work Skills

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
Health and Safety						
Developed within specific sections of the template	Units 301 and 302	Yes	Yes			
(301) Personal responsibilities at work						
Techniques for adapting communication	301.1, 301.3, 302.1	Yes				
Importance of encouraging contributions	301.3, 302.1, 302.4	Yes	Unit 401	Com 2.1a, 2.1b, 2.2, 2.3, 3.1a, 3.1b, 3.2, 3.3 AON 1.1	30	20%
Techniques for negotiation, agreeing targets, prioritising	301.1, 301.3, 302.1, 302.4	Yes				
Techniques for evaluation, continuous improvement	301.1, 301.2, 301.2, 302.1, 302.4					
Content of learning plans	302.4					
Typical challenges: resilience, assertiveness, adaptation and challenge	301.3, 302.2					

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
(302) Working in a business environment						
Role of leader/supervisor in an organisational structure	301.1					
Techniques for improving systems and procedures	301.1, 301.3, 302.2	Yes				
Techniques for maintaining security and confidentiality	301.2, 302.2, 302.3	Yes	Unit 402	Com 3.1a	30	20%
Dealing with risk: sources, monitoring, managing	301.1, 301.2, 301.3, 302.1, 302.2, 303.3					
(319) Innovation and challenge						
Importance of change and innovation	301.3					
Techniques for encouraging change and innovation	301.3					
Reasons for planning and communication	301.3, 302.1		Unit 413	Com 2.1a, 2.1b, 2.2, 2.3, 3.1a, 3.1b, 3.2, 3.3	25	15%
Importance of evaluation: techniques	301.1, 301.3, 302.1, 302.4					

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
(321) Provide leadership						
Different methods of communicating with teams	301.3, 302.1					
SMART objectives	302.4					
Principles of agreeing objectives	301.3, 302.1, 302.4		Units 417 and 418		25	15%
Principles of motivation: support, encouragement, recognition	301.3, 302.1, 302.4					
Ways of dealing with challenges and conflict	301.1, 301.3, 302.1					
Importance of maximising benefits of team	301.1, 301,3, 302.1					

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
(303) Supervise an office facility						
Importance and benefits of supervision	302.1					
Techniques for: reviewing needs of office users, building relationships	301.3, 302.1, 302.2, 302.4		Units 403, 404 and 405	Com 2.1a, 2.1b, 3.1a	8	303 – 318 40%
Importance of informing others and providing guidance	302.1, 302.4					
Importance of health and safety and main requirements in an office	301.2, 302.2, 302.3					
Types of problems and techniques for dealing with them	301.2, 301.3, 302.3					

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
(305) Manage and evaluate customer relations						
Techniques for building relationships	301.1, 301.3, 302.1	Yes				
Importance of identifying/confirming needs	301.1	Yes		Com 2.1a, 2.2, 3.1a	8	
Role of quality standards and techniques for achieving them	301.1, 301.3	Yes		AON 1.1, 1.2, 1.3, 2.1, 2.3		
Purpose of continuous improvement, monitoring and using feedback	301.3, 302.1					
Techniques of problem solving	301.3	Yes				
(309) Run projects						
Value to organisation of projects	Not specifically covered					
Importance of defining project and timescales	Not specifically covered although 302.1 covers certain aspects	From unit 210	Unit 411	Com 2.1a, 2.2, 3.1a	8	
Techniques for planning and monitoring	302.1			AON 1.1, 1.2, 1.3, 2.1, 2.3		
Problem solving	301.3					
Ways of reporting outcomes	302.2, 302.3					

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
(312) Make presentations						
Role in communicating information	301.3, 302.1					
Importance of agreeing needs	302.1	From Unit 210		Com 2.1a, 2.1b, 2.2, 2.3, 3.1a, 3.1b	8	
Techniques	301.3, 302.1, 302.2, 302.3			AON 1.1, 1.2, 1.3, 2.1, 2.3		
Suitable equipment and need for checking	301.2, 302.1, 302.3			ICT - all		
(313) Organise and co-ordinate events						
Types of events and role of organiser	302.1					
Planning considerations	302.1	From unit 211		Com 2.1a, 2.1b, 3.1a, 3.1b	8	
Types of information needed: organiser, delegates	302.1			AON 1.1,1.2,1.3, 2.1, 2.2		
Health, safety and security requirements	301.2, 302.1			ICT - all		
Actions after an event	302.1					

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
(314-315) Using software					8	
Types of software and their suitability for purpose: type of information, typical features	302.3					
Laws and guidelines affecting use of specialised software	301.2					
(316- 317) Using specialised software						316 –318
Types of software and their suitability for purpose: type of information, typical features.	302.3					Included in weighting for 303- 313
Laws and guidelines affecting use of specialised software	301.2					

The Level 3 City & Guilds Certificate in Business Administration assesses the following knowledge and understanding	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2 N/SVQ to Level 3 N/SVQ)	Progression (APL into Level 4 N/SVQ)	Key Skills Opportunities from N/SVQ Unit	GLH	Approx Weighting
(318) Design and produce documents						
Importance of quality documents to organisation and role of specialist	301.3, 302.1, 302.2	Yes				
Typical documents requiring specialist	302.2, 302.3			Com 2.2, 2.3, 3.2, 3.3 AON 1.1, 1.2, 1.3 ICT - all	8	
Role of leader/supervisor and specialist in ensuring security and confidentiality	301.1, 301.2, 302.2, 302.3	Yes				

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Appendix 2   Key/Core Skills signposting

The qualification provides opportunities to gather evidence for the accreditation of Key/Core skills as shown in the table below. However, to gain Key/Core Skills certification the Key/Core Skills would need to be taken as additional qualifications.

Unit number/ and title	Communication	Application of Number	Information Technology
301 Managing the Business Environment	Key Skills C1. C2 Core skills *Access 3* *Int 1.2,1.3* *Int 2.2, 2.3*	N/A	N/A
302 Ensuring effective work within the business environment	Key skills C1 C2 Core skills Int 1 Int 2.2, 2.3	N/A	Key skills IT 1 IT 2.3 Core skills Access 3.2, 3.3

Unit number/ and title	Problem Solving	Improving own learning and performance	Working With Others
301 Managing the Business Environment	Key skills PS1 PS2 *Core skills* *PS Access 3* *PS Int 1*	N/A	Key skills WO1 Core skills *Access 3*
302 Ensuring effective work within the business environment	Key skills PS 1 PS 2 Core skills Access 3 Int 1	Key skills ILP 1 ILP 2 Core skills N/A	Key skills WO 1 WO2 Core skills Access 3 Int 1

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Appendix 3   The wider curriculum

Candidates taking this qualification may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, European dimension, Environmental education and Health and Safety

Unit No and Title	Spiritual, moral, ethical, social and cultural	European development	Environmental education	Health and safety
301 Managing the Business Environment	✓	✓	✓	✓
302 Ensuring effective work within the business environment	✓			✓

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Appendix 4   Funding

This qualification is accredited and included on the National Qualifications Framework, and is [are] therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements for this [these] qualification[s].

Nation	Who to contact	For higher level qualifications
England	The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at **www.lsc.gov.uk** and, for funding for a specific qualification, on the Learning Aim Database **http://providers.lsc.gov.uk/lad**.	Contact the Higher Education Funding Council for England at **www.hefce.ac.uk**.
Scotland	Colleges should contact the Scottish Further Education Funding Council, at **www.sfc.co.uk**. Training providers should contact Scottish Enterprise at **www.scottish-enterprise.com** or one of the Local Enterprise Companies.	Contact the Scottish Higher Education Funding Council at **www.shefc.ac.uk**.
Wales	Centres should contact Education and Learning Wales (ELWa) at **www.elwa.ac.uk** or contact one of the four regional branches of ELWa.	For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at **www.hefcw.ac.uk**.
Northern Ireland	Please contact the Department for Employment and Learning at **www.delni.gov.uk**.	

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