



Level 2 Technical Certificate in Business Support (4406-02)

November 2017 Version 1.2

Qualification Handbook

Qualification at a glance

| | |
|---|---|
| Industry area | Business Skills |
| City & Guilds qualification number | 4406-02 |
| Age group | 16-18 (Key Stage 5), 19+ |
| Entry requirements | Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met. |
| Assessment | To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> • One externally set, externally moderated assignment • One externally set, externally marked exam, sat under examination conditions |
| Additional requirements to gain this qualification | Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured. |
| Grading | This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading |
| Approvals | This qualification requires full centre and qualification approval. |
| Support materials | Sample assessments Guidance for delivery Guidance on use of marking grids |
| Registration and certification | Registration and certification of this qualification is through the Walled Garden, and is subject to end dates. |
| External quality assurance | This qualification is externally quality assured by City & Guilds. Internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification. |

| Title and level | Size (GLH) | TQT | City & Guilds qualification number | Ofqual accreditation number |
|---|------------|-----|------------------------------------|-----------------------------|
| Level 2 Technical Certificate in Business Support | 360 | 600 | 4406-02 | (603/0366/9). |

| Version and date | Change detail | Section |
|-------------------|--|--|
| 1.1 July 2017 | Addition of the examination paper based module number | 1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exams specification 7. Grading – Awarding grades and reporting results |
| 1.2 November 2017 | Removal of AO6-8 from Synoptic Assignments and the readjusted approximate weightings | 5. Assessment – Assessment Objectives |
| | Revised Exam Specification, Exam Duration and AO weightings | 5. Assessment- Exam Specifications |
| | Addition of Provisional Grade Boundaries for the Synoptic Assignment | 7. Grading |
| | Branding Changes | City and Guilds Logo |

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1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Business Support (603/0366/9)**.

| Area | Description |
|-------------------------------------|---|
| OVERVIEW | |
| Who is this qualification for? | <p>This qualification is relevant to you if you have a keen interest in supporting the daily operations of a business. Business support activities mainly take place in an office environment. This could be for example: in a large, open-plan office as part of a team or working independently within a small family-run business.</p> <p>Working in business support, you will be a key member of the organisation and may be required to work with customers and other departments. It is important that you have excellent IT and communication skills, are organised and methodical and have a desire to develop your understanding of business support processes.</p> <p>This qualification is suitable if you are 16 years old, or over. You don't need any previous knowledge or experience to start this qualification.</p> <p>You will gain an understanding of the skills and knowledge that are important when you are working in a business support setting, or progressing to further learning and training in this area.</p> |
| What does this qualification cover? | <p>This qualification covers the core skills and activities that a junior administrator would undertake in a business support role. It includes the knowledge and skills needed to undertake those activities.</p> <p>You will gain an understanding of key business processes such as organising travel and business events, be involved with financial transactions and maintaining office supplies and the procedures and documentation needed for these to be effective. You will also gain an appreciation of digital marketing and how to produce promotional materials that support a business profile. You will develop the appropriate skills needed within a business support role in order to communicate with colleagues and customers and the ability to use business software.</p> <p>This qualification has been written in a way that reflects the business support role which is very much integrated within a business. The qualification has been organised into four</p> |

strands, each relating to how you can support a business achieve its aims:

- Business improvement – how to measure success and how to support activities to enable that to happen
- Business communication – an essential element of the role whether providing customer service or producing documentation
- Business efficiency – working to established processes and ensuring information is secure and available
- Business profiles – supporting the business to ensure the way it is seen by its customers represents the aims and values of the business

Centres and providers work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with both local and national businesses, include:

- structured work-experience or work-placements within their business
- your attendance at classes or lectures given by industry experts
- employers input into projects and exercises, or are involved with setting assessments and examinations
- employers who act as ‘expert witnesses’ to contribute to the assessment of your work

This practical based training is ideal preparation for gaining employment in business support roles or further specialist study.

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

This qualification provides opportunities to gain employment, including an apprenticeship, in job roles supporting business activities. Typically, these jobs might be titled:

- Receptionist
- Junior Administrator
- Assistant Business Support Officer
- Administrative Assistant

You might find these jobs in industries such as finance, retail, health, manufacturing and public services.

The underpinning knowledge gained from this qualification would support you to progress into roles with more autonomy and responsibility with experience.

Why choose this qualification over similar qualifications?

There are no other qualifications within this suite at this level.

Will the qualification lead to further learning?

Your understanding and skills can be developed further through progression to an apprenticeship in Business Administration or Providing Financial Services or other qualifications, such as Level 3 qualifications in:

- Level 3 Advanced Diploma in Coordinating Business Support
- Level 3 Advanced Technical Certificate for Legal Secretaries
- Level 3 Advanced Technical Diploma in Medical Administration (450)
- Level 3 Foundation Certificate in Marketing

WHO SUPPORTS THIS QUALIFICATION?

Employers

Chartered Insurance Institute (CII), Kliklok International Ltd, Cambridge University Hospitals, Optimity Limited, O₂, Pro Active Resolutions.

Qualification structure

For the **Level 2 Technical Certificate in Business Support** the teaching programme must cover the content detailed in the structure below:

| Unit number | Unit title | GLH |
|------------------|-----------------------------------|-----|
| Mandatory | | |
| 201 | Supporting business improvement | 90 |
| 202 | Supporting business communication | 90 |
| 203 | Supporting business efficiency | 90 |
| 204 | Supporting business profiles | 90 |

Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level | GLH | TQT |
|---|-----|-----|
| Level 2 Technical Certificate in Business Support | 360 | 600 |

Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Business Support** candidates must successfully complete **both** mandatory assessment components.

| Component number | Title |
|------------------|---|
| Mandatory | |
| 021 or 521 | Level 2 Business Support – Theory exam (1)* |
| 022 | Level 2 Business Support - Synoptic assignment (1)* |

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement

| Component number | Title |
|------------------|----------------------|
| Mandatory | |
| 820 | Employer involvement |

**Number of mandatory assessments per assessment type*

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: www.cityandguilds.com

Resource requirements

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 18, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

| Description | How to access |
|----------------------------------|--|
| Sample assessments | |
| Guidance for delivery | Available on the qualification pages on the City & Guilds |
| Guidance on use of marking grids | Website: www.cityandguilds.com |

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: **Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90**

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an employer involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows¹:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc.;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have

¹Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016

signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

This qualification is assessed by:

- externally marked exam
- synoptic assignment

All assessments are set by City & Guilds. The assignment is marked in the centre and the marking is checked and verified by City & Guilds moderators. The exams are marked by City & Guilds.

| Component numbers | Assessment method | Description and conditions |
|-------------------|------------------------|--|
| 022 | Synoptic assignment | <p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.</p> |
| 021 or 521 | Externally marked exam | <p>The exam is externally set and externally marked and can be taken either online through City & Guilds' computer-based testing platform, or as a paper based test.</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations</p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have one opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p> |

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to deal with an in-tray of business support activities. This will require the candidate to plan how they will deal with known activities and respond to unknown requests for support. Candidates will use different types of business software to carry out tasks.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a series of assessment objectives (AOs) which are used across all City & Guilds technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignment. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

| Assessment objective | Typical expected evidence of knowledge, understanding and skills | Approximate weighting (Assignment) |
|--|---|------------------------------------|
| AO1 Recalls knowledge from across the breadth of the qualification. | Business functions, characteristics of types of business, supply chain, employee responsibilities, drivers for change, impacts of change, principles of communication, communication formats and their conventions, house style, research process, business support processes, knowledge management, marketing mix, marketing principles, records management. | 25% |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | Business functions and their role in different business activities, business values and how they are shown in business operations and support activities, organisational cultures and how shown, barriers to communication and how they are overcome, security and storage of information, knowledge to be captured, application of business processes, suitability of ICT software, features of ICT software, records management, principles of marketing, branding applied to internal and external communication, design considerations of promotion, effects of communication, evaluation of information. | 20% |
| AO3 Demonstrates technical skills from across the breadth of the qualification. | Use of presentation software features, use of database software features, use of spreadsheet software features, use of word-processing software features, use of online media software features, create templates, enter, combine and edit text, images and data, extract information, use styles, use formatting features, store and secure information. | 30% |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | Suitability of software for activities, relationship between principles of communication and marketing, relationship between change and business functions, relationship between change and systems, relationship between business efficiency and business systems, relationship between business aims and objectives and employee security and responsibilities, relationship between business structures, business functions | 25% |

and planning activities, the use of information management systems to collate knowledge management, the importance of knowledge management to change management.

| | | |
|---|---|----|
| A05 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions. | There is no evidence requirement in this qualification. | 0% |
|---|---|----|

Exam specification

AO weightings per exam

| AO | Component 021/ 521 weighting (approx. %) |
|---|--|
| AO1 Recalls knowledge from across the breadth of the qualification. | 20 |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | 60 |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 20 |

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

| 021 or 521 | Duration: 2 hours | | |
|--------------|---------------------------------|-----------------|------------|
| Unit | Unit Title | Number of marks | % |
| Unit 201 | Supporting business improvement | 24 | 40 |
| Unit 203 | Supporting business efficiency | 24 | 40 |
| N/A | Integration across the units | 12 | 20 |
| Total | | 60 | 100 |

*These exams are sat under invigilated examination conditions, as defined by the JCQ:

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the candidate's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to '*Technical Guidance Marking and Moderation*' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work² the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

² For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Technicals Guidance Marking and Moderation* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential candidate skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction/distinction* where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (e.g. archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall. Distinction* will be awarded to the highest achieving candidates.

Grade descriptors

To achieve a pass, a will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning to show abilities in identifying and analysing relevant information in the brief; use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a workable plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation, to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Business Support** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

| Synoptic Assignment | Pass Mark (%) |
|---------------------|---------------|
| 022 | 40% |

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

| Assessment method | Grade scale | % contribution |
|---------------------|-------------|----------------|
| Synoptic Assignment | X/P/M/D | 60% |
| Exam | X/P/M/D | 40% |

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

| | Pass | Merit | Distinction |
|-----------------|------|-------|-------------|
| Assignment: 60% | 6 | 12 | 18 |
| Exam: 40% | 6 | 12 | 18 |

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

| Qualification Grade | Points |
|----------------------------|---------------|
| Distinction* | 20.5 |
| Distinction | 17 |
| Merit | 11 |
| Pass | 6 |

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See **guidance on individual assessment types** in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments* (**Managing cases of suspected malpractice in examinations**). This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website (**www.cityandguilds.com**).

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments* and *Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

| | |
|---------------|----|
| Level: | 2 |
| GLH: | 90 |

What is this unit about?

Profit is not the only way that business success is measured. Most businesses will aim to bring in more money than is spent, but they may have other priorities. For example, a charity might be interested in how quickly they are able to respond to disasters. A government agency might be measured on how well it has implemented government policy. Business success is affected by the way it is run, but there are also changes that they have no control over. Those managing the business will look to business support staff to assist in collecting and collating information to measure business performance and to implement changes.

Through this unit, learners will develop knowledge of different types of business and their functional areas. They will learn about the culture of a business and how that affects the way it operates and is managed. Learners will develop an understanding of employee rights and responsibilities and how these are supported by business policies and procedures. They will learn about how businesses measure their performance and how that performance is affected by the external environment.

Learners can be introduced to this unit by asking themselves questions, such as:

- Are all businesses structured in the same way?
- What are my rights and responsibilities in the workplace?
- Why is it important to understand about the external environment?

Learning outcomes

In this unit, learners will be able to

- 1 Know how businesses are organised
- 2 Understand the culture of businesses
- 3 Understand relationship between employee rights and responsibilities
- 4 Understand how change impacts on business performance

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome

- 1 Know how businesses are organised
-

Topics

- 1.1 Characteristics of different types of business
- 1.2 Supply chain industries
- 1.3 Business functional areas

Topic 1.1

Characteristics of different types of business

- Sectors (private, public, voluntary)
- Legal entities (sole trader, limited, social enterprises)

Characteristics

- Formation
- Purpose
- Ownership
- Governance
- Liability
- Organisation structure
- Stakeholders

Topic 1.2

Supply chain, how it works and the contribution of different industries to the supply chain

- Primary
- Secondary
- Tertiary

Topic 1.3

Characteristics, interrelationships and links with stakeholders of different functional areas

- Human Resources
- Marketing/Sales
- Production
- Accounts
- Customer service
- IT
- Facilities

Learning outcome

2 Understand the culture of businesses

Topics

- 2.1 Relationship between business values and the operation of a business
- 2.2 Ethical behaviours in business

Topic 2.1

Business values

- Characteristics of business values
- Relationship between business values and organisation structures
- Relationship between business values and organisational policies and procedures
- Relationship between business values and the behaviours expected of leaders, employees and stakeholders
- How business values are communicated internally and externally

Topic 2.2

Characteristics of ethical and unethical behaviours in relation to:

- Responsibility
- Honesty
- Transparency
- Respect
- Fairness

How business ethics are communicated

- Internally
- Externally

How organisational policies and procedures are used to embed business ethics.

Learning outcome

3 Understand relationship between employee rights and responsibilities

Topics

- 3.1 Equality
- 3.2 Health and safety
- 3.3 Employee rights

Topic 3.1

Equality

- Characteristics, benefits and consequences of positive and negative behaviours
- Key requirements of equality legislation
- Relationship with policies and procedures.

Topic 3.2

Health and safety

- Health and safety of self and others
- Typical hazards in the workplace
- How businesses support health and wellbeing
- Key requirements of health and safety legislation
- Relationship with policies and procedures

Topic 3.3

Employee rights in relation to:

- Redundancy
- Discipline
- Grievance
- Union membership
- Contracts
- Payment
- Working hours
- Personal information
- Legislation

Relationship with policies and procedures.

Learning outcome

- 4 Understand how change impacts on business performance
-

Topics

- 4.1 Characteristics of drivers for change
4.2 Impacts of change
4.3 Measurement of business performance

Topic 4.1

Characteristics of drivers for change

- Political
- Economic
- Social
- Technological
- Legal
- Environmental

Topic 4.2

The impact of change on:

- How businesses are structured
- How businesses operate

Topic 4.3

Information and data required to measure performance and the impact on employees

Standards against which business performance is measured

- Business aims and objectives
- Business strategies
- Mission statements
- Key Performance Indicators (KPIs)
- Service Level Agreements (SLAs)

Models used to analyse business performance

- SWOT
- PESTLE

Guidance for delivery

Whilst some of the concepts and skills might need to be developed independently of other units, it is the intention that learners will understand connections between units. A holistic or project based approach to delivery would support learners developing this understanding. This approach will also support their preparation for the qualification assessments.

Learners could develop the understanding required by working on case studies. Each case study could reflect the types of business, drivers for change and potential business change included in the unit content. Learners could analyse the information in the case study and be supported with the relevant content to enable them to consider the impact on the business, with an emphasis on business support activities and how they are affected.

The content of the case studies could be developed to provide opportunities to link with other units. Business change, for example would require changes to systems leading to links with supporting business efficiency (unit 203). Learners could discuss how businesses responded to change and how internal change needs to be communicated to key stakeholders, so providing links with units 202 (supporting business communication) and 204 (supporting business profiles).

The unit provides opportunities for employer engagement. Employer representatives could provide information to form the basis of case studies and discuss with learners the key drivers for change. They could also provide feedback on any system changes that are proposed.

Level: 2

GLH: 90

What is this unit about?

Business support staff spend most of their working day communicating. This could be in a meeting, greeting a customer or putting in an order to a supplier. You will also be communicating when you email a manager with data you have collated or when you produce reports from a database. Someone will be reading what you have put together. Business support staff are often producers of business communication, so it is important that they understand how to communicate effectively and have the skills to do so.

Through this unit, learners will gain an understanding of communication, team working, customer service and complaint handling and how these are applied in different types of business. They will develop communication skills that allow them to communicate effectively as business support staff. Those skills will require them to communicate electronically and learners will develop the ability to use word-processing software to produce business documentation.

Learners can be introduced to this unit by asking themselves questions, such as:

- Is communication and customer service the same thing?
 - How important is team working to business support?
 - How do I present information so that it is easy to read?
-

Learning outcomes

In this unit, learners will be able to

- 1 Communicate in business
- 2 Understand the importance of customer service to business
- 3 Research business information
- 4 Use document production software

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome

1 Communicate in business

Topics

- 1.1 Application of communication principles
- 1.2 Suitability of communication formats
- 1.3 Overcoming barriers to communication
- 1.4 Effects of good and bad communication

Topic 1.1

Principles of communication

- Two way process
- Content
- Context
- Purpose
- Relevance
- Audience

Apply principles to different types of communication

- Oral
- Non-verbal
- Written

Topic 1.2

Conventions and suitability of different formats for communication

- Meetings
- Telephone
- Face to face
- Email
- Social networking
- Webinars
- Real time online e.g. Online Chat

Topic 1.3

Characteristics of barriers to communication and how these can be overcome

- Physical
- Technical
- Emotional
- Attitude

Topic 1.4

Effects of good and bad communication

- On business
-

- On staff
- On stakeholders

Learning outcome

2 Understand the importance of customer service to business

Topics

- 2.1 Application of customer service principles
- 2.2 Impacts of customer service
- 2.3 Benefits of efficient team working in business
- 2.5 Complaint handling process

Topic 2.1

Principles of customer service and their application

- First impressions
- Representing business and self
- Supporting customers
- Identifying customer wants and needs
- Listening
- Honesty
- Personable
- Empathy
- Knowledge
- Time
- Internal and external customers

Topic 2.2

Impacts of good and bad customer service

- On the business
- On working relationships
- On customers

Topic 2.3

Team working

- Characteristic of effective teams
- Benefits of effective teams

Topic 2.4

Complaint handling

- Procedures for dealing with complaints
- Balancing customer and organisational requirements
- Damage control techniques for dealing with complaints (face to face, social media)

Learning outcome

3 Research business information

Topics

- 3.1 Stages in the research process
- 3.2 Criteria used to evaluate information
- 3.3 Present business information

Topic 3.1

Characteristics of stages in the research process

- Research brief
- Data collection
- Data evaluation
- Data analysis
- Presentation

Topic 3.2

Evaluate information using criteria

- Accuracy
- Reliability
- Currency
- Bias
- Referencing

Types of information

- Primary
- Secondary
- Qualitative
- Quantitative

Topic 3.3

Apply conventions and formatting to presentation formats

- Reports
- Graphs
- Presentation software

Learning outcome

4 Use document production software

Topics

- 4.1 Enter, combine and edit information
- 4.2 Create and modify structures
- 4.3 Apply formatting to documents

Topic 4.1**Enter, combine and edit information**

- Data
- Images
- Text

Topic 4.2**Create and modify**

- Templates
- Tables

Topic 4.3**Apply formatting**

- Styles
- Characters
- Sections
- Margins
- Alignments
- Headings
- Headers and footers

Guidance for delivery

Whilst some of the concepts and skills might need to be developed independently of other units, it is the intention that learners will understand connections between units. A holistic or project based approach to delivery would support learners developing this understanding. This approach will also support their preparation for the qualification assessments.

The focus of this unit is on learners developing communication skills based on an understanding of fundamental principles. The unit theory could be delivered through the completion of practical activities designed to develop communication skills. Participating in customer service and complaint handling role plays provides opportunities for the development of oral and non-verbal communication skills. Reviewing the effectiveness of their performance provides opportunities to identify principles of effective communication. Learners can deal with written letters of complaint to develop written communication skills and understand the complaint handling process.

Carrying out practical activities provides opportunities to link with other units in the qualification. Practical activities could relate to different functional areas, therefore providing a link to unit 201 – supporting business improvement. Learners could represent different functional areas when providing customer service to gain an understanding of the roles and responsibilities of these functional areas for delivering customer service. Participating in activities related to different business systems, such as organising travel or business meetings can develop communication skills as well as the processes to be followed, providing links with unit 203 – supporting business efficiency. Learners could work in teams to develop promotional material for a business (unit 204 – supporting business profiles). This would provide opportunities for the development of oral communication skills with team members and written communication skills when creating the materials. Undertaking market research also provides opportunities to link research skills with the content of the unit. With information management in unit 203 (supporting business efficiency) learners could apply their understanding of communication to information management systems. They could also learn how to consider appearance and readability when developing databases and spreadsheets.

The unit provides opportunities for employer engagement. Employer representatives could engage in customer service and complaint handling role plays. They could provide a masterclass on handling complaints and standards expected within their organisation. These standards can then be applied through the practical activities. Scenarios could be provided by the employer representatives to ensure they were current and realistic. Learners could engage in peer to peer reviews with employer representatives to extend their thinking and understanding and further develop their communication skills.

| | |
|---------------|----|
| Level: | 2 |
| GLH: | 90 |

What is this unit about?

Arranging for a manager to attend a meeting in Tokyo is not just a matter of booking a flight. The manager may have a preferred airline, there could be a maximum budget, transport from the airport to the hotel will be needed, the manager might need a visa or vaccinations. Business support staff will need to follow clearly defined procedures to ensure they comply with business requirements and meet their manager's needs. Organising travel is only one example of where business processes will be in place that business support staff must follow. Without these processes, there is a risk that the business does not operate efficiently.

Through this unit, learners will gain an understanding of business processes and how they are used to operate efficiently. Learners will gain an understanding of key processes used by business support staff. They will learn how to manage information produced as a result of these processes, including the use of spreadsheet and database software.

Learners can be introduced to this unit by asking themselves questions, such as:

- What do business support staff actually do?
- How is information kept secure and confidential?
- What is liquidity?

Learning outcomes

In this unit, learners will be able to

- 1 Understand business processes
- 2 Manage information
- 3 Use data entry software

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome

- 1 Understand business processes
-

Topics

- 1.1 Characteristics of business processes
- 1.2 Process financial transactions
- 1.3 Maintain office supplies
- 1.4 Organise business events
- 1.5 Organise business travel
- 1.6 Incoming and outgoing mail processes

Topic 1.1

Characteristics of business processes

- Procedures
- Roles and responsibilities of staff involved
- Supporting information
- Documentation used
- Record keeping
- Compliance
- Standards
- Policies
- Legal requirements
- Sustainability considerations

Business processes

- Financial processes
- Maintaining office supplies
- Organising events
- Organising travel
- Mail processes

Topic 1.2

Define financial terminology

- Gross and net profit
- Income and expenditure
- Invoices and receipts
- Fixed and variable costs
- Liquidity
- Variances
- Budget

Process financial transactions

- Receiving payments
 - Making payments
-

- Monitoring cash flow
- Applying security measures.
- Income and expenditure
- Invoices and receipts
- Fixed and variable costs
- Liquidity
- Variances
- Budget

Topic 1.3

Apply processes for maintaining office supplies

- Ordering supplies
- Receiving supplies
- Stocktaking

Topic 1.4

Characteristics of support required before, during and after different types of events

- Meetings
- Social events
- Business events

Provide support for different types of events

Topic 1.5

Characteristics of business travel

- Transport
- Accommodation
- Ancillary services
- Class of service

Factors to consider when organising business travel

- Customer requirements
- Access to sources of information
- Booking methods
- Preferred suppliers
- Compliance with organisational policies

Process business travel requests

Topic 1.6

Factors to consider for processing incoming mail

- Distribution
- Confidentiality/privacy
- Time

Factors to consider for processing outgoing mail

- Types of service
- Privacy/confidentiality
- Cost

- Time
- Location
- Security
- Size

Learning outcome

2 Manage business information

Topics

- 2.1 Security of information records
- 2.2 Storage of information
- 2.3 Knowledge management processes

Topic 2.1

Security of information records

- Threats to security of information records (digital, physical)
- Procedures used to minimise security risks
- Commercial and personal consequences of non-compliance
- Key requirements of data protection legislation

Topic 2.2

Procedures for managing information records and their application

- Storing
- Retrieving/finding
- Archiving
- Retention
- Classifying
- Labelling/indexing
- Version control
- Internal controls

Topic 2.3

Knowledge management processes

- Purpose of knowledge management
- Content of knowledge management systems
- Types of knowledge maintained
- Processes used to capture knowledge

Learning outcome

3 Use data entry software

Topics

3.1 Suitability of data entry software

3.2 Use spreadsheet software

3.3 Use database software

Topic 3.1

Suitability of software for purpose

- Word-processing
- Spreadsheet
- Database

Topic 3.2

Use spreadsheet software

- Enter, edit and organise numerical and other data
- Create spreadsheets
- Use formulae and tools to summarise and display data
- Use tools and techniques to present information
- Format cells, rows and columns
- Generate, develop and format charts and graphs

Topic 3.3

Use database software

- Enter, edit and organise structured information in a database
- Create databases
- Respond to data error messages
- Use software tools to extract information and produce reports

Guidance for delivery

Whilst some of the concepts and skills might need to be developed independently of other units, it is the intention that learners will understand connections between units. A holistic or project based approach to delivery would support learners developing this understanding. This approach will also support their preparation for the qualification assessments.

The focus of this unit is on how businesses use processes to improve efficiency and for learners to develop skills to work with those processes. The unit theory could be delivered through the completion of practical activities designed to develop technical skills. Learners could be presented with examples of processes to be followed and business support tasks that need to be completed. Learners could also carry out tasks using efficient systems to know their characteristics and understand their impact on the business.

Carrying out practical activities working with different processes provides opportunities to link with other units in the qualification. Practical activities could relate to different functional areas, therefore providing a link unit 201 – supporting business improvement. The processes followed will involve communication, whether updating existing records, creating new records or providing information to others, and so there are opportunities to link with unit 202 – supporting business communication. Learners can also apply oral communication skills in conveying the information directly in a staff meeting or written communication skills when updating a website or company newsletter. This can therefore link with unit 204 – supporting business profiles.

The unit provides opportunities for employer engagement. Employer representatives could present examples of spreadsheets and databases and data to be input and amended to meet business requirements. They could use software to present their revised content to employers who provide feedback and use the outputs from learners to compare with employer examples.

| | |
|---------------|----|
| Level: | 2 |
| GLH: | 90 |

What is this unit about?

How a business is seen by internal and external stakeholders is managed by its brand and key messages. These activities build up a business profile and this can be improved through different aspects of marketing and particularly the type of promotional activities it engages in. Digital profiles, through websites and social media are an increasingly important aspect. Business support staff will be involved in developing information in different formats that can be used to enhance a business profile.

Through this unit, learners will develop an understanding of marketing principles and how they are applied in different businesses. They will understand the relationship between promotional activities and the business profile. They will learn the characteristics of different types of promotion and the design considerations that have to be taken into account when developing promotional material for a business. Learners will develop technical skills that enable them to incorporate information into promotional material, including the use of desktop publishing and online media software.

Learners can be introduced to this unit by asking themselves questions, such as:

- What is marketing?
- How is information input into a website?
- How is a digital profile developed?

Learning outcomes

In this unit, learners will be able to

- 1 Know the role of marketing in business
- 2 Understand how promotion contributes to business profiles
- 3 Create materials supporting business profiles

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome

- 1 Know the role of marketing in business
-

Topics

- 1.1 Principles of marketing
- 1.2 Legislation

Topic 1.1

Principles of marketing

- Definition
- How marketing is used in a business
- Contribution to business aims
- Concept of a market
- Marketing mix (product, price, place, promotion)
- Market segmentation

Topic 1.2

Key content of consumer legislation

- Trades Description Act 1968
 - Consumer Rights Act 2015
-

Learning outcome

- 2 Understand how promotion contributes to business profiles
-

Topics

- 2.1 Methods of promoting business profiles
- 2.2 Contribution of branding to business profiles

Topic 2.1

Advantages and disadvantages of different types of promotion

- Physical (advertisements, leaflets, brochures, displays)
- Digital (websites, social media, email).

Design considerations for types of promotion

- Structure
 - Format
 - Content
 - Design
 - Impact
 - Brand
 - E-safety
 - Keywords
-

- Tags

Topic 2.2

Characteristics of a brand and the importance of their use in promoting business profiles

- Colour
- Logo
- Name
- Strapline

Learning outcome

3 Create materials supporting business profiles

Topics

3.1 Use desktop publishing software

3.2 Use online media software

Topic 3.1

Desktop publishing software

- Select and use appropriate design and page layout
- Input and combine text and other information
- Apply editing and formatting techniques

Topic 3.2

Website software

- Enter and edit text, images, layouts
- Format webpages

Website software

- Structure social media pages
- Enter and edit text, images, and layouts

Guidance for delivery

Whilst some of the concepts and skills might need to be developed independently of other units, it is the intention that learners will understand connections between units. A holistic or project based approach to delivery would support learners developing this understanding. This approach will also support their preparation for the qualification assessments.

Business profiles relates to how the business is perceived by stakeholders. Whilst the unit has theoretical input relating to marketing, most of the unit relates to the materials used to present the business profile. As such, the unit requires the development of a range of skills to produce digital marketing materials. Practical activities that are used to develop those materials also provide opportunities to gain an understanding of the principles and considerations for their designs and production.

Carrying out practical activities provides opportunities to link with other units in the qualification. A business profile can be used to promote the business culture and aims. Learners could work on activities to adapt promotional materials to reflect different types of business to better understand the content of unit 201 – supporting business improvement. In unit 203 (supporting business efficiency) learners could communicate business financial data to stakeholders using different methods of communication. The application of communication (unit 202 – supporting business communication) would also be an essential element of creating digital marketing information with learners adapting their tone and style of communication according to the method of communication and audience.

The unit provides opportunities for employer engagement. Employer representatives could set learners projects to develop a digital business profile. SMEs would require basic websites and social media profiles developed that would allow learners to develop materials either individually or as a group. Working on live projects would allow the learners to monitor the effectiveness of their materials in real time.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

City & Guilds
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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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