



Level 3 Advanced Technical Diploma in Coordinating Business Support (4406-03)

November 2019 Version 1.3

Qualification Handbook

Qualification at a glance

Industry area	Business Skills
City & Guilds qualification number	4406-03
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 3 Advanced Technical Diploma in Coordinating Business Support (540)	540	900	4406-03	603/0367/0

Version and date	Change detail	Section
1.1 July 2017	Addition of the examination paper based module	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – Exam Specification 7. Grading – Awarding grades and reporting results
1.2 November 2017	Removal of AO 6-8 from Synoptic Assignments and the readjusted approximate weightings	5. Assessment – Assessment Objectives
	Revised Exam Specification, Exam Duration and AO Weightings	5. Assessment – Exam Specification
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Branding Changes	City and Guilds Logo
1.3 May 2019	Wording changed regarding retakes	5. Assessment – Summary of assessment methods and conditions
		8. Administration – Re-sits and shelf-life of assessment results

Contents

1	Introduction	6
	What is this qualification about?	6
	Qualification structure	9
	Total qualification time (TQT)	9
	Assessment requirements and employer involvement	10
2	Centre requirements	11
	Approval	11
	Resource requirements	11
	Learner entry requirements	11
3	Delivering technical qualifications	12
	Initial assessment and induction	12
	Employer involvement	12
	Support materials	12
4	Employer involvement	13
	Qualification approval	13
	Monitoring and reporting learner engagement	13
	Types of involvement	14
	Types of evidence	14
	Quality assurance process	15
	Sufficiency of involvement for each learner	15
	Live involvement	15
	Timing	15
5	Assessment	16
	What is synoptic assessment?	18
	How the assignment is synoptic for this qualification	18
	External exam for stretch, challenge and integration	18
	Assessment objectives	19
6	Moderation and standardisation of assessment	22
	Supervision and authentication of internally assessed work	22
	Internal standardisation	22
	Internal appeal	22
	Moderation	22
	Post-moderation procedures	23
	Centres retaining evidence	23
7	Grading	24
	Awarding grades and reporting results	25
8	Administration	27
	External quality assurance	27
	Enquiries about results	27
	Re-sits and shelf-life of assessment results	28

	Factors affecting individual learners	28
	Malpractice	28
	Access arrangements and special consideration	28
Unit 301	Coordinating support for business development	30
Unit 302	Coordinating support for business projects	36
Unit 303	Coordinating support for business improvement	42
Unit 304	Coordinating support for business efficiency	48
Unit 305	Coordinating support for business communication	55
Unit 306	Coordinating support for business profiles	62
Appendix 1	Sources of general information	67

1 Introduction

What is this qualification about?

The following purpose is for the **City & Guilds Level 3 Advanced Technical Diploma in Coordinating Business Support (603/0367/0)**.

Area	Description
OVERVIEW	
Who is this qualification for?	<p>Do you like to be organised and methodical with how you work? Are you always looking for how to improve the way you and others work? Do you like to help and support others to complete their work?</p> <p>If you answered yes to these questions, you would enjoy working in a coordinator role in business support, within a large organisation or small to medium enterprise. This qualification allows you to develop the understanding of business systems and the skills needed to coordinate business support activities including transferable skills such as communication, project management and IT.</p> <p>Business Support is a fundamental and critical role in any business, developing and using processes that underpin the work of different functional areas. It is an ideal area of study for those aspiring to achieve management roles in the future.</p>
What does this qualification cover?	<p>Business support roles exist in all industries, all types and sizes of business and all functional areas. All areas of businesses seek to develop and improve as well as enhance how they are perceived by stakeholders such as customers and suppliers. They do this through efficient systems and effective communication. At this level, business support staff are expected to not only follow existing processes and systems, but to innovate and improve on them and coordinate how they are implemented. These types of complex task are best achieved by following project management principles. As a result, this qualification has been organised around the following themes:</p> <ul style="list-style-type: none">• Business development• Business communication• Business efficiency• Business improvement• Business profiles• Business projects <p>You will gain an understanding of key functional areas of business, including marketing, finance, human resources,</p>

together with the support services they need to be effective. You will also gain an understanding of the business environment, including the legal and regulatory requirements needed to ensure the business support activities undertaken are compliant and meet business needs. The focus of this qualification is for you to develop business support and transferable skills needed within business support roles, supported by relevant theory.

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 coordinating business support activities, such as:

- Operations Support Officer
- Information Systems Coordinator
- Project Coordinator
- Office Services Coordinator
- Administration Coordinator

These roles may be specific to an industry such as:

- Financial Services
- Insurance
- Hospitality
- Manufacturing
- Public sector

They may also be specific to a functional area within a business such as:

- Marketing
- Human resources
- Logistics
- Finance

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?	<p>Your understanding and skills can be developed further through progression to an apprenticeship or other qualifications, such as</p> <ul style="list-style-type: none"> • Level 4 qualifications in Business, Business Administration and/or Business Management • BA(Hons) Business Administration • ILM Leadership and Management
WHO SUPPORTS THIS QUALIFICATION?	
Employers	Chartered Insurance Institute (CII), Kliklok International Ltd, Cambridge University Hospitals, Optimity Limited, O ₂ , Pro Active Resolutions.

Qualification structure

For the **Level 3 Advanced Technical Diploma in Coordinating Business Support** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
301	Coordinating support for business development	90
302	Coordinating support for business projects	90
303	Coordinating support for business improvement	90
304	Coordinating support for business efficiency	90
305	Coordinating support for business communication	90
306	Coordinating support for 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 3 Advanced Technical Diploma in Coordinating Business Support	540	900

Assessment requirements and employer involvement

To achieve the **Level 3 Advanced Technical Diploma in Coordinating Business Support** candidates must successfully complete **both** mandatory assessment components.

Component number	Title
Mandatory	
031 or 531	Level 3 Coordinating Business Support – Theory exam (1)*
032	Level 3 Coordinating 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	
830	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
032	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>
031 or 531	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 a maximum of two opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) 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 develop or revise policies and supporting procedures for a business and carry out related business support activities.

This will require the candidate to plan how they will deal with known activities and respond to unknown requests for support. Learners 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)
A01 Recalls knowledge from across the breadth of the qualification.	Organisation structures, governance of organisations, organisational cultures, human resource processes, employment law, leadership styles, techniques for developing others, change management, project management lifecycle, project characteristics, sources of information, types of information, performance indicators, sources of finance, method of presenting proposals, business functional areas, complaint handling, customer service principles, types of customers, principles of communication, conventions of methods of communication.	20%
A02 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Differences between organisation structures and implications to staff and governance, issues related to human resource processes and employment law, leadership styles and techniques for developing leadership qualities in others, models and barriers to change, drivers for change, project planning tools, project roles, project risk management, project monitoring tools, sources of information, types of information, validity of information, performance indicators, business budgeting, quality management, quality procedures, decision making, presenting proposals, roles of functional areas and information required, sustainable business processes, information management, knowledge management, business risks, continuity planning, systems development, monitoring communication, rapport building, design considerations of promotional material, target marketing and market segmentation, branding.	30%
A03 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 desktop publishing software features, use of web development software features, integration of systems.	20%

AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	relationship between leadership styles and systems and governance, relationship between change and human resources, relationship between change and systems, relationship between business efficiency, organisational governance and change, relationship between market research and evaluating information, market research planning and activities and relationship to project plans, business profiles and customer types, relationship between business aims and objectives, types of organisation, project plans, performance indicators and business governance, application of quality management to project management, decision making, the use of information management systems to collate knowledge management, the importance of knowledge management to project management, business risks, system integration.	30%
AO5 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 031/531 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	25
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	56
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19

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

031 or 531	Duration: 2 hours 40 minutes		
Unit	Unit Title	Number of marks	%
Unit 301	Coordinating support for business development	33	41
Unit 305	Coordinating support for business communication	32	40
N/A	Integration across the units	15	19
Total		80	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 Qualifications 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 standards.

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 *Marking and moderation - Technicals Centre Guidance* 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 candidate 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 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 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 3 Advanced Technical Diploma in Coordinating 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 (%)
032	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 exam or wish to re-take it in an attempt to improve their grade, can do so **twice**.

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*. 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 **Managing cases of suspected malpractice in examinations**.

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	3
GLH	90

What is this unit about?

Change. It happens within businesses and around businesses and no business can afford to stand still. New technology is constantly evolving, customer wants, needs and expectations adapt as new products and services are made available to them. Governments make decisions that affect how businesses operate, the relationship they have with staff and their potential to exploit new markets. As businesses respond to these external influences, internal changes take place. Those managing the change and development process will look to business support coordinators to assist with those changes.

Through this unit, learners will develop an understanding of different types of business, their structures and governance. They will use this understanding as they consider aspects of business development addressed within this unit. They will develop an understanding of business approaches to business development and how changes resulting from the development are managed. They will also develop an understanding of leadership and management, understanding the differences between them and how the understanding can be applied to different types of business in different situations.

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

- Do all businesses deal with change in the same way?
- What systems are in place in businesses to support their development?
- Why is it important to understand about the external environment?

Learning outcomes

In this unit, learners will be able to

- 1 Understand how businesses are organised
- 2 Understand human resources processes
- 3 Understand development of others in business environments
4. Understand approaches to business development

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 how businesses are organised
-

Topics

- 1.1 Characteristics of organisations
- 1.2 Advantages and disadvantages of organisational structures
- 1.3 Governance of organisations

Topic 1.1

Characteristics of organisations with different legal entities, sphere of operation and operating in different sectors:

- Sectors (private, public, voluntary)
- Legal entities (PLC, Ltd, sole trader, partnership, franchise, Community Interest Company (CIC), social enterprise, charity)
- Sphere of operation (regional, national, international, multinational)

Topic 1.2

Advantages and disadvantages of different types of organisational structures:

- Flat
- Tall
- Matrix
- Hierarchical

Topic 1.3

Governance of organisations and how it differs by type and structure:

- Regulations
 - Ethical principles
 - Organisational cultures
 - Religious principles
 - Executive roles
 - Corporate social responsibility
-

Learning outcome

- 2 Understand human resources processes
-

Topics

- 2.1 Human resource processes
- 2.2 Impact of employment law on business

Topic 2.1

Processes and documentation used for human resource activities:

- Recruitment
-

- Selection
- Termination
- Conflict management
- Changing terms and conditions

Topic 2.2

Key legislation and statutory entitlements:

- Health and safety
- Equality and diversity
- Leave entitlement (holiday, sickness, maternity, paternity)
- Working hours
- Payment
- Union membership

Impact of statutory entitlements on the business and employees

Learning outcome

3 Understand development of others in business environments

Topics

- 3.1 Characteristics of leadership styles
- 3.2 Benefits of leadership qualities to business
- 3.3 Suitability of techniques for developing others

Topic 3.1

Characteristics of different leadership styles and their impact on:

- The business
- The leader
- Staff
- Other stakeholders

Leadership styles:

- Behavioural
- Participative
- Situational
- Contingency
- Transactional
- Transformational

Topic 3.2

Characteristics of leadership qualities and their benefits to the business and employees:

- Clear values
- Emotional intelligence
- Ability to inspire
- Entrepreneurship
- Excellent communication
- Work/life balance

Topic 3.3

Characteristics, advantages and disadvantages of techniques for developing others:

- Coaching
- Mentoring
- Performance reviews
- Training

Learning outcome

4 Understand approaches to business development

Topics

- 4.1 Requirements for business development
- 4.2 Stakeholder engagement in business
- 4.3 Application of change management models in business

Topic 4.1

Importance of business planning and requirements for business development:

- Finance
- Entrepreneurship
- Innovation
- Resources
- Market research
- External environment analysis

Topic 4.2

Stakeholder engagement:

- Function and impact of stakeholder engagement
- Methods of stakeholder engagement

Topic 4.3

Models and principles of change management and their applications to different types of change:

- Diversification
- Mergers and acquisitions
- Expansion
- Downsizing
- Restructures

Drivers for change

- Political
- Economic
- Social
- Technical
- Legal
- Environmental.

Barriers

- Communication
- Leadership
- Resources

- Strategy
- Resistance

Change management monitoring procedures and documentation

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 developments included in the unit content. Learners could analyse the information in the case studies and be supported with the relevant content to enable them to propose ideas and approaches for the development of the business.

The content of the case studies could be developed to provide opportunities to link with other units. Any business development, for example would require changes to systems leading to links with coordinating support for business efficiency (unit 304). A link with unit 303 (coordinating support for business improvement) would provide a context for the development of presentation skills and the understanding of finance in the context of developing the business. Learners could convert proposals for the development of a business to an implementation project to provide links with unit 302 (coordinating support for business projects). The implementation of any business development proposals would need to be communicated to key stakeholders, so providing links with units 305 (coordinating support for business communication) and 306 (coordinating support for 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 ideas for business development they propose.

Level	3
GLH	90

What is this unit about?

The London 2012 Olympic Games was judged by many people – athletes, spectators, politicians – to have been a great success. But success doesn't just happen. There were several teams of people involved in different stages of the process – from bidding to host the Games to ensuring there is a lasting legacy for society. Each stage will have had a project plan and project team. Whilst the Opening Ceremony would have had its own project plan and project team, there will have been a more focussed project to welcome athletes on arrival to the UK. Business support staff will be members of project teams and in some cases, may be project leaders, coordinating the activities of those involved.

Through this unit, learners will develop an understanding of the principles of project management and the project management lifecycle. They will develop skills needed to coordinate support for each stage of project management, including the use of planning and monitoring tools. The ability to carry out effective research to gain, analyse and evaluate information, is a critical part of project support and is addressed in this unit.

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

- What types of projects am I likely to be involved in?
 - What kinds of tools and equipment can help with coordinating projects?
 - Is there a defined approach that is used for all projects?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand the principles of project management
- 2 Plan business projects
- 3 Monitor business projects
- 4 Review project information

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 the principles of project management
-

Topics

- 1.1 Characteristics of business projects
- 1.2 Benefits of project management
- 1.3 Activities involved in stages of the project management lifecycle

Topic 1.1

Characteristics of business projects:

- Timebound
- Definable purpose
- Parameters
- Unique
- Managed by stages
- Pre-planned
- Evaluated on completion

Topic 1.2

Benefits of applying project management techniques to complex tasks:

- Cost control
- Outcomes
- Development opportunities (for the business, for team members)
- Efficiencies

Topic 1.3

Activities, roles and documentation used within each stage of the project management life cycle:

- Initiation
 - Planning
 - Executing
 - Monitoring
 - Closure
-

Learning outcome

- 2 Plan business projects
-

Topics

- 2.1 Function of project proposals
 - 2.2 Suitability of project planning tools
 - 2.3 Responsibilities of project roles
 - 2.4 Principles of project risk management
-

Topic 2.1

Function of project proposals and content of a project brief:

- Background/context
- Objectives
- Challenges
- Business case
- Scope
- Timeframe
- Budget
- Stakeholders
- Monitoring and evaluation

Topic 2.2

Characteristics and suitability of project planning tools:

- Gantt chart
- Flowchart
- Spider diagram
- Critical path analysis
- Project software packages

Use project planning tools

Topic 2.3

Responsibilities of project roles:

- Project board
- Project manager
- Project team

Topic 2.4

Principles of risk management for projects:

- Definition of risk
- Types of risk
- Risk management methods
- Contingencies
- Benefits of risk management

Learning outcome

3 Monitor business projects

Topics

3.1 Benefits of monitoring projects

3.2 Use monitoring tools

3.3 Project closure processes

Topic 3.1

Benefits of monitoring projects:

- Timescales
 - Planning
 - Staff development needs
-

- Risk
- Decision making
- Finance
- Resources

Topic 3.2

Suitability and use of project monitoring tools:

- Milestones
- Issues logs
- Decision logs
- Risk register
- Project plans
- Meetings
- Budgets
- Feedback

Use project monitoring tools.

Topic 3.3

Process, roles and documentation involved in project closure:

- Evaluation
- Lessons learned
- Handover

Learning outcome

4 Review project information

Topics

4.1 Process for obtaining information

4.2 Criteria for evaluating of information

Topic 4.1

Process for obtaining primary and secondary information:

- Identify information requirements
- Gather information
- Record information sources
- Collate information
- Evaluate information
- Synthesise information

Types of information:

- Quantitative
- Qualitative

Topic 4.2

Criteria for evaluating information:

- Credibility
- Bias
- Assumptions

- Validity
- Sufficiency
- Heuristics
- Framing
- Currency

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 projects. Projects should vary in their size, nature and complexity to enable the full range of content to be explored. Learners could work in teams to implement projects, developing team working and communication skills whilst developing their understanding and skills of project management. Learners could work on projects in different stages of the cycle, as well as taking a project through from initiation to close.

Each project could link with other units in the qualification. A project related to the implementation of change in a business could provide opportunities for developing an understanding of managing human resources through that change (unit 301 – coordinating support for business development). The development of a project plan would allow for an understanding of the importance of finance and performance measurement, included in unit 303 – coordinating support for business improvement. Project implementation could allow for an understanding of knowledge management (unit 304 – coordinating support for business efficiency) to be developed and the skills of spreadsheets and/or databases to create a knowledge management system. The implementation of a project also provides opportunities to understand the principles of communication and how communication is monitored, applying their understanding to monitor actual communication produced by team members. This would link with unit 305 – coordinating support for business communication. A project related to an event provides opportunities to link with unit 306 (coordinating support for business profiles).

The unit provides opportunities for employer engagement. Employer representatives could present learners with a project brief and they develop an appropriate project plan. Learners could then discuss similarities and differences between their project plan and that produced by the employers. They could be asked questions by employers that challenge and extend their thinking.

Level	3
GLH:	90

What is this unit about?

How many homeless did we get off the street last week? How many people at the festival tweeted positive comments? How many of my deliveries arrived on time? These are the types of questions a business might want answers to when measuring performance. Not all business success is judged by sales and profit. Business support staff would be involved in obtaining, recording, collating and analysing information and data that helps a business to measure its success and look at ways that it can improve.

Through this unit, learners will gain an understanding of approaches to business improvement, how to make judgements about information and the importance of finance in decision making. They will learn how businesses measure performance and how to analyse data to draw conclusions about business performance. Within this unit learners will develop presentation skills and the ability to use appropriate software, so that business improvement proposals can be presented to others.

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

- How is business success measured?
- Do all businesses measure success in the same way?
- What is the best way to present ideas about business improvement?

Learning outcomes

In this unit, learners will be able to

- 1 Understand how businesses measure performance
- 2 Understand the importance of finance to business performance
- 3 Understand business improvement techniques
- 4 Present proposals

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 how businesses measure performance
-

Topics

- 1.1 Business aims and objectives
- 1.2 Process involved in developing performance indicators
- 1.3 Suitability of information sources used to measure performances

Topic 1.1

Types of business aims and objectives:

- Financial
- Marketing
- Strategic
- Operational

Application of aims and objectives in:

- Different types of organisation
- Successful businesses
- Unsuccessful businesses

Topic 1.2

Characteristics of different types of performance indicators:

- Key Performance Indicators (KPIs)
- Targets
- Service Level Agreements (SLAs)
- SMART objectives

Process involved in developing performance indicators:

- Timelines
- Stakeholders involved
- Roles in process
- Budget
- Documentation
- Communication

Impact of performance indicators on different types of business and employees.

Topic 1.3

Applications and suitability of information used to measure performance:

- Annual accounts
- Sales figures
- Budgets
- Bank statements
- Customer surveys
- Staff surveys

- Appraisals
- Market research
- Policies
- Online metrics and analytics

Learning outcome

2 Understand the importance of finance to business performance

Topics

- 2.1 Benefits and limitations of types of income and expenditure
- 2.2 Suitability of sources of finance
- 2.3 Process involved in financial analysis
- 2.4 Benefits and limitations of type of business budgets

Topic 2.1

Benefits and limitations of types of income and expenditure:

- Capital
- Revenue

Topic 2.2

Characteristics and suitability of internal and external sources of finance:

- Risk
- Availability
- Cost

Topic 2.3

Processes and documentation involved in financial analysis:

- Cash flow
- Break even
- Statement of financial position
- Liquidity
- Profitability

Topic 2.4

Benefits and limitations of different types of budget:

- Capital
- Operational
- Master

Processes and documentation used for:

- Budget control
- Budget administration
- Variance analysis

Learning outcome

3 Understand business improvement techniques

Topics

- 3.1 Principles of quality management
- 3.2 Characteristics of quality management documentation
- 3.3 Factors contributing to quality procedures
- 3.4 Benefits and limitations of business improvement models

Topic 3.1

Principles of quality management:

- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial supplier relationships

Topic 3.2

Characteristics of quality management documentation:

- Policies
- Standards
- Protocols

Topic 3.3

Factors contributing to quality procedures:

- Stakeholder involvement
- Documentation
- Timescales
- Monitoring
- Measurement

Topic 3.4

Characteristics, benefits and limitations of business improvement models:

- PESTLE
- SWOT
- Porter's 5 Forces
- Kaizen
- Lean
- Six Sigma
- Benchmarking
- Balanced scorecard

Learning outcome

4 Present proposals

Topics

4.1 Conventions of different methods of presenting proposals

4.2 Decision making in business

4.3 Use presentation software

Topic 4.1

Conventions and supporting materials relating to presentation methods:

- Oral presentation (meetings, seminars, presentations, interviews, webinars)
- Written presentation (reports, websites, social media, newsletters, emails).

Suitability of methods:

- For proposal
- For audience
- Cost
- Timescale

Topic 4.2

Decision making:

- Process
- Constraints
- Influencing factors
- Techniques
- Stakeholder involvement

Topic 4.3

Use presentation software

- Input and combine text and other information
- Insert charts, tables and links to source data
- Insert images, video or sound

Structure, edit and format presentations

- Create and amend masters
- Create, amend and use templates and themes
- Use animation and transition

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 business performance and how that performance can be measured. The learning for this unit could be based on scrutiny of real or realistic (simulated) case studies. Learners could be presented with business data that is analysed to determine their performance against standards. This would require learners to understand different approaches to setting standards. Learners could work in teams to consider different approaches to business improvement and the impacts they would have on the business. They could be presented with different ideas for improving the business, and use different decision making techniques to determine which idea should be implemented.

The content of the case studies could provide opportunities to link with other units in the qualification. If each case study related to a different type of organisation, it would link with unit 301 – coordinating support for business development. One option for business improvement could be the development of teams and/or individuals providing further opportunities to link with this unit. Any proposal for business improvement could then be used to link with coordinating support for business projects (302). The implementation of a project that learners are working on through the delivery of unit 302 could provide the impetus for an understanding of quality management included in this unit. Learners could develop systems, databases and spreadsheets (unit 304 – coordinating support for business efficiency) to assist in compiling data used to measure performance. Skills developed to present proposals would also require communication skills if the presentation were to be effective. This provides opportunities to link with unit 305 – coordinating support for business communication. With this unit, learners develop an understanding of marketing aims and objectives. This provides opportunities to link with developing an understanding of target marketing, the marketing mix and marketing principles in unit 306 – coordinating support for business profiles.

The unit provides opportunities for employer engagement. Employer representatives could provide masterclasses on the development of spreadsheets and/or databases, the provision of real or realistic data to input. Learners could then discuss the analysis of data with employers to challenge and extend their thinking.

Level	3
GLH	90

What is this unit about?

Global warming and climate change are terms that are increasingly used to explain severe weather conditions in the UK. Floods and heavy snow can have a significant impact on a business efficiency. Staff can't get into work, suppliers can't deliver supplies and communication systems are down. These are all examples of issues businesses face. The weather is not the only risk to the efficient running of a business. Successful businesses consider different kinds of risk and put in place processes that mitigate for them to ensure it operates effectively. Those processes are developed and implemented by business support staff.

Through this unit, learners will gain an understanding of business processes and how they can be designed to operate efficiently. Learners will gain an understanding of how processes support the activities undertaken in different functional areas and the legal and sustainability considerations that need to be applied. They will learn to differentiate between knowledge, information and data and how each of these are managed to support business efficiency. The context for the unit is business risk and learners will gain an understanding of business processes through continuity planning. Within this unit learners will develop technical skills to develop business processes, including the use of spreadsheet and database software.

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

- What types of risk do businesses face?
- How do they mitigate for business risks?
- Who does what in a business?

Learning outcomes

In this unit, learners will be able to

- 1 Understand business processes
- 2 Understand sustainable business processes
- 3 Understand information management
- 4 Understand business continuity management
- 5 Develop processes

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 Relationships between business plans
- 1.2 Processes to support business functional areas

Topic 1.1

Characteristics of and relationships between strategic and operational business plans.

Topic 1.2

Business functional areas:

- Business support
- Sales
- Marketing
- Finance
- Human resources
- Warehousing
- Logistics
- Production

Types of processes:

- Management
- Operational
- Support

Content of processes:

- Workflow
 - Procedures
 - Staff involvement
 - Sequencing
 - Documentation
-

Learning outcome

2 Understand sustainable business processes

Topics

- 2.1 Application of sustainability principles in business
 - 2.2 Effects of sustainable practices
 - 2.3 Legislation and regulations
-

Topic 2.1

Principles of sustainability and their application to business support activities:

- Review
- Renew
- Replace
- Recycle

Topic 2.2

Effects of sustainable practices:

- On human resources
- On financial resources
- On physical resources
- On environment

Topic 2.3

Key requirements and jurisdiction of sustainability legislation and regulations:

- Jurisdiction (local, national, international)
- Types (sustainable communities, waste management, environmental management, permits and licences)

Learning outcome

3 Understand information management

Topics

- 3.1 Data, information and knowledge
- 3.2 Processes involved in records management
- 3.3 Knowledge management models and processes
- 3.4 Implications of legislation and regulations to business

Topic 3.1

Data, information and knowledge:

- Characteristics
- Classification
- Similarities
- Differences

Topic 3.2

Types of records:

- Sales
- Purchasing
- Accounts
- Staff
- Payroll
- Stock
- Customers
- Suppliers
- Technical

Processes and documentation for records management:

- Classification
- Retention
- Archiving
- Internal controls
- Security
- Labelling
- Backup systems
- Version control
- Disposal

Topic 3.3

Types of knowledge

- Explicit
- Tacit
- Embedded

Knowledge management models and processes.

Topic 3.4

Key requirements and implications of legislation and regulations:

- Data Protection
- Freedom of Information
- Copyright, patents, trademarks and licences
- HMRC regulations

Learning outcome

4 Understand business continuity management

Topics

4.1 Assessing risks to business continuity

4.2 Advantages and disadvantages of continuity planning

Topic 4.1

Characteristics of risk categories:

- Strategic
- Financial
- Operations
- Compliance
- Environmental

Risk assessment process:

- Likelihood
- Severity
- Risk rating
- Management

Topic 4.2

Purpose, advantages and disadvantages of continuity planning.

Continuity planning process:

- Analysis
- Design
- Implementation
- Validation
- Policy
- Management

Structure and content of continuity plans.

Learning outcome

5 Develop processes

Topics

5.1 Principles of process development

5.2 Use software to develop processes

Topic 5.1

Activities and documentation involved in stages of the development process:

- Analysis
- Design
- Planning
- Integration of systems
- Implementation
- Maintenance

Topic 5.2

Use spreadsheet software:

- Enter, edit and organise numerical information
- Combine and link data from different sources
- Use formulae and linked formulae
- Resolve errors
- Use automatic functions
- Use split screen and freeze panes
- Use data analysis tools
- Use forecasting tools
- Format spreadsheets
- Generate, develop and format charts and graphs

Use database software:

- Plan, create and modify relational database tables
 - Maintain data integrity
 - Design and create forms to access, enter, edit and organise data
 - Format data entry forms (field characteristics, layout, tables, colour, lookups, styles, subforms)
 - Deal with data entry errors
 - Create, edit and run data queries
-

- Produce and export reports from multiple table relational databases
- Use formulae

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 improve efficiency and for learners to develop skills to enable efficient systems to be developed. The unit theory could be delivered through the completion of practical activities designed to develop technical skills. Learners could be presented with examples of systems that can be improved. This would allow learners to know the characteristics of inefficient practices and understand their impact on different functions. Learners could also carry out tasks using efficient systems to know their characteristics and understand their impact on different functions.

Carrying out practical activities using different systems provides opportunities to link with other units in the qualification. Practical activities could relate to different functional areas, therefore providing a link to unit 301 – coordinating support for business development. If the practical activities were used to consider systems appropriate to one or more specific projects, they can be used to link with coordinating support for business projects (unit 302). Unit 303 (coordinating support for business improvement) provides opportunities for learners to work on systems related to finance and quality management. They could also consider how to apply business improvement models to sustainability in a business. As any review of efficiency or changes to processes would need to be communicated to staff or external stakeholders, there are opportunities to link with unit 305 – coordinating support for 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 303 (coordinating support for business improvement) and unit 306 (coordinating support for business profiles).

The unit provides opportunities for employer engagement. Employer representatives could present details of major issues faced by the business that required a continuity plan. Learners could then develop a continuity plan, working in teams, together with the related processes and documentation. They could present their proposals to employers who provide feedback and use their own plans as the basis for comparison to extend their understanding.

Level	3
GLH	90

What is this unit about?

Working in any business will involve communication. You could be communicating with a colleague sitting next to you, with a customer at a reception desk or with a supplier on the telephone. You are also communicating when you are asked to put together a tender for a new contract or a funding bid for a charity. Someone will be reading what you have put together. Business support staff are often producers of business communication, so those in a coordinating role have to monitor that communication to ensure it reflects the business aims and values.

Through this unit, learners will gain an understanding of communication, 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 with internal and external stakeholders in different situations, including oral, non-verbal and electronic communication. They will also learn how to monitor the communications of others to ensure they are effective and meet business requirements.

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

- Are customer service and complaint handling the same thing?
- Is it essential to proof-read all documents that are produced?
- How do I handle conflict situations?

Learning outcomes

In this unit, learners will be able to

- 1 Understand the importance of communication to business
- 2 Monitor quality of business communication
- 3 Understand the importance of customer service to business
- 4 Understand complaint handling in business
- 5 Communicate business information

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 the importance of communication to business
-

Topics

- 1.1 Characteristics of types of information communicated
- 1.2 Conventions of communication records
- 1.3 Apply principles of communication

Topic 1.1

Characteristics of different types of information:

- Marketing
- Financial
- Strategic
- Operational
- Planning
- Regulatory
- Standards
- Sales

Topic 1.2

Conventions and content of different types of communication records:

- Mission statements
- Policies
- Protocols
- Contracts
- Notes
- Minutes
- Emails
- Letters
- Websites
- Social media
- Images

Topic 1.3

Principles of communication and their application:

- House style
- Content
- Language
- Tone
- Structure
- Audience
- Legal requirements

Learning outcome

2 Monitor quality of business communication

Topics

2.1 Methods of monitoring communication

2.2 Suitability of feedback methods

Topic 2.1

Suitability and procedures involved with different methods of monitoring communication:

- Proof reading
- Version control
- Coding
- Cross referencing
- Progress reports
- Checking logs
- Team meetings
- Performance reviews
- Audits
- Standard responses
- Call monitoring
- Digital metrics and analytics

Evaluate communication with consideration for:

- Suitability
- Effectiveness
- Areas for improvement

Topic 2.2

Suitability of methods and media used to obtain and provide feedback:

- Quantitative
- Qualitative
- Solicited
- Unsolicited
- Medium (face to face, online, telephone, social media)
- Method (interviews, questionnaires, unstructured reviews)

Techniques used to structure and present questions for feedback methods.

Learning outcome

3 Understand the importance of customer service to business

Topics

3.1 Characteristics of customers

3.2 Applications of customer service principles

3.3 Contribution of functional areas to customer service

3.4 Importance of customer service

Topic 3.1

Differences between customer characteristics and expectations and the impact on business practice:

Types of customer

- Internal
- Business to business (B2B)
- Business to customer (B2C)

Customer characteristics

- Demographics
- Loyalty
- Behaviour

Topic 3.2

Principles of customer service and their application within business support activities:

- Greeting the customer
- Interacting with the customer
- Building a rapport
- Identifying customer needs
- Providing services and facilities
- Encouraging feedback
- Meeting legal requirements

Topic 3.3

Contribution of functional areas to customer service:

- Marketing
- Human resources
- Research and development
- Quality assurance
- Production
- Logistics

Topic 3.4

Importance of customer service in terms of:

- Business reputation
- Business finance
- Staff morale
- Customer retention
- Customer expectations
- Customer experience

Learning outcome

4 Understand complaint handling in business

Topics

4.1 Complaint handling procedures

4.2 Complaint investigation processes

Topic 4.1

Processes, documentation and legal requirements involved in complaint handling at departmental level:

- Classification
- Record keeping
- Communication
- Investigation
- Policies
- Resolution
- Reviewing
- Improving
- Timelines

Topic 4.2

Processes involved in assessing quality and quantity of evidence obtained as a result of complaint investigation:

- Quality (currency, validity, level of detail)
- Quantity (sufficiency)

Learning outcome

5 Communicate business information

Topics

- 5.1 Application of rapport building principles
- 5.2 Application of verbal communication principles
- 5.3 Application of non-verbal communication principles
- 5.4 Application of techniques for dealing with difficult situations
- 5.5 Producing word-processed business records

Topic 5.1

Principles of rapport building and their application:

- Greeting
- Exchanging information
- Use of language
- Respect to customers and their needs

Topic 5.2

Principles of verbal communication and their application:

- Questioning
- Language
- Conventions
- Tone
- Empathy
- Oral

Topic 5.3

Principles of non-verbal communication and their application:

- Active listening
- Body language

- Images
- Written

Topic 5.4

Application of techniques to communicate in difficult situations:

- Problem solving
- Decision making
- Handling complaints
- Overcoming barriers
- Conflict

Topic 5.5

Enter and combine text and other information

- Use of shortcuts and macros
- Hyperlinks
- Version control
- File formats

Create and modify layout structures and styles:

- House style
- Branding
- Tables
- Forms

Format documents:

- Widows/orphans
- Indents/tabs

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 and understanding how to adapt their communication to different situations. 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. At this level, learners should be undertaking investigation relating to the complaint which will also bring opportunities to communicate by email and telephone as well as face to face to develop their skills. Learners could also be presented with examples of responses to complaints. A review of responses assists in gaining knowledge of principles of communication, complaint handling and customer service. They can apply those principles when preparing feedback to others on any issues identified and when redrafting the communication. They can also use different approaches to monitoring performance with each example.

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 301 – coordinating support for business development. 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. Learners could work in teams to participate in a project (unit 302 – coordinating support for business projects). The implementation phase of the project would then provide opportunities for the development of oral communication skills with team members and written communication skills when monitoring the process. In unit 303 (coordinating support for business improvement) learners could communicate business performance measures to staff and stakeholders using different methods of communication. In unit 304 (coordinating support for business efficiency) learners could apply their understanding of communication to develop information management systems. They could also learn how to consider appearance and readability when developing databases and spreadsheets. The application of communication would also be an essential element of creating digital marketing information addressed in unit 306 (coordinating support for business profiles) adapting their tone and style according to method of communication and audience.

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 would be provided by the employer representatives to ensure they were current and realistic. Learners could engage in peer to peer reviews to extend their thinking and further develop their communication skills.

Level	3
GLH	90

What is this unit about?

A business profile is how it is viewed by internal and external stakeholders. It is about their reputation, their brand and their key messages. A business profile 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 do businesses use social media to improve their profile?
- Why do businesses target specific types of people with their promotion?

Learning outcomes

In this unit, learners will be able to

- 1 Understand application of marketing principles in business
- 2 Understand the impact of promotion on business profiles
- 3 Create 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 Understand application of marketing principles in business
-

Topics

- 1.1 How the marketing mix works together to meet objectives
- 1.2 Processes involved in target marketing
- 1.3 Legal implications of marketing to business

Topic 1.1

Characteristics of the marketing mix:

- Product
- Price
- Place
- Promotion
- Processes
- People
- Physical evidence

How the elements of the marketing mix work together to meet objectives.

Topic 1.2

Purpose, implications and processes involved in market segmentation:

- Geographic
- Demographic
- Behavioural
- Psychographic

How market segmentation is used in target marketing.

Topic 1.3

Key requirements and implications of marketing related legislation and regulations:

- Consumer protection
 - Business protection
-

Learning outcome

- 2 Understand the impact of promotion on business profiles
-

Topics

- 2.1 Suitability of methods of promotion for business profiles
 - 2.2 Design considerations for promoting business profiles
 - 2.3 Contribution of branding to business profiles
-

Topic 2.1

Suitability of methods of promotion:

- Physical (newspapers, leaflets, merchandising, brochures, displays)
- Digital (websites, social media, television, radio, email)
- Events (conferences, exhibitions, social and community, pop-ups, flash mobs)

Suitability considerations:

- Objectives
- Cost
- Time
- Audience
- Resources
- Place

Topic 2.2

Design considerations of methods of promotion:

- Structure
- Format
- Content
- Design
- Call to action
- Impact
- Brand
- Functionality
- E-safety
- Keywords
- Tags

Topic 2.3

Principles, benefits, limitations and application of branding:

- Colour
- Logo
- Name
- Visual identity
- Strapline
- Values

Learning outcome

3 Create business profiles

Topics

3.1 Use desktop publishing software

3.2 Create digital promotional materials

Topic 3.1

Use desktop publishing:

- Select and use appropriate design and page layout
 - Input and combine text and other information
 - Edit and format techniques.
-

Topic 3.2

Use website software:

- Plan and create webpages
- Use website software tools to structure and format web pages
- Publish web pages

Use social media:

- Messaging
- Networks

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 relate to how the business is perceived by its stakeholders. Whilst the unit has theoretical input relating to marketing, most of the unit content 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 design and production. They can apply those principles when preparing feedback to others on the materials they produce.

Carrying out practical activities provides opportunities to link with other units in the qualification. If learners are proposing an idea for business development in unit 301 (coordinating support for business development) they could also communicate these ideas to stakeholders, as part of change management process. Learners could work on a project to develop a new corporate brand and use the outcomes of the project to develop new promotional materials, so providing links to unit 302 – coordinating support for business projects. In unit 303 (coordinating support for business improvement) learners could communicate business financial data to stakeholders using different methods of communication. Learners could use their understanding of sustainable practices developed in unit 304 – coordinating support for business efficiency, to promote the business profile as environmentally friendly. The application of communication (unit 305 – coordinating support for business communication) would also be an essential element of creating digital marketing information adapting their tone and style of communication according to the 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
Believe you can



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

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

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.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

City & Guilds

1 Giltspur Street

London EC1A 9DD

www.cityandguilds.com