

4428 Level 1- 4 NVQs in Business and Administration - Additional Units (4428)

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1 Introduction

This document contains the additional units added in November 2012 to the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number
Level 1 NVQ Award in Business and Administration	4428-01/91	500/9516/X
Level 1 NVQ Certificate in Business and Administration	4428-01/91	500/9871/8
Level 2 NVQ Award in Business and Administration	4428-02/92	500/9466/X
Level 2 NVQ Certificate in Business and Administration	4428-02/92	500/9677/1
Level 2 NVQ Diploma in Business and Administration	4428-02/92	501/0040/3
Level 3 NVQ Certificate in Business and Administration	4428-03/93	500/9626/6
Level 3 NVQ Diploma in Business and Administration	4428-03/93	500/9548/1
Level 4 NVQ Certificate in Business and Administration	4428-04/94	500/9776/3
Level 4 NVQ Diploma in Business and Administration	4428-04/94	500/9828/7

Revised structures

Qualification	Amended ROC	Added units	Barred Units
Level 1 Certificate	Minimum of 15 credits required overall Mandatory 7 credits from (103-104) Plus 4 credits from (101-102, 105-111, 129, 221, 225, 229) A maximum of 4 credits are allowed from (112-114, 128)	128 - 129	N/A
Level 2 Certificate	21 credits required overall 9 credits from (201 - 204) Plus a minimum of 7 credits from (107, 205 - 231, 243, 250, 252 -253, 310 - 322, 326 - 330, 344 - 350, 357) A maximum of 5 credits allowed from (112 - 124, 232 - 242, 251, 254) A minimum of 14 credits must be from (201 - 243, 250 - 254)	113, 250 - 254, 344 - 350, 357	113 and 254
Level 2 Diploma	Minimum of 37 credits required overall 9 credits from (201-204) Plus a minimum of 17 credits from (107, 205 - 231, 243, 250, 252 -253, 310 - 322, 326 - 330, 344 - 350, 357) A maximum of 11 credits are allowed from (112 - 124, 232 - 242, 251, 254) A minimum of 24 credits must be from (201-243, 250 - 254)	113, 250 - 254, 344 - 350, 357	113 and 254
Level 3 Certificate	Minimum of 30 credits required overall 13 credits must be from (301-304) Plus a minimum of 11 credits from (207-231, 243, 250, 252 - 253, 305-332, 344-350, 353 -355, 357, 410, 411, 418, 419) A maximum of 6 credits are allowed from (112, 232-242, 251, 254, 333-343, 351 - 352, 356, 358, 421-425, 427 - 428, 431) A minimum of 20 credits must be from (301-358)	250 - 254, 351 - 358, 427 - 428, 431	254 and 358
Level 3 Diploma	Minimum of 40 credits required overall 13 credits from (301-304) Plus a minimum of 14 credits from (207-231, 243, 250, 252 - 253, 305-332, 344-350, 353 -355, 357, 410, 411, 418, 419) A maximum of 13 credits are allowed from (112, 232-242, 251, 254, 333-343, 351 - 352, 356, 358, 421-425, 427 - 428, 431) minimum of 27 credits must be from (301-358)	250 - 254, 351 - 358, 427 - 428, 431	252 and 354
Level 4 Certificate	Minimum 30 credits required overall 20 credits from (401 - 406) Plus 10 credits from (310 - 311, 316 - 324, 327 - 332, 351-353, 357, 407 - 431, 501 - 508) A minimum of 20 credits must be from (407 - 431)	351 - 353, 357, 364, 427 - 431, 508	427 and 508
Level 4 Diploma	Minimum 39 credits required overall 20 credits from (401 - 406) Plus 19 credits from (310 - 311, 316 - 324, 327 - 332, 351 - 353, 357, 407 - 431, 501 - 508) A minimum of 27 credits must be from (407 - 431)	351 - 353, 357, 364, 427 - 431, 508	427 and 508



2 Units

Availability of units

Below is a list of the additional units.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Unit	Level	Title	UAN	Credits	GLH
113	1	Using Email	J/502/4299	2	15
128	1	Comply with Health and Safety requirements in the workplace	F/600/8113	4	18
129	1	Developing skills for working with others from diverse cultures and different countries	Y/503/5260	2	20
250	2	Building working relationships with other from different countries and diverse cultures	M/503/8617	2	20
251	2	Ensure your own actions reduce risks to health and safety	Y/600/9011	4	30
252	2	Payroll Processing	Y/600/8893	3	13
253	2	Processing customers' financial transactions	F/601/8320	4	8
254	2	Using Email	M/502/4300	3	20
344	3	Administer Legal Files	H/601/7791	7	25
345	3	Build case files	K/601/7792	4	20
346	3	Manage Case Files	M/601/7793	5	25
347	3	Provide administrative support in schools	D/601/7787	8	53
348	3	Administer parking and traffic challenges, representations and civil parking appeals	L/601/2648	9	40
349	3	Administer statutory parking and traffic appeals	R/601/2649	9	45
350	3	Administer parking and traffic debt recovery	J/601/2650	9	54
351	3	Ensure responsibility for actions to reduce risks to health and safety	T/602/1912	4	18
352	3	Gather information for a Business Impact Analysis	J/503/92/72	3	8
353	3	Operating credit control procedures	Y/601/8324	4	10
354	3	Payroll processing	D/601/8146	3	15
355	3	Period end processing	M/601/8149	2	10
356	3	Plan, allocate and monitor work of a team	Y/600/9669	5	25
357	3	Support Individuals With Specific Communication Needs	T/601/8282	5	35
358	3	Using Email	T/502/4301	3	20

Unit	Level	Title	UAN	Credits	GLH
427	4	Assist in the design of Business Continuity Management procedures	F/503/9237	4	15
428	4	Assist with the development of an organisational Business Continuity Management strategy	L/503/92/42	5	20
429	4	Drafting Financial Statements	R/600/4955	6	55
430	4	Plan, allocate and monitor work in own area of responsibility	H/600/9674	5	25

Unit 128

Comply with Health and Safety requirements in the workplace

UAN:	F/600/8113
Level:	1
Credit value:	4
GLH:	18
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Pro Skills UK the sector skills council for the Process and Manufacturing Sector
Aim:	To demonstrate that candidates can conduct their day to day work in a Healthy and safe way and follow emergency procedures for their workplace

Learning outcome
The learner will: 1. be able to comply with workplace health and safety requirements
Assessment criteria
The learner can: 1.1 follow health and safety requirements at work 1.2 work safely at all times 1.3 follow current workplace practices that apply to the job role 1.4 ensure that personal conduct in the workplace does not endanger the health and safety of self and or others 1.5 follow workplace practices for the safe use of equipment, materials and products 1.6 follow suppliers/manufacturers' instructions for the safe use of equipment, materials and products 1.7 report differences between workplace practices and suppliers/manufacturers' instructions to the responsible/ appropriate person

Learning outcome
The learner will: 2. understand workplace health and safety requirements
Assessment criteria
The learner can: 2.1 explain the legal duties for health and safety in the workplace as required by the health and safety at work act 1974

2.2	describe the duties for health and safety as defined by specific legislation covering the job role
2.3	state workplace practices that cover the job role, and why it is important to follow them
2.4	explain the importance of complying with health and safety requirements and working safely
2.5	explain the importance of following workplace practices and suppliers/manufacturers' instructions
2.6	state who in the organisation should differences between workplace practices and suppliers/manufacturers' written instructions be reported to
2.7	explain the importance of ensuring that your personal conduct does not endanger yourself and others

Learning outcome
The learner will: 3. be able to comply with workplace emergency procedures
Assessment criteria
The learner can: 3.1 work safely at all times, complying with all rules and regulations 3.2 when necessary raise the alarm and find and inform a responsible/appropriate person of the emergency 3.3 take prompt action to minimise the risk of personal injury in an emergency 3.4 follow the emergency procedure promptly, calmly and correctly

Learning outcome
The learner will: 4. understand workplace emergency procedures
Assessment criteria
The learner can: 4.1 ensure that you know what the emergency procedure is for your workplace 4.2 state why it is important to work safely at all times 4.3 explain health and safety duties as defined by specific legislation covering your job role 4.4 describe methods of raising the alarm in case of emergency in the workplace 4.5 state occasions when it may be necessary to find and inform a responsible/appropriate person of the emergency 4.6 describe ways of minimising risk of personal injury 4.7 explain the importance of following the emergency procedure promptly, calmly and correctly

Unit 128

Comply with Health and Safety requirements in the workplace

Supporting information

Guidance

Procedures

Specifications of how to carry out work activities in a manner that will ensure the required outcomes if the procedure is followed accurately. All workplace policies, practice and procedures should be specified.

Emergency procedure

The procedure that is to be used in the event of an emergency occurring in the workplace.

Raising the alarm

This could be done by either:

- mechanical/electrical means
- notifying someone else
- shouting

Hazard/risk

The Health and Safety Executive (HSE) have defined two important concepts as follows: a hazard is something with the potential to cause harm: a risk is the likelihood of a hazard's potential being realised.

Responsible/appropriate Person

Person/s who has the expertise in and/or responsibility for the areas of work affected by the procedure. This is likely to include colleagues with production, safety, health, environment and quality specialisms

Problems

Problems which can occur in some or all of the following situations:

- working policies which do not conform to laid down policies
- working practices
- others
- unsafe behaviour
- accidental breakages
- accidental spillages
- environmental factors

Work place

This is the single or multiple areas in which you carry out your work. Changes in the workplace covered by this unit are in relation to:

- layout of workplace
- new facilities and services

Working practices

These are any activities, procedures, use of materials or equipment and working techniques/instructions used in carrying out your job. In this unit it also covers any omissions in good working practice that may pose a threat to health and safety.

Workplace policies

The Workplace Policies covered by this unit are documentation prepared by the employer on the procedures to be followed regarding Health and Safety matters. It could be the employer's safety procedures covering aspects of the workplace that should be drawn to the employees' attention.

Health, safety and environmental Legislation

To be aware of all relevant legislation and company policy including the disposal of waste.

Unit 129

Developing skills for working with others from different countries and diverse cultures

UAN:	Y/503/5260
Level:	1
Credit value:	2
GLH:	20
Assessment requirements specified by a sector or regulatory body:	The unit is assessed by Portfolio of evidence with internal and external moderation.
Aim:	To develop working relations and an understanding across different cultures.

Learning outcome
The learner will: 1. understand that there are differences and similarities between people from different countries and diverse cultures
Assessment criteria
The learner can: 1.1 give at least three examples of ethnic minority groups in your country 1.2 identify at least three similarities and three differences between people from a different country or culture 1.3 describe two examples of how differences between your own and other people's cultural behaviour may affect how people work together as a group

Learning outcome
The learner will: 2. understand how perceptions and attitudes about people can affect working relationships
Assessment criteria
The learner can: 2.1 give at least two examples of how a person's attitude towards someone from a different country or culture can be influenced 2.2 describe how stereotyping can cause prejudice and discrimination 2.3 state two consequences of someone being prejudiced when working as part of a diverse team

Learning outcome
The learner will: 3. demonstrate the skills required for effectively working in a group which includes people from a different country or culture
Assessment criteria
The learner can: 3.1 identify the skills required for working effectively in a diverse group 3.2 give at least two examples which demonstrate the application of these skills when working in a diverse group

Unit 250

Building working relationships with others from different countries and diverse cultures

UAN:	M/503/8617
Level:	2
Credit value:	2
GLH:	20
Assessment requirements specified by a sector or regulatory body:	The unit is assessed by portfolio of evidence with internal and external moderation
Aim:	To build working relationships with others from different countries and cultures

Learning outcome
The learner will: 1. know the importance of treating people from different countries or cultures as individuals
Assessment criteria
The learner can: 1.1 illustrate how a stereotype of someone from a different country or culture may influence an individual's expectation of him/her 1.2 compare a stereotypical view of people from a different country or culture with their experience of an individual from that country or culture 1.3 describe why they should treat people as individuals

Learning outcome
The learner will: 2. be able to use inter-personal skills to build effective working relationships when working as part of a diverse group
Assessment criteria
The learner can: 2.1 interact with others to build an effective working relationship in a diverse group and demonstrate his/her contribution to: a. identifying group goals; b. encouraging a shared sense of group values; c. promoting respect for diversity; d. showing sensitivity for the needs of individuals; e. ensuring the fair treatment of individuals; f. cooperating with others

Learning outcome

The learner will:

3. be able to use communication skills to build effective working relationships when working as part of a diverse group

Assessment criteria

The learner can:

- 3.1 interact with others to build effective working relationships in a diverse group and demonstrate the use of effective communication skills
 - a. produce a short written report about a local community issue, which can be understood by individuals who may not use english as a first language
 - b. give an oral presentation to communicate the following: what the issue is and why it should be addressed
 - c. lead a discussion on ways that a diverse group might address the issue;
- demonstrate:
- clear communication of ideas
 - answer and ask questions of others
 - seek clarification of points when appropriate
 - actively listen to the views of others
 - summarise and develop key points
 - use appropriate body language
 - bring the discussion to a timely conclusion
 - summarise key outcomes of the discussion

Unit 251

Ensure your own actions reduce risks to health and safety

UAN:	Y/600/9011
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	Complete match to Skillset's NOS: X2
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skillset the sector skills council for the Creative Industries
Aim:	The unit will enable learners to ensure that their own personal presentation and behaviour meet the requirements of relevant instructions, procedures and legal requirements.

Learning outcome
The learner will: 1. understand hazards and risks in the workplace
Assessment criteria
The learner can: 1.1 define hazards and risks 1.2 outline key hazards and risks in own workplace, describing safe working practices 1.3 outline key hazards and risks within own job role, describing precautions

Learning outcome
The learner will: 2. understand own responsibilities for health and safety in the workplace
Assessment criteria
The learner can: 2.1 identify own responsibilities for health and safety in own workplace and job role under health and safety legislation, explaining the importance of personal presentation and behaviour 2.2 describe procedures for dealing with risks outside the scope of own responsibility, identifying the appropriate personnel with whom to liaise in own workplace

Learning outcome
The learner will: 3. be able to evaluate hazards and risks in the workplace
Assessment criteria
The learner can: 3.1 identify workplace instructions relevant to own job 3.2 identify any unsafe practices in own workplace and job role 3.3 check which potentially unsafe working practices present the highest risk to self and others

Learning outcome
The learner will: 4. be able to reduce risks to health and safety in the workplace
Assessment criteria
The learner can: 4.1 work safely in accordance with own level of competence, relevant instructions and legal requirements, following environmentally friendly practices 4.2 manage any health and safety risks within own capability and responsibility 4.3 suggest ways of reducing risks to health and safety to the appropriate personnel 4.4 report any differences between workplace and suppliers' or manufacturers' instructions 4.5 take action to address any hazards in accordance with workplace procedures and legal requirements 4.6 ensure that own personal presentation and behaviour meets the requirements of relevant instructions, procedures and legal requirements

Unit 252

Payroll processing

UAN:	Y/600/8893
Level:	2
Credit value:	3
GLH:	13
Aim:	The aim of this unit is for the learner to have the skills necessary to be able to process the payroll for income tax and National Insurance contributions.

Learning outcome
The learner will: 1. be able to determine income tax to be deducted from gross pay
Assessment criteria
The learner can: 1.1 apply the tax code for an employee from given information 1.2 process pre-tax deductions correctly 1.3 calculate accurately income tax manually or using HMRC cd rom for: <ul style="list-style-type: none">• standard suffix codes operated on a cumulative or non-cumulative basis• BR code operated on a cumulative basis.• NT• D0 1.4 identify the authority required to change an employee's tax code and process the change accurately 1.5 record PAYE deductions using paper p11s or the HMRC database

Learning outcome
The learner will: 2. be able to determine national insurance contributions to be deducted from gross pay
Assessment criteria
The learner can: 2.1 calculate accurately NIC for categories a, c, d and f, manually or using the HMRC cd rom for: <ul style="list-style-type: none">• employee NI contributions• employer NI contributions 2.2 record NICs using p11 working sheets

Learning outcome
The learner will: 3. be able to determine voluntary deductions and non-standard statutory deductions
Assessment criteria
The learner can: 3.1 process voluntary deductions in an appropriate way 3.2 process other statutory deductions: <ul style="list-style-type: none"> • Attachment of earnings (1971 act) • CTAEOs • Deductions from earnings orders • Scottish arrestment orders • Student loan repayments

Learning outcome
The learner will: 4. record and reconcile payments and deductions to employees and external agencies
Assessment criteria
The learner can: 4.1 prepare a payroll summary to record and itemise payments and deductions, including employer's NIC 4.2 produce payslips to detail statutory and organisational information regarding employees' individual pay 4.3 reconcile payments and deductions made from employees pay with the total payroll 4.4 complete payment schedules for different methods of payment to employees 4.5 complete form p32

Unit 253

Processing customers' financial transactions

UAN:	F/601/8320
Level:	2
Credit value:	4
GLH:	8
Relationship to NOS:	Skill requirements derived from National Occupational Standards for the Financial Services Sector Bank and Building Society Accounts CP01: Process customers' financial transactions Knowledge requirements derived from National Occupational Standards for the Financial Services Sector Bank and Building Society Accounts CP01: Process customers' financial transactions
Assessment requirements:	Portfolio of evidence.
Aim:	This unit may be suitable for learners whose work involves receiving from and/or making payments to customers and monitoring customers' payments. The learner will make sure that the amount and documentation are accurate, that all procedures are carried out in line with the organisation's requirements and that customer payments are made on time.

Learning outcome
The learner will: 1. be able to deal with customer transactions and documentation
Assessment criteria
The learner can: 1.1 receive payments from and/or make payments to customers 1.2 confirm that amounts and balances are accurate 1.3 process payments accurately in accordance with the organisation's procedures 1.4 recognise discrepancies in documentation and take appropriate action

1.5 make sure that all documentation, entries and records are accurate and legible

Learning outcome

The learner will:

2. be able to comply with all codes, laws and regulatory requirements

Assessment criteria

The learner can:

- 2.1 follow the organisation's systems, procedures and organisational timescales
- 2.2 explain the organisation's customer service and complaints procedure
- 2.3 act within personal authority limits and recognising when to refer to others
- 2.4 explain the sources of information and advice within the organisation
- 2.5 identify the different methods of receiving financial information
- 2.6 comply with legal requirements, industry regulations, organisational policies and professional codes
- 2.7 explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role

Unit 254

Using email

UAN:	M/502/4300
Level:	2
Credit value:	3
GLH:	20
Relationship to NOS	This unit is linked to the Level 2 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT. See IT User Assessment Strategy available from www.e-skills.com for assessment guidance.
Aim:	This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages. On completion of this unit a candidate should be able to understand and make effective use of a range of intermediate e-mail software tools to send, receive and store messages for at times non-routine or unfamiliar activities.

Learning outcome
The learner will: 1. use e-mail software tools and techniques to compose and send messages
Assessment criteria
The learner can: 1.1 select and use software tools to compose and format e-mail messages, including attachments 1.2 determine the message size and how it can be reduced 1.3 send e-mail messages to individuals and groups 1.4 describe how to stay safe and respect others when using e-mail 1.5 use an address book to organise contact information

Learning outcome
The learner will: 2. manage incoming e-mail effectively
Assessment criteria
The learner can: 2.1 follow guidelines and procedures for using e-mail 2.2 read and respond to e-mail messages appropriately 2.3 use email software tools and techniques to automate responses 2.4 describe how to archive e-mail messages, including attachments 2.5 organise, store and archive e-mail messages effectively 2.6 respond appropriately to e-mail problems

Unit 351

Ensure responsibility for actions to reduce risks to health and safety

UAN:	T/602/1912
Level:	3
Credit value:	4
GLH:	18
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by ProSkills, the Sector Skills Council for Health and Safety.
Aim:	The aim of this unit is to provide candidates with the knowledge/understanding/skills to understand their health and safety responsibilities in the workplace.

Learning outcome
The learner will: 1. be able to identify the hazards and evaluate the risks in the workplace
Assessment criteria
The learner can: 1.1 identify workplace instructions that are relevant to them and their job role 1.2 identify working practices and hazards in the workplace that could be harmful 1.3 evaluate the hazards and prioritise in risk order. 1.4 report hazards to the responsible person

Learning outcome
The learner will: 2. be able to reduce the risks to health and safety in the workplace
Assessment criteria
The learner can: 2.1 perform work activities at own level of competence in accordance with identified health and safety: <ul style="list-style-type: none">• workplace policies• instructions and procedures• suppliers and manufacturers' information and• relevant legal requirements. 2.2 manage hazards in accordance with workplace instructions and legal requirements

2.3 report any differences between workplace instructions and supplier/manufacture instructions

Learning outcome

The learner will:

3. know how to reduce risks to health and safety in the workplace

Assessment criteria

The learner can:

- | |
|--|
| 3.1 explain their responsibility in remaining alert to hazards and risks |
| 3.2 describe own responsibilities and scope for action in controlling risk |
| 3.3 explain the importance of adhering to health and safety policies and practices |
| 3.4 describe where and when to get additional health and safety assistance |
| 3.5 describe the importance of personal presentation and behaviour in maintaining health and safety in the workplace |

Unit 352

Gather information for a business impact analysis

UAN:	J/503/9272
Level:	3
Credit value:	3
GLH:	8
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Cfa the sector skills council for business administration

Learning outcome
The learner will: 1. understand how to gather information for a business impact analysis
Assessment criteria
The learner can: 1.1 explain their organisation's business continuity management (BCM) policy 1.2 describe their organisation's products and services 1.3 explain the supply chain on which their organisation's products and services depend 1.4 explain methods used to conduct a business impact analysis 1.5 describe specific sources of information for the business impact analysis 1.6 explain interview techniques and how to apply them to obtain relevant information for the business impact analysis 1.7 explain the purpose of maintaining a record of interviewees

Learning outcome
The learner will: 2. be able to gather information for a business impact analysis
Assessment criteria
The learner can: 2.1 agree objectives and deadlines for the business impact analysis 2.2 identify primary candidates for interview to provide information required for the business impact analysis 2.3 carry out interviews with agreed subjects and record information gathered 2.4 check that information is complete and in line with BCM policy 2.5 meet deadlines for the business impact analysis 2.6 report information in the agreed format 2.7 make a record of interviewees 2.8 get feedback on information provided 2.9 provide clarification or additional information where necessary

Unit 353

Operating credit control procedures

UAN:	Y/601/8324
Level:	3
Credit value:	4
GLH:	10
Relationship to NOS:	<p>Skill requirements derived from National Occupational Standards for the Financial Services Sector Bank and Building Society Accounts CP03: Operate credit control procedures</p> <p>Knowledge requirements derived from National Occupational Standards for the Financial Services Sector Bank and Building Society Accounts CP03: Operate credit control procedures</p>
Assessment requirements:	Portfolio of evidence.
Aim:	This unit may be suitable for learners who identify instances of non-payment and take appropriate action to recover moneys due. They will operate credit control procedures, identifying and understanding the reason(s) for non payment, identifying opportunities for the collection of money and recognising when outstanding debts should be referred to others in the organisation.

Learning outcome
The learner will: 1. be able to identify non payment
Assessment criteria
The learner can: 1.1 identify the different methods of receiving financial information 1.2 identify instances of non-payment 1.3 identify bad and potentially bad debts accurately 1.4 establish the reasons for non-payment

Learning outcome
The learner will: 2. be able to take appropriate action with non payment
Assessment criteria
The learner can: 2.1 explain the organisation's policy and procedure for communicating with customers 2.2 take action to recover monies due by clarifying discrepancies and requesting any outstanding amounts 2.3 explain why and how respect should be shown to customers 2.4 obtain the customer's agreement to pay the amount owed 2.5 agree appropriate methods of payment with the customer and monitor their compliance with these 2.6 identify continued non-payment and take appropriate action 2.7 take the nature and circumstances of the account holder into account when deciding what action to take 2.8 explain the organisation's customer service and complaints procedure 2.9 explain the sources of information and advice within the organisation

Learning outcome
The learner will: 3. be able to comply with all codes, laws and regulatory requirements
Assessment criteria
The learner can: 3.1 follow the organisation's systems, procedures and time limits for dealing with late payments 3.2 act within the personal authority limits recognising when to refer to others 3.3 keep accurate and up-to-date records of all actions taken 3.4 comply with legal requirements, industry regulations, organisational policies and professional codes 3.5 explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role

UAN:	D/601/8146
Level:	3
Credit value:	3
GLH:	15
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by International Association of Book-keepers (IAB).
Aim:	This unit is about the learner being able to control the processing of payroll, ensuring the production of timely and accurate reports, payslips and payments. The learner will also be able to reconcile the payroll, to ensure all payments to employees are valid.

Learning outcome
The learner will: 1. ensure compliance with current legislation
Assessment criteria
The learner can: 1.1 correctly identify the treatment of allowances and enhancements with respect to income tax, national insurance contributions, 1.2 pensions deductions 1.3 ensure all director's NIC calculations comply with the relevant legislation 1.4 ensure compliance with attachments of and deductions from earnings, allowances and fees legislation

Learning outcome
The learner will: 2. communicate effectively with both internal and external parties
Assessment criteria
The learner can: 2.1 make payments to statutory and non-statutory bodies by the required deadline, accompanied by the applicable documentation and in 2.2 accordance with organisational requirements and procedure 2.3 check that individuals raising queries are authorised to receive the information they are requesting 2.4 seek clarification or additional information from employees or managers where the nature of their queries is not clear 2.5 present accurate information extracted from the payroll system in an appropriate format

UAN:	M/601/8149
Level:	3
Credit value:	2
GLH:	10
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by International Association of Book-keepers (IAB).
Aim:	The unit aims to give the learner the skills to enable them to produce period end reports and complete the necessary tax authority documentation for monthly and annual periods as necessary. The learner will also be able to make payments.

Learning outcome
The learner will: 1. complete period end procedures effectively
Assessment criteria
The learner can: 1.1 reconcile cumulative pay records to end-of-period balances 1.2 calculate and report the total cost of the payroll to the employer 1.3 accurately complete and file all statutory and non-statutory end-of-period returns by the applicable due dates 1.4 provide end-of-period information for employees by the applicable statutory date 1.5 accurately and promptly prepare internal end-of-period summaries for accounting purposes

Learning outcome
The learner will: 2. make third party payments
Assessment criteria
The learner can: 2.1 reconcile totals of income tax and national insurance contributions deducted with payments made to the relevant tax authority 2.2 reconcile the total of employee and employer pension and additional voluntary contributions against pay and check that this agrees with the pensions scheme rules and requirements 2.3 reconcile other payments which need to be made to third parties 2.4 make accurate and timely payments to third parties following completion of the payroll

Unit 356

Plan, allocate and monitor work of a team

UAN:	Y/600/9669
Level:	3
Credit value:	5
GLH:	25
Relationship to NOS:	This unit is linked to Council for Administration NOS,
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by CfA the sector skills council for business administration.
Aim:	This unit is about planning, allocating and monitoring the work of a team.

Learning outcome
The learner will: 1. be able to plan work for a team
Assessment criteria
The learner can: 1.1 agree team objectives with own manager 1.2 develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team

Learning outcome
The learner will: 2. be able to allocate work across a team
Assessment criteria
The learner can: 2.1 discuss team plans with a team 2.2 agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members 2.3 agree standard of work required by team

Learning outcome
The learner will: 3. be able to manage team members to achieve team objectives
Assessment criteria
The learner can: 3.1 support all team members in order to achieve team objectives

Learning outcome
The learner will: 4. be able to monitor and evaluate the performance of team members
Assessment criteria
The learner can: 4.1 assess team members' work against agreed standards and objectives 4.2 identify and monitor conflict within a team 4.3 identify causes for team members not meeting team objectives

Learning outcome
The learner will: 5. be able to improve the performance of a team
Assessment criteria
The learner can: 5.1 identify ways of improving team performance 5.2 provide constructive feedback to team members to improve their performance 5.3 implement identified ways of improving team performance

Unit 357

Support individuals with specific communication needs

UAN:	T/601/8282
Level:	3
Credit value:	5
GLH:	35
Assessment requirements specified by a sector or regulatory body:	<p>This unit is endorsed by Skills for Care & Development (SfC&D) the sector skills council for people providing social work, social care and children's services to the people of the UK Skills for Care and Development .</p> <p>This unit must be assessed in accordance with Skills for Care and Development's Framework Assessment Principles. Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.</p>
Aim:	<p>This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.</p>

Learning outcome
The learner will: 1. understand specific communication needs and factors affecting them
Assessment criteria
The learner can: 1.1 explain the importance of meeting an individual's communication needs 1.2 explain how own role and practice can impact on communication with an individual who has specific communication needs 1.3 analyse features of the environment that may help or hinder communication 1.4 analyse reasons why an individual may use a form of communication that is not based on a formal language system 1.5 identify a range of communication methods and aids to support individuals to communicate 1.6 describe the potential effects on an individual of having unmet communication needs

Learning outcome
The learner will: 2. be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them
Assessment criteria
The learner can: 2.1 work in partnership with the individual and others to identify the individual's specific communication needs 2.2 contribute to identifying the communication methods or aids that will best suit the individual 2.3 explain how and when to access information and support about identifying and addressing specific communication needs

Learning outcome
The learner will: 3. be able to interact with individuals using their preferred communication
Assessment criteria
The learner can: 3.1 prepare the environment to facilitate communication 3.2 use agreed methods of communication to interact with the individual 3.3 monitor the individual's responses during and after the interaction to check the effectiveness of communication 3.4 adapt own practice to improve communication with the individual

Learning outcome
The learner will: 4. be able to promote communication between individuals and others
Assessment criteria
The learner can: 4.1 support the individual to develop communication methods that will help them to understand others and be understood by them 4.2 provide opportunities for the individual to communicate with others 4.3 support others to understand and interpret the individual's communication 4.4 support others to be understood by the individual by use of agreed communication methods

Learning outcome
The learner will: 5. know how to support the use of communication technology and aids
Assessment criteria
The learner can: 5.1 identify specialist services relating to communication technology and aids 5.2 describe types of support that an individual may need in order to use communication technology and aids 5.3 explain the importance of ensuring that communication equipment is correctly set up and working properly

Learning outcome
The learner will: 6. be able to review an individual's communication needs and the support provided to address them
Assessment criteria
The learner can: 6.1 collate information about an individual's communication and the support provided 6.2 contribute to evaluating the effectiveness of agreed methods of communication and support provided 6.3 work with others to identify ways to support the continued development of communication

UAN:	T/502/4301
Level:	3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT. See IT User Assessment Strategy available from www.e-skills.com
Aim:	This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages. On completion of this unit a candidate should be able to help others to make more efficient use of email. software tools to send, receive and store messages for complex and non-routine activities.

Learning outcome
The learner will: 1. use e-mail software tools and techniques to compose and send messages
Assessment criteria
The learner can: 1.1 select and use software tools to compose and format e-mail messages, including attachments 1.2 explain methods to improve message transmission 1.3 send e-mail messages to individuals and groups 1.4 explain why and how to stay safe and respect others when using e-mail 1.5 use an address book to manage contact information

Learning outcome
The learner will: 2. manage use of e-mail software effectively
Assessment criteria
The learner can: 2.1 develop and communicate guidelines and procedures for using e-mail effectively 2.2 read and respond appropriately to e-mail messages and attachments 2.3 use email software tools and techniques to automate responses 2.4 explain why, how and when to archive messages 2.5 organise, store and archive e-mail messages effectively 2.6 customise e-mail software to make it easier to use 2.7 explain how to minimise e-mail problems 2.8 respond appropriately to email problems

Unit 427

Assist in the design of business continuity management procedures

UAN:	F/503/9237
Level:	4
Credit value:	4
GLH:	15
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Cfa the sector skills council for business administration

Learning outcome
The learner will: 1. understand factors that will influence the development of business continuity management (BCM) procedures
Assessment criteria
The learner can: 1.1 identify the people, products and processes required for the organisation to continue to function 1.2 identify the supply chain on which people, products and processes depend 1.3 explain their organisation's BCM strategy 1.4 describe their organisation's existing BCM procedures, if any 1.5 identify the senior decision-makers in the organisation for BCM procedures 1.6 explain who to contact for advice when developing BCM procedures

Learning outcome
The learner will: 2. understand how to assist with the development of BCM procedures
Assessment criteria
The learner can: 2.1 explain the concept of BCM 2.2 explain how to translate the concept of BCM into the design of BCM procedures 2.3 describe methods of developing BCM systems and procedures that achieve required outcomes 2.4 explain ways in which reasonable and appropriate contributions to the development of BCM procedures can be made 2.5 explain the benefits of developing a range of options for the design of BCM procedures

Learning outcome
The learner will: 3. understand how to consult on BCM procedures
Assessment criteria
The learner can: 3.1 explain the purpose and benefits of consulting on design options 3.2 explain who should be consulted and how to organise this consultation 3.3 explain the types of information and advice that people may need to reach a decision on design options 3.4 explain the procedures for sign-off, review and updating of documents

Learning outcome
The learner will: 4. be able to contribute to proposals for BCM procedures
Assessment criteria
The learner can: 4.1 make contributions to the content and scope of the procedure that are reasonable and appropriate to the needs of the organisation and its supply chain 4.2 work with others to agree requirements for the procedure and the systems needed to support it

Learning outcome
The learner will: 5. be able to contribute to the design of BCM procedures
Assessment criteria
The learner can: 5.1 produce design options for BCM procedures consistent with agreed requirements 5.2 consult with relevant people when developing different design options 5.3 make sure the design options conform with best practice, legal requirements and with any organisational business continuity strategy and policy 5.4 make sure design options will protect products and services and are proportionate to the organisation's needs 5.5 make sure design options take account of the organisation's supply chain, where necessary 5.6 present design options in a form and style which is clear and understandable by users and decision-makers 5.7 provide sufficient information to enable agreement of a final procedure 5.8 record the final procedure in sufficient detail for implementation 5.9 use agreed configuration management procedures

Unit 428

Assist with the development of an organisational business continuity management strategy

UAN:	L/503/9242
Level:	4
Credit value:	5
GLH:	20
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Cfa the sector skills council for business administration

Learning outcome
The learner will: 1. understand organisational factors that will influence an organisational business continuity management (BCM) strategy
Assessment criteria
The learner can: 1.1 describe the critical products and services that form the core of the organisation 1.2 explain the knock-on effect that disruptions in one area of the business might have on other areas 1.3 describe the supply chain on which the organisation depends 1.4 explain the structure of the organisation and its brands 1.5 explain the hierarchy of the organisation in terms of decision-making 1.6 explain the culture of the organisation 1.7 explain the organisation's attitude to risk 1.8 explain the systems processes and functions within the organisation 1.9 explain the boundaries of their role and responsibilities 1.10 explain the constraints within which they operate

Learning outcome
The learner will: 2. understand how to assist with the development of an organisational business continuity management strategy
Assessment criteria
The learner can: 2.1 explain the concepts of business continuity management 2.2 explain the interface between business continuity management and other areas such as risk management, HR practices and law, finance information capture, health & safety, emergency planning, disaster recovery, facilities and security 2.3 explain the principles of writing a business impact analysis 2.4 explain the methods of writing a business impact analysis 2.5 explain the methods of analysing and evaluating information 2.6 explain ways of selecting and engaging appropriate people when conducting a business impact analysis 2.7 explain ways of presenting information to promote debate and inform decisions 2.8 explain how to use information from the business impact analysis to write a business continuity plan

Learning outcome
The learner will: 3. be able to assist with the development of a business continuity management strategy
Assessment criteria
The learner can: 3.1 conduct a business impact analysis, consulting and involving others as appropriate 3.2 identify the critical components of the organisation's activities and single points of failure and analyse their vulnerability 3.3 contribute to the development of a BCM strategy taking account of the business impact analysis and the business continuity policy 3.4 create a common understanding of business continuity and disaster recovery amongst colleagues 3.5 provide feedback from work colleagues to inform the final BCM strategy 3.6 draft a business continuity plan

UAN:	R/600/4955
Level:	4
Credit value:	6
GLH:	55
Assessment requirements specified by a sector or regulatory body:	<p>This unit is endorsed by International Association of Book-keepers (IAB)</p> <p>For competency qualifications, must be delivered and assessed with unit 'Principles of Drafting Financial Statements'.</p> <p>Skills based assessment under controlled conditions or work based assessment</p>

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. draft statutory financial statements for a limited company
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 apply accounting standards and relevant legislation to correctly identify, and accurately adjust, accounting information 1.2 use appropriate information to accurately draft a statement of comprehensive income 1.3 use appropriate information to accurately draft a statement of financial position (balance sheet) 1.4 prepare notes to the accounts which satisfy statutory current disclosure requirements, in respect of accounting policies, fixed assets, current and long term liabilities, equity 1.5 draft an accurate statement of cash flows (cash flow statement)

Learning outcome
The learner will: 2. draft simple consolidated financial statements
Assessment criteria
The learner can: 2.1 draft a consolidated income statement for a parent company with one partly owned subsidiary 2.2 draft a consolidated statement of financial position (balance sheet) for a parent company with one partly owned subsidiary 2.3 apply current standards to accurately calculate and appropriately deal with the accounting treatment of goodwill, non-controlling interest (minority interest) and post acquisition profits, in the group financial statements

Learning outcome
The learner will: 3. interpret financial statements using ratio analysis
Assessment criteria
The learner can: 3.1 calculate and interpret the relationship between the elements of the financial statements with regard to profitability, liquidity, efficient use of resources and financial position 3.2 draw valid conclusions from the information contained within the financial statements 3.3 present clearly and concisely issues, analysis and conclusions to the appropriate people

Unit 430

Plan, allocate and monitor work in your own area of responsibility

UAN:	H/600/9674
Level:	4
Credit value:	5
GLH:	25
Relationship to NOS:	MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the management standards centre.
Aim:	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

Learning outcome
The learner will: 1. be able to produce a work plan for own area of responsibility
Assessment criteria
The learner can: 1.1 explain the context in which work is to be undertaken 1.2 identify the skills base and the resources available 1.3 examine priorities and success criteria needed for the team 1.4 produce a work plan for own area of responsibility

Learning outcome
The learner will: 2. be able to allocate and agree responsibilities with team members
Assessment criteria
The learner can: 2.1 identify team members' responsibilities for identified work activities 2.2 agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members

Learning outcome
The learner will: 3. be able to monitor the progress and quality of work in own area of responsibility and provide feedback
Assessment criteria
The learner can: 3.1 identify ways to monitor progress and quality of work 3.2 monitor and evaluate progress against agreed standards and provide feedback to team members

Learning outcome
The learner will: 4. be able to review and amend plans of work for own area of responsibility and communicate changes
Assessment criteria
The learner can: 4.1 review and amend work plan where changes are needed 4.2 communicate changes to team members

Unit 431

Raise awareness of business continuity management within a team

UAN:	H/503/9277
Level:	4
Credit value:	4
GLH:	15
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Cfa the sector skills council for business administration

Learning outcome
The learner will: 1. understand the principles and procedures of business continuity management (BCM)
Assessment criteria
The learner can: 1.1 explain the concepts of BCM 1.2 explain their organisation's BCM procedures 1.3 explain their organisation's BCM structure and their own role within this 1.4 explain the roles and responsibilities of different team members within the organisation's BCM procedures 1.5 distinguish between business continuity management and a business continuity plan

Learning outcome
The learner will: 2. understand how to raise awareness of BCM within a team
Assessment criteria
The learner can: 2.1 explain how to communicate BCM throughout the team's BCM structure 2.2 explain how to select and structure appropriate information to contribute to awareness-raising events

Learning outcome
The learner will: 3. be able to raise awareness of BCM within a team
Assessment criteria
The learner can: 3.1 make sure all team members know what business continuity management is 3.2 communicate BCM and own role within it throughout the team's BCM structure 3.3 make sure all staff know what their roles and responsibilities are in the organisation's BCM procedures 3.4 contribute to awareness-raising events within the team

Unit 508

Design business continuity management procedures

UAN:	M/503/9251
Level:	5
Credit value:	10
GLH:	50
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Cfa the sector skills council for Business and administration

Learning outcome
The learner will: 1. understand factors that will influence the development of business continuity management (BCM) procedures
Assessment criteria
The learner can: 1.1 identify the people, products, processes and dependencies required for the organisation to continue to function 1.2 identify the supply chain on which people, products, processes and dependencies depend 1.3 identify the senior decision-makers in the organisation for BCM procedures 1.4 determine who to contact for advice when developing BCM procedures 1.5 explain how to develop a budget for BCM procedures

Learning outcome
The learner will: 2. understand how to develop BCM procedures
Assessment criteria
The learner can: 2.1 explain the concept of BCM 2.2 explain how to translate the concept of BCM into the design of BCM procedures 2.3 explain the principles of gathering data for the purpose of business impact analysis 2.4 describe methods of developing BCM systems and procedures that achieve required outcomes, business continuity and organisational objectives 2.5 explain the benefits of developing a range of options for the design of BCM procedures 2.6 explain methods of developing design options 2.7 explain the purpose and benefits of producing designs which reflect realistic timescales and costs 2.8 explain ways of producing designs which reflect realistic timescales and costs

Learning outcome
The learner will: 3. understand how to consult on and agree BCM procedures
Assessment criteria
The learner can: 3.1 explain the purpose and benefits of consulting on design options 3.2 explain who should be consulted and how to organise this consultation 3.3 explain the types of information and advice that people may need to reach a decision on design options 3.4 explain methods of presentation, using techniques of persuasion 3.5 explain techniques of negotiating designs with users and decision makers

Learning outcome
The learner will: 4. be able to make proposals for BCM procedures
Assessment criteria
The learner can: 4.1 identify the content and scope of the procedure appropriate to the needs of the organisation and its supply chain 4.2 work with others to agree requirements for the procedure and the systems needed to support it 4.3 gain agreement and support of senior decision-makers 4.4 agree a budget for BCM procedures

Learning outcome
The learner will: 5. be able to design BCM procedures
Assessment criteria
The learner can: 5.1 produce design options for BCM procedures consistent with agreed requirements and budgets 5.2 consult with relevant people when developing different design options 5.3 make sure the design options conform with legal requirements and with any organisational business continuity strategy and policy 5.4 make sure design options will protect products and services and are proportionate to the organisation's needs 5.5 make sure design options take account of the organisation's supply chain 5.6 present design options in a form and style to help users and decision-makers understand 5.7 assess design options' strengths and weaknesses 5.8 provide sufficient information and advice to enable agreement of a final procedure 5.9 record the final procedure in sufficient detail for implementation



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.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. 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
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework:** general guidance about the Framework and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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