

Level 2/3 Certificate in Principles of Business and Administration (4475)

Assessment guide

Level 2 – 501/01596

Level 3 – 501/0093/2



www.cityandguilds.com
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1 Guidance for assessor

Introduction

This document contains information to help support the delivery of the assessment for Level 2 and 3 Certificate in Principles of Business and Administration.

The guidance should be read alongside specific assignments and the qualification handbooks.

Units – Level 2 and 3

Unit title	City & Guilds unit number	Assessment components required
Principles of personal responsibilities and working in a business environment	201	One assignment or online multiple choice test*
Principles of providing administrative services	202	One assignment or online multiple choice test*
Principles of managing information and producing documents	203	One assignment or online multiple choice test*
Principles of supporting change in a business environment	204	One assignment
Principles of supporting business events	205	One assignment
Principles of maintaining stationery stock	206	One assignment
Principles of working in the public sector	207	One assignment
Principles of personal responsibilities and how to develop and evaluate own performance at work	301	One assignment or online multiple choice test*

Principles of working with and supervising others in a business environment	302	One assignment or online multiple choice test*
Principles of managing information and producing documents in a business environment	303	One assignment or online multiple choice test*
Principles of providing and maintaining administrative services	304	One assignment or online multiple choice test*
Principles of project management	305	One assignment
Principles of contributing to innovation and change	306	One assignment
Principles of working in the Public Sector	307	One assignment
Principles of budget in a business environment	308	One assignment

Please refer to the qualification handbook for rules of combination for each qualification before delivery. Some units are barred from each other and only the highest credit value of a unit will be counted towards the achievement of any one qualification.

*It is anticipated that the online multiple choice tests (for mandatory units) will be available from December 2010.

Centre/ qualification approval

Centres wishing to offer City & Guilds qualifications must gain prior approval.

New centres must apply for centre and qualification approval.

Centres already approved to run the 4413 Level 2/3 Certificate/ Diploma in Business and Administration or 4404 Level 2/3 NVQ in Business and Administration will receive **automatic approval** to run 4475 (at the equivalent level). Please note any sanctions applied to existing approval would also be applied to the new.

Full details of the process for both centre and qualification approval are given in *Providing City & Guilds qualifications – a guide to centre and qualification (scheme) approval* which is available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website www.cityandguilds.com.

City & Guilds reserves the right to suspend an approved centre, or withdraw approval from an approved centre to conduct a particular City & Guilds qualification or qualifications, for reasons of

debt, malpractice, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications, or that may prejudice the name of City & Guilds.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres choosing the online multiple choice test method of assessment for any of the mandatory units are also required to set up a GOLA profile in order to offer online examinations to learners (this process can take place once the GOLA test are live in December 2010). Setting up a GOLA profile is a simple process that need only be completed once by the centre.

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

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

Assignments

This guidance should be read in conjunction with specific guidance in each assignment.

Each assignment will provide opportunities for learners to be assessed on a range of the unit syllabus content. Each assignment consist of two sections: section A will be task based and section B will consist of a number of short answer questions (although some small units may only contain one section or task). The assignment specification will vary across units. Assessors are required to administer and mark assignments to the criteria set. Evidence generated should be available to the external verifier for scrutiny, as per the normal visit or when requested.

Assessors should ensure that learners are aware of the standard they have to reach in order to achieve a pass.

A 3% spelling and 5% grammar and punctuation tolerance **must** be applied to Section A of each assignment. It is recommended that assessors use their professional judgement when identifying any errors. Learners should only be penalised once for the same error.

Learners should be encouraged to use dictionaries and/or spell checkers when completing the assignments.

Learners should also be reminded of the need for good quality presentation of their work. Assignments **must** be presented in a neat and business-like manner. It is at the assessor's discretion as to whether assignments meet this standard.

The marking criteria provided for each assignment details sample answers. They are indicative of the type of answers the learner should give and are therefore not definitive. Other suitable answers can be accepted and this is the responsibility of the professional judgement of the assessor. It is recommended that any alternative answers are annotated on the marking criteria and used during standardisation, internal and external verification.

Completion of assignments

Assessors will decide when each learner should complete an assignment and will be expected to organise the assignments according to the requirements of the learners and the course.

Learners can expect a reasonable amount of guidance on how to organise themselves in order to:

- accomplish tasks
- check that the evidence of the required underpinning knowledge has been produced.

Assessors are strongly advised to check and familiarise themselves with the requirements and feasibility of each assignment before it is issued to learners.

Equipment/resources required

Each assignment will detail the equipment and resources required to complete the particular assignment eg the guidance notes will detail any research required prior to the learner sitting the assignment. The length of time given for the research to be carried out is at the centre's discretion and does not form part of the time limit for the completion of the assignment itself.

Learners can take their research into the assessment and it is recommended that they submit all notes with their completed assignment.

Grading of assignments, units and overall qualification

Each assignment is graded as either Re-sit, Refer, Pass, Merit, Distinction in accordance with the grading criteria for the assignment.

- Specific marking and grading criteria is provided for each assignment.

In general a Pass is 65%, Merit is 75% and Distinction is 85%, although this may vary slightly depending on the assignment.

Online multiple choice tests are also graded as either Fail, Pass, Merit, Distinction in accordance with the test specification.

Time allowance for assignments

It is recommended that each assignment is completed in one sitting and within the allocated time allowance (excluding research time). Should assessors find that the recommended time for an assignment is considerably at a variance with the time taken by the learner, they should contact their external verifier in the first instance, who will advise accordingly and feed this information back to City & Guilds where appropriate.

These assignments should be completed under supervision. An example witness statement form is in Appendix 1 which should be used to testify that learners who are on distance learning programmes/employer based have completed the assignment in the time recommended.

Opportunities to repeat assignments

If the learner fails only one task within Section A (or the whole assignment for optional units) they may repeat the whole task, however they will only be able to achieve a Pass overall for the whole assignment. If the learner fails more than one task they must take a re-sit assignment (an alternative version can be downloaded from the City & Guilds website).

If the learner fails Section B (Mandatory units only) they must re-sit the whole of Section B from an alternative version.

If the learner resits either Section A or B they will only be able to achieve a Pass grade overall.

It is at the centre's discretion as to whether they allow a learner to

- sit the online multiple choice test if they fail the assignment (mandatory units only)
- sit an assignment if they fail the online test (mandatory units only)
- to take more than one re-sit assignment or online test

Centres should take into account the individual's circumstances, centre resources, time available etc.

Assessors should ensure that the learner receives appropriate support before the learner is allowed to retake the task/assignment. It is recommended that assessors should allow a minimum of seven days or alternative sufficient period of time before any task/assignment is retaken.

The assignments are summative assessment, and other than to gain a Pass, learners may not retake tasks or assignments to improve grades. It is therefore essential that the assignments are not used as formative assessment and that learners only attempt the assignments when they are judged to be fully ready. Should tutors/assessors wish to prepare learners for the assessments, they may devise their material or use the sample assignments (available from the City & Guilds website) and provide feedback on these.

Please refer to Appendix 2, 3 and 4 for example documents of feedback and action planning forms which may be used by assessors. They are examples only and you may wish to alter them.

Whatever method you use to ensure quality checks are taking place, please send a copy of your proposed system to your external verifier.

Health and safety

The importance of safe working practices must always be stressed. Learners have responsibilities for the safety of others as well as themselves. Anyone behaving in an unsafe manner must be stopped and suitable warnings given. A learner should not be allowed to continue working on an assignment if they have contravened these requirements.

Data protection, security

The centre should have available a copy of the Data Protection Act and bring its contents to the attention of learners.

Centres should themselves ensure that all evidence produced by learners is kept secure and that assignments are kept locked safely away until their use. It is the responsibility of the centre/assessor to ensure that the learner taking an assignment/test is the correct person.

Ideally, centres should produce a written strategy outlining their procedures for ensuring the above takes place.

Keeping records

The learner records that the centre must hold as required for regulatory compliance purposes must include:

- learner name
- date of birth
- particular assessment requirements
- organisation
- assessor(s) name
- quality assurance co-ordinator/programme co-ordinator's name
- date of registration
- learner enrolment number
- qualification title and level
- progress records, including unit accreditation and qualification completion dates.

The assessment records that the centre must hold for three years as required for regulatory compliance purposes include:

- name of the learner
- units/components assessed, types of evidence submitted, assessment methods used
- names of each assessor involved with the units/components

- dates on which the assessments took place
- assessment locations
- assessment decisions made
- assessment plans, review and feedback records, assessment judgements.

For more detailed information on keeping records please refer to the City & Guilds document, Ensuring quality – policy and practice for externally verified/moderated assessment, January 2007, (FR-00-0023), available from the City & Guilds website.

Types of evidence

Assignments are written in a way to encourage learners to produce different types of evidence.

It is important that learners ensure their name and enrolment number is on all items of evidence handed in.

Authenticity

Centres are reminded to check for authenticity of work where learners may be using text and the internet to complete tasks.

Quality assurance of assignments

These qualifications are Vocationally Related Qualifications (VRQs) and do not imply occupational competence. Centres are required to establish a system of internal verification/scheme co-ordination to monitor assessors' decisions. This means that the work of assessors involved in the qualification(s) must be monitored by a quality assurance co-ordinator, to ensure that assessors are applying the standards consistently throughout assessment activities. Quality assurance co-ordinators/programme co-ordinators and external verifiers will sample learners' work to ascertain whether the evidence for an assignment is complete, and to ensure that the allocation of grades by assessors has been fair and beyond dispute. It is for this reason that the signature of both the assessor and the learner is required on the assignment mark sheet.

Assessors must ensure that learners understand why a particular assessment decision has been reached. Where learners do not feel that the assessment decision has been fair, they should have the opportunity to access the normal appeals/complaints procedure of the centre/learning provider in the first instance, and if this does not resolve the situation, of the awarding body.

The use of grading for the assessment of practical work makes it possible for verifiers to use a system of sampling, but when doing so they have to be sure that the evidence is complete and that the allocation of marks and grades has been fair and beyond dispute. It is for this reason that both the assessor's signature and that of the learner is required on the final mark sheet. Quality assurance co-ordinators need to be sure learners understand why the relevant grade has been allocated for the qualification.

Learners' work may also be subject to external verification, which may be by a visit or by post.

There will normally be one external verification activity per centre, per year.

Guidance on qualifications/experience for trainers/learning providers

Trainers/learning providers should be technically competent in the areas for which they are delivering training and should also have experience of providing training. This will be looked for at the approval stage and will be monitored by the external verification process.

Assessors should have recent relevant experience in the specific area they will be assessing.

Assessors need to have a greater level of experience and understanding than those they are assessing.

In addition, assessors must demonstrate the ability to mark assignments using externally set criteria.

While the A/V units are valued as a qualification they are not currently a requirement for assessors of these qualifications.

If a learner's work is selected for external verification, samples of work must be available to the appointed external verifier.

An external verifier will visit the centre/learning provider and their role includes the following:

- ensuring that quality assurance co-ordinators are undertaking their duties satisfactorily
- monitoring internal quality assurance systems and sampling assessment activities, methods and records
- acting as a source of advice and support
- promoting best practice
- providing prompt, accurate and constructive feedback to all relevant parties on the operation of centre's/learning provider's assessment systems.

Policy on managing cases of suspected malpractice

The policy on Managing cases of suspected malpractice by centres and learners can be found on the City & Guilds website **www.cityandguilds.com**.

Claiming certification

Learners must be registered at the beginning of their course. Centres should submit registrations via the Walled Garden, under the appropriate qualification/complex number. Assignments successfully achieved should be claimed using the Walled Garden Form S (Results submission); component numbers must be entered on Form S, followed by P (Pass), M (Merit), D (Distinction). Details on all procedures can be found in the Directory of Awards, published annually by City & Guilds.

This information also appears on City & Guilds website **<http://www.cityandguilds.com>**

2 Guidance for learners

The following are general instructions which should be followed alongside any specific instructions for each assignment.

- Before you start the assignment you should read the assignment text carefully. This will help you to understand how each task fits into the whole assignment and to plan your answers.
- For each assignment all tasks and short answer questions **must** be attempted.
- There is a recommended time allowance for each assignment.
- On each sheet of paper you should type or write your name and enrolment number.
- Dictionaries may be used when completing the assignment(s).
- Check with your Assessor/Tutor, if necessary, to ensure that you have fully understood the process.
- You must, at all times, observe all relevant Health and Safety precautions.
- At the conclusion of this assignment, check your work and then hand all paperwork to your Assessor.
- You and your assessor must sign each Assessment Record to verify that all the work contained in that assignment is your own.

Policy for appeals

The policy on *Reviews, appeals and complaints against assessments* can be found on the City & Guilds website **www.cityandguilds.com**.

Appendix 1 Witness testimony - example

Level 2/3 Certificate in Principles of Business and Administration

Candidate name _____

Centre name and number _____

I hereby testify that the above candidate has carried out all the requirements of the following assignment within the recommended time allowance of 3 hours. I further testify that all work submitted is authentic and the candidate's own.

Assignment title (Version) and tasks completed _____

Venue _____

Date _____

Witness details

Name _____

Position/ Job Title _____

Organisation/ contact details _____

Candidate signature _____ **Date** _____

Witness signature _____ **Date** _____

Appendix 2 Summary of unit assignment achievements - example

Level 2/3 Certificate in Principles of Business and Administration

Candidate name _____

Candidate enrolment number _____

Centre name and number _____

Assignment title (Version)	Date	Candidate signature	Assessor signature

Confirmation of achievement for which certification is requested

Quality Assurance Co-ordinator signature _____

Date _____

NB: Where a Quality Assurance Co-ordinator is signing off the achievements and confirming this candidate has completed prior to certification, they should sign and date where indicated.

If the Quality Assurance Co-ordinator has also 'sampled' one or more of the candidate's evidence, the Quality Assurance Co-ordinator should also initial against the unit number in red.

Appendix 3 Assessor tracking document - example

Level 2/3 Certificate in Principles of Business and Administration

Assessor name

Appendix 4 Learner assessment record - example

Assignment feedback and results sheet Level 2/3 Certificate in Principles of Business and Administration

Unit number and title

Learner's name	-----	Enrolment number	-----
Assessor's name	-----	Centre number	-----
Dates assignment submitted	1 st -----	2 nd -----	

Tasks	1st Submission	Resubmission	IV Signature if sampled
	Outcome Pass/Fail	Outcome Pass/Fail	
A	-----	-----	-----
B	-----	-----	-----

Assessor/Tutor feedback to learner on outcome of assessment

Target date and action plan for resubmission (if applicable)

Assessor/Tutor feedback to learner on outcome of resubmission

Date of final assessment decision

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency

Tutor/assessor's
signature

Date

I confirm that the assignment work to which this result relates, is all my own work

Learner signature

Date

Internal verifier
signature

Date

Useful contacts

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