QUALIFICATION HANDBOOK

City & Guilds Level 4 Diploma in Business and Professional Administration (4710-04)

January 2023 Version 2.0

City&
Guilds

Qualification at a glance

Subject area	Business and professional administration
City & Guilds number	4710-04
Age group approved	18+, 19+
Entry requirements	None
Assessment	Centre set and marked assignments
Fast track	None
Support materials	• Centre handbook • Assessment pack • Exemplar assignments • Centre devised assignment writing guidance • Recording forms • Online tutor and learner support material
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
City & Guilds Level 4 Diploma in Business and Professional Administration	4710-04	600/6623/4

Version and date	Change detail	Section
V1.0 Sept. 2012	Initial version	All
V2.0 Jan. 2023	TQT and GLH added	Structure
	City and Guilds added to title	Throughout
	QCF reference removed	Sources of useful information
	Version control table added	Qualification at a glance

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	For candidates who work or want to work as Senior Administrators or Managers or in positions such as: • Office Manager • Administration Team Leader • Personal Assistant • Business Development Executive. This qualification is designed to provide learners with the knowledge and understanding relevant to their chosen career paths and aspirations within a business and professional administration context. It provides a progression route for learners qualified to Level 3 who may have completed relevant qualifications such as the Level 3 Certificate or Diploma in Principles of Business and Administration.
What does the qualification cover?	It allows learners to learn, develop and practise the higher level skills required for employment and/or career progression. It will enable learners to gain generic and specific management and technical skills appropriate to their field or aspirations. The qualification also gives opportunities for research, analysis and original thought which are skills valued by higher education institutions.
Is the qualification part of a framework or initiative?	This qualification serves as a technical certificate, in the Business and Professional Administration Higher Apprenticeship Framework.
What opportunities for progression are there?	It allows candidates to progress into employment or to further study such as: • ILM Level 4 or Level 5 Qualifications in Management • City & Guilds Professional Recognition Awards. • Foundation Degree or other higher education qualifications • Learners may also be able to gain membership of professional bodies such as the Institute of Administrative Management (IAM).

City & Guilds Level 4 Diploma in Business and Professional Administration (4710-04)

Structure

To achieve the City & Guilds Level 4 Diploma in Business and Professional Administration (4710-04), learners must achieve:

- 70 credits from the mandatory units **and**
- a minimum of 20 credits from the optional units available.

City & Guilds Level 4 Diploma in Business and Professional Administration			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory units			
Y/504/2905	400	Understanding organisations	15
A/504/1455	401	Effective communication in business	15
D/504/2906	402	Business ethics	15
K/504/1449	403	Personal and professional development	10
H/504/2907	404	Resource management	15
Optional units			
K/504/2908	405	Recruitment and selection of staff	10
H/504/2910	406	Planning and implementing change within businesses	10
T/504/1129	407	Project management	15
F/602/1797	408	Managing information and knowledge	15
K/504/2911	409	Planning and managing customer service	10
A/504/2914	410	Business law	15
T/504/2913	411	Problem solving and decision making	10
K/602/1809	412	Administrative systems	10

Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

1) The number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and

2) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 4 in Business and Professional Administration	243	265/900

2 Centre requirements

Approval

There is no fast track approval for this qualification; existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Centre staffing

It is important that centre staff involved in the delivery or internal quality assurance of this qualification have the appropriate knowledge and skills to ensure its effective delivery.

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing, including setting and marking assignments
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Assessors and internal quality assurers

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualification. However, it is strongly recommended that Assessors and Internal Quality Assurers hold these qualifications or equivalent if they are going to be involved in writing and approving centre set and marked assignments.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and quality assurance is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 18 as this qualification is not approved for under 18s.

3 Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment pack	Available on the qualification pages on the **City & Guilds Website**
Exemplar assignments	Available on the qualification pages on the **City & Guilds Website**
Developing centre devised assessments (guidance for centre based assessment writers GM1)	Available on the qualification pages on the **City & Guilds Website**
Centre devised recording forms	Available on the qualification pages on the **City & Guilds Website**

Recording documents

City & Guilds has developed a set of Centre Devised Recording forms, for new and existing centres to use as appropriate when developing centre set and marked assignments. The Centre Devised Recording Forms are available on the assessment section of the 4710 qualification pages on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the Qualifications Consultant, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4   Assessment

The units within this qualification are assessed by assignments, which are set and marked by the centre.

Detailed assessment guidance for all units is provided in a separate Assessment Pack. Exemplar assignments are also provided for the mandatory units which centres may use as is or tailor to suit local circumstances. Assessment materials are available to download from the qualification pages on the City & Guilds website **www.cityandguilds.com**

Centre set assignments must be approved by the Qualifications Consultant (QC) before use. For each assignment, the *Assignment Sign Off Sheet* (AD3) must be completed and be made available to the QC for inspection. For further guidance on the approval process for centre set assignments and guidance on how to produce, please refer to the document, 'Developing centre devised assessments – guidance for centre based assessment writers (GM1)', which is available to download from the qualification page on the City & Guilds website. Recording forms and generic marking and grading criteria are also provided on these pages.

Assessment of the qualification

City & Guilds Level 4 Diploma in Business and Professional Administration

Unit Number	Unit Title	Assessment method	Where to obtain assessment guidance materials
400	Understanding organisations (Level 4) (15)	Centre devised assignment	City & Guilds Website
401	Effective communication in business (Level 4) (15)	Centre devised assignment	City & Guilds Website
402	Business ethics (Level 4) (15)	Centre devised assignment	City & Guilds Website
403	Personal and Professional Development (Level 4) (10)	Centre devised assignment	City & Guilds Website
404	Resource Management (Level 4) (15)	Centre devised assignment	City & Guilds Website
405	Recruitment and selection of staff (Level 4) (10)	Centre devised assignment	City & Guilds Website
406	Planning and implementing change within businesses (Level 4) (10)	Centre devised assignment	City & Guilds Website
407	Project management (Level 4) (15)	Centre devised assignment	City & Guilds Website
408	Managing information and knowledge (Level 4) (15)	Centre devised assignment	City & Guilds Website
409	Planning and managing customer service (Level 4) (10)	Centre devised assignment	City & Guilds Website
410	Business law (Level 4) (15)	Centre devised assignment	City & Guilds Website
411	Problem solving and decision making (Level 4) (10)	Centre devised assignment	City & Guilds Website
412	Administrative systems (Level 4) (10)	Centre devised assignment	City & Guilds Website

Time constraints

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact their Qualifications Consultant for guidance.
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

5 Units

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- guided learning hours
- learning outcomes in detail expressed as practical skills and/ or underpinning knowledge
- range - the words in bold are listed as headings in the table below the related assessment criteria.

The range must be covered in the delivery of the unit. Where eg is used, this is indicative content that could be covered or replaced by other, similar material. It is not a requirement that all of the range is assessed. In some cases, additional guidance is provided in relation to the breadth and depth of coverage of range.

Unit 400   Understanding organisations

UAN:	**Y/504/2905**
Level:	Level 4
Credit value:	15
GLH:	48
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAF174.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is to enable learners to understand the relationship between an organisation and its environment. This unit aims to provide the learner with a framework which links external organisational factors, for example legal, economic and competition, to the internal configuration and operation of an organisation.

Learning outcome
The learner will:
1.   Understand the relationship between the external environment and business organisations
Assessment criteria
The learner can:
1.1   describe the distinguishing features and workings of different **types of organisation** and the environments within which they operate
1.2   explain the importance of **positioning** organisations within their sectors.

Range
Types of organisation
Small, large, public, private and voluntary.
Positioning
Market share, big player, degrees of influence, attitudes to risk, influence of contemporary issues, such as Government policies.

Learning outcome
The learner will:
2.   Be able to analyse the impact of environmental forces on organisations and the way they are configured
Assessment criteria
The learner can:
2.1   apply **environmental analysis techniques** to public sector, private sector and voluntary sector organisations
2.2   assess the impact of external forces on organisational structure, strategy, activities and performance.

Range
Environmental analysis techniques
Use of PESTEL (political, economic, sociological, technological, environmental and legislative) to analyse the effects of the environment.
This should include reference to competitors within the environment the organisation operates in.
Impact
Use of PESTEL analysis to show how different forces affect different types of organisations at different times and the difficulties involved in responses.

Learning outcome
The learner will:
3.   Understand the legal status of different types of organisations
Assessment criteria
The learner can:
3.1   explain the **legal classifications** of different organisations.

Range
Classifications
Types of business will range from small organisations including sole traders, partnerships and small charities through to medium and large organisations in the public and private sector.
Learners will need to understand that roles, liabilities and accountabilities will vary according to the size, type and constitution of the business/organisation.

Learning outcome
The learner will:
4.   Understand the contribution of business functions and organisational structures to the overall purpose and performance of organisations

Assessment criteria
The learner can:
4.1   explain how **business functions** contribute to **organisational objectives**
4.2   describe **different types** of organisational structure
4.3   analyse the effect of organisational structure on the **performance** of organisations.

Range
Business functions
HR department, finance, marketing, operational departments, customer services.
Organisational objectives
Harmonisation of objectives, all linking together, bigger picture.
Different types
Tall, flat, matrix, organic. Learners should refer to relevant theories e.g. Handy, Mintzberg and Pugh.
Performance
Decision making, speed of communication, reaction to change, structural deficiencies
Learners should consider McKinsey 7's' to show a systemic rather than systematic perspective.

Learning outcome
The learner will:
5.   Understand the importance of organisational policies and procedures to ensure the efficient and effective operation of organisations

Assessment criteria
The learner can:
5.1   explain the **importance of policies and procedures** in achieving organisational goals
5.2   explain the impact of non-conformances to organisational policies and procedures.

Range
Importance of policies and procedures
Operations, HR and Finance policies to be reviewed with emphasis on their role within the organisation and how they contribute to an organisation's overall purpose and mission.

Unit 401　　Effective communication in business

UAN:	**A/504/1455**
Level:	Level 4
Credit value:	15
GLH:	40
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAA616.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is to provide learners with an understanding of the importance of effective communication, written, verbal and non-verbal, in a business environment. Learners will understand why effective communication is critical for businesses and will be able to recommend different types of communication methods suitable for specific purposes.

Learning outcome
The learner will:
1. Understand the importance of effective communication in business
Assessment criteria
The learner can:
1.1 explain the **relevance** of the **communication cycle** in effective communication
1.2 explain the **benefits** of different types of communication
1.3 explain how effective communication in business **motivates** employees and customers
1.4 evaluate the **effectiveness** of **different types of communication.**

Range
Relevance
Communication is a two way process involving exchange of ideas.
Communication cycle
Communication is not complete until the intended message is understood.

Benefits

Ensures clarity, message is understood, allows depth of information to be conveyed, can be tailored to suit different audiences and situations.

Motivates

Can promote more efficient working, transparency and trust.

Effectiveness

Did communication meet its purpose?

Different types of communication

Non-verbal communication including: reports, emails

Verbal communication including: presentations, video and teleconferencing, face to face meetings.

Learning outcome
The learner will:
2.   Understand the importance of effective written communication in business
Assessment criteria
The learner can:
2.1   explain the importance of clear written communication in business which meets the needs of **different audiences**
2.2   evaluate **different sources of information** that may be used when preparing written communication
2.3   evaluate different **styles and tones** of written communication.

Range
Different audiences
Internal and external stakeholders, difference between public documents and documents intended for internal use only, use of technical language (when to use/not to use).
Different sources of information
Reviewing the reliability of sources of information before use, checking the language used and suitability for the audience.
Styles and tones
Formal and informal.
Assertive, passive, passive aggressive, aggressive.
Impact of tone of voice to convey different messages.

Learning outcome
The learner will:
3.   Understand the importance of effective verbal communication in business

Assessment criteria
The learner can:
3.1   evaluate ways of communicating verbally **clearly and convincingly** to different audiences
3.2   describe the **benefits** of active listening
3.3   explain how to overcome **barriers** to verbal communication.

Range
Clearly and convincingly
Use of tone of voice, passion, enthusiasm, subject knowledge and preparation.
Benefits
Ensures clarity and that the message was understood in the way it was intended.
Barriers
In relation to, location, specific needs of individuals. These could be overcome by the use of technology eg video conferencing, tele-conferencing, specific equipment for people with particular requirements.

Learning outcome
The learner will:
4.   Understand how to communicate effectively in a non verbal way

Assessment criteria
The learner can:
4.1   explain how to **recognise** and respond to **different body language** in business environments
4.2   explain how **rapport** is developed with colleagues and customers through using effective non verbal communication.

Range
Recognise
Facial expressions, gestures, movement, eye contact, touch, personal space.
Different body language
Facial expressions, gestures, movement, eye contact, touch, personal space.
Rapport
Use of mirroring, active listening.

Learning outcome
The learner will:
5. Understand the purpose and value of getting feedback when developing communication skills
Assessment criteria
The learner can:
5.1 evaluate **different ways** of getting feedback on whether communications have achieved their purpose
5.2 explain the **purpose** of using feedback to develop communication skills.

Range
Different ways
One to one feedback, use of surveys, focus groups, samples.
Purpose
Can aid self-development, may assist the development of communication strategies.

Learning outcome
The learner will:
6. Be able to recommend communication methods for specific purposes
Assessment criteria
The learner can:
6.1 identify the **purpose** of the communication
6.2 justify the use of different **types** of communication for specific purposes
6.3 recommend **communication strategies** for specific purposes.

Range
Purpose
Formal/informal
What is the intended outcome of the communication? Who is the audience? Should the communication be technical/non-technical?
Types
verbal (oral and written), non verbal
Communication strategies
e.g. the use of: telemarketing, branding, media, paper based communication

Unit 402   Business ethics

UAN:	D/504/2906
Level:	Level 4
Credit value:	15
GLH:	32
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAF174.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim	This unit introduces learners to the concepts of business ethics in terms of the underpinning theories and their application in a business context. The main aim of the unit is to enable learners to acquire a critical understanding of the fundamentals of the subject, and how the tensions between ethics and commerce can be recognised, addressed and harmonised.

Learning outcome
The learner will:
1.   Understand the main principles, values and development of business ethics
Assessment criteria
The learner can:
1.1   explain the **nature** and **purpose** of business ethics
1.2   describe **theories** on ethics which apply to business practice
1.3   describe how governments **influence** ethical approaches to business.

Range
Nature
A definition of business ethics.
Purpose
Relationship between ethics and law, justification of why business ethics is necessary.
Theories
Learners should refer to relevant theories in relation to egoism, utilitarianism, human rights, Kantian ethics, social, contract.

Influence

This will include examples of the interaction between governments and business eg organisations such as the IMF, World Banks and how they have acted as a tool for administering ethics and ethical policies.

Learning outcome
The learner will:
2. Understand national and international contemporary ethical issues affecting businesses
Assessment criteria
The learner can:
2.1 describe contemporary national and international **ethical issues** affecting businesses
2.2 explain the **impact** of ethical issues on business activities.

Range
Ethical issues
Ethical trade, corruption, child labour, globalisation.
Impact
Need for corporate reporting, regulatory compliance, marketing and communications, intellectual property, decisions not to engage in certain activities.

Learning outcome
The learner will:
3. Understand the role of Corporate Social Responsibility (CSR) within business decision making, its interaction with stakeholder expectations and impacts for societies
Assessment criteria
The learner can:
3.1 explain the **principles** of corporate social responsibility
3.2 analyse how corporate social responsibility requirements **impact** on business decision making
3.3 describe the **importance of stakeholder engagement** on the creation of corporate social responsibility policies.

Range
Principles
Definition and meaning of CSR in relation to key business activities, concept of corporate citizenship, corporate accountability, approaches to corporate responsibility.
Impact
Relationship between corporate responsibility, corporate social responsibility and sustainability, environmental issues, impacts on

contractual stakeholders such as employees, shareholders, customers and suppliers.

Importance of stakeholder engagement

The need to balance tensions and debates on CSR with stakeholder management.

Learning outcome
The learner will:
4.   Understand the significance of ethics in establishing and maintaining organisational policies and procedures to promote positive workplace relationships
Assessment criteria
The learner can:
4.1   describe the **legal principles** which are used to underpin organisational policies and procedures for diverse communities
4.2   explain the **advantages** to organisations of addressing and enhancing legal and ethical obligations
4.3   explain the **need for training and education** to promote adherence to established ethical policies and procedures.

Range
Legal principles
Aims of relevant legal and regulatory frameworks for promoting diversity and equality eg equal opportunities policy, health and safety policies. Characteristics of a diverse community and implications for the workplace.
Advantages
Risk of non-compliance if not done, improved employer/employee relationships, promotion of ethical behaviour, policies and practice that reflects the values of the organisation.
Need for training and education
Role of attitudes, beliefs and actions in promoting equality and diversity, use of refresher training to help embed values of organisations, to ensure consistency of approach and to demonstrate organisational commitment .

Unit 403   Personal and professional development

UAN:	**K/504/1449**
Level:	Level 4
Credit value:	10
GLH:	25
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAA627.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit it to provide learners with an understanding of the different methods and resources available to them to help them plan for their personal and professional development. They will learn how to identify factors that may affect targets or goals, prioritise actions and how feedback from others can be utilised to aid their development and career progression. They will be able to develop a plan which can either be used during progress of a course of study or as a tool for their future or current career path.

Learning outcome
The learner will:
1.   Understand how to plan for personal and professional development
Assessment criteria
The learner can:
1.1   describe the **benefits** of personal and professional development
1.2   identify **development opportunities** for career and personal progression
1.3   analyse development opportunities that may support career and personal progression.

Range
Benefits
• Personal - update skills, gain new skills, increase motivation, confidence.
• Professional - career progression, meeting organisation goals, how role fits into organisation.

Development opportunities
Skills, knowledge, qualifications, enterprise opportunities.
Internal and external development opportunities with reference to skills, knowledge, qualifications, enterprise opportunities with reference to benefits for self and organisation.

Learning outcome
The learner will:
2.   Understand how people learn
Assessment criteria
The learner can:
2.1   explain the **principles** of how people learn
2.2   describe different learning styles
2.3   evaluate **learning resources** to support development
2.4   analyse the use of different learning strategies .

Range
Principles
Relevant theories, methodologies, pedagogies.
Learning resources
Libaries, organisation's resources, IT, Internet.

Learning outcome
The learner will:
3.   Be able to produce personal and professional development plans
Assessment criteria
The learner can:
3.1   carry out **self-audit** of skills and experience
3.2   identify **targets** for personal and professional development
3.3   use **methods** to track personal development
3.4   create a personal and professional development plan.

Range
Self-audit
Feedback from others, skills scan, looking at job role.
Targets
SMART target setting.
Candidate should investigate and select appropriate mechanisms to monitor own progress.
Methods
Task manager, blog, project management tools, diaries, performance review/plan, objectives.
Plan includes what, who, how and when in a clear format.

Learning outcome
The learner will:
4. Be able to make recommendations for personal and professional development

Assessment criteria
The learner can:
4.1 explain the **benefits** of reflective practice
4.2 evaluate **progress** against development plan
4.3 recommend opportunities for further development.

Range
Benefits
Extent to which targets have been met/not met including any changes in expectations, further support required, barriers to progress.
Progress
The candidate should identify further personal and professional development.

Unit 404   Resource management

UAN:	H/504/2907
Level:	Level 4
Credit value:	15
GLH:	48
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAA533.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit is concerned with the monitoring and controlling of resources used by organisations in the pursuit of organisational goals. In a competitive environment, the organisation needs to perform at maximum levels of efficiency and effectiveness, irrespective of the nature of the business. Competent management of resources is essential to support at least survival and at best, growth. Learners will be given an understanding of the levels of responsibilities in relation to the management of physical resources such as finance, equipment, materials and people.

Learning outcome
The learner will:
1.   Understand the roles undertaken and activities involved in resource management

Assessment criteria
The learner can:
1.1   analyse the **levels of management** within organisations
1.2   describe **differences** between management and leadership
1.3   explain the **factors** which influence styles of leadership in relation to different situations
1.4   describe the series of **transformation processes** which transform resources into desired outputs within organisations.

Range
Levels of management
Learners will need to be given an understanding of levels of management with reference to relevant theories eg Mintzberg v Fayol. They will need to examine strategic, tactical, operational levels and differentiate roles undertaken from activities performed.

Differences

Learners will need to understand the differences in relation to managing resources and leading people.

Factors

Leader led, task, context.

Transformation processes

Use of range of resources to produce a range of outputs at different levels eg ITO diagrams.

Learning outcome
The learner will:
2. Understand the processes for determining resources within different types of organisations
Assessment criteria
The learner can:
2.1 identify processes for determining resources in organisations
2.2 distinguish between the process of determining resources in public, private and voluntary **organisations.**

Range
Organisations
Public - hospitals, private, voluntary -charities.

Learning outcome
The learner will:
3. Understand the techniques required to plan and control the efficient and effective use of equipment and staff resources
Assessment criteria
The learner can:
3.1 explain the importance of **planning and control techniques** in resource management
3.2 apply planning and control techniques to **manage resources**.

Range
Planning and control techniques
Control loop for each resource, eg Gantt chart.
Relevant control theories, management control systems.
Manage resources
Staff, equipment, application of performance management techniques to given situations.
Use of planned preventative maintenance and replacement theory.

Learning outcome
The learner will:
4.   Be able to prepare, control and report on budgets for operational areas
Assessment criteria
The learner can:
4.1   describe **how to forecast** revenue and costs for an operational areas
4.2   analyse costs associated with the production of goods or services
4.3   calculate standard and actual costs using costing models
4.4   propose **actions** to be taken to control costs.

Range
How to forecast
Focus is on how managers use financial information to control costs within their areas of responsibility.
Use of relevant accounting tools, standard costing, marginal costing.
Actions
Budget review meetings, cost reduction activities.

Learning outcome
The learner will:
5.   Understand the principles and processes that underpin materials management
Assessment criteria
The learner can:
5.1   describe **materials management techniques** used in manufacturing and service organisations
5.2   explain **processes** involved in purchasing, monitoring and controlling the use of supplied goods and services
5.3   evaluate systems to monitor supplier contracts
5.4   recommend actions to resolve supplier failures.

Range
Materials management techniques
Traditional stock control techniques and Just in Time.
Processes
In relation to specific scenarios.

Unit 405 Recruitment and selection of staff

UAN:	T/504/3754
Level:	Level 4
Credit value:	10
GLH:	20
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAG1212.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is to provide learners with an understanding of the key considerations and processes when recruiting and selecting staff. Learners will understand the general processes that organisations follow when appointing new members of staff and the importance of the induction and probation process. They will then be able to apply this to specific situations if they are in a position which requires them to recruit and select staff.

Learning outcome
The learner will:
1. Understand the key considerations of the recruitment and selection process
Assessment criteria
The learner can:
1.1 describe the **recruitment process**
1.2 explain the **factors** that generate a need for recruitment
1.3 explain how **legal and legislative requirements** apply to the recruitment process
1.4 analyse recruitment **resources** used for different roles in organisations.

Range
Recruitment process
Learners should be given an understanding of roles and responsibilities of all parties, timescales and the start to finish process organisations will undertake to fill vacancies.

Factors
Vacancies due to maternity leave, people leaving, business growth, new projects, restructure.

Legal and legislative requirements
Equal opportunities legislation eg the Equality Act.

Resources
Recruitment agencies, national and free newspapers, specialist websites, intranet, job centres.

Learning outcome
The learner will:
2. Understand how to make effective and fair decisions when recruiting staff

Assessment criteria
The learner can:
2.1 explain **how to select** suitable applicants for interview
2.2 analyse the suitability of different **interview techniques** for different job roles
2.3 explain how fair **selection decisions** are made in the appointment process
2.4 explain the **importance of giving effective feedback** to successful and unsuccessful applicants
2.5 describe the process between the selection of successful applicants and their start date with the organisation.

Range
How to select
Use of pre-prepared selection criteria eg person spec, pre-requisites.
Interview techniques
Panels, informal interviews, tests, tasks, presentations.
Selection decisions
Difference between selecting for interview and appointing, assessment against pre-determined criteria, use of weightings, essential and desirable outcome of interview questions.
Importance of giving effective feedback
Legal implications, personal for the applicant.

Learning outcome
The learner will:
3.   Understand the importance of the induction and probation process for new staff within organisations

Assessment criteria
The learner can:
3.1   describe how to **establish the induction needs** of new staff
3.2   explain **how to set initial objectives**
3.3   describe how performance against objectives can be **monitored, assessed and judged**
3.4   explain **how to deal** with instances of under achievement during the probation period.

Range
Establish the induction needs
Produce targeted induction plan, plan the whole probation period, identify initial training and development needs, consider role they are taking on.
How to set initial objectives
SMART Key Performance Indicators (KPIs).
Monitored, assessed and judged
Regular one to ones, specific activities eg observations, sampling of work.
How to deal with
Extend probation period, give regular and recorded feedback, involvement of HR department, termination of contract.

Learning outcome
The learner will:
4.   Understand the purpose of contracts of employment

Assessment criteria
The learner can:
4.1   explain the **contractual relationship** between the organisation and the employee
4.2   describe mutual **rights and responsibilities** that exist within contracts of employment.

Range
Contractual relationship
What is meant by 'contract of employment'.
Rights and responsibilities
Employer and employee.
Terms and conditions eg annual leave, pay, sick pay entitlement, health and safety.

Unit 406   Planning and implementing change within businesses

UAN:	H/504/2910
Level:	Level 4
Credit value:	10
GLH:	30
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAA114.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is to provide learners with an understanding of the need to plan, manage and implement organisational change in a positive way to ensure that the organisation and its employees benefit from the change. Learners will also gain an understanding of how to evaluate the change process and how to use various tools and techniques for evaluation.

Learning outcome
The learner will:
1.   Understand the need for managing organisational change
Assessment criteria
The learner can:
1.1   describe the **internal and external factors** that contribute to the need for change in organisations
1.2   analyse different **types** of organisational change
1.3   explain the **benefits** of planning organisational change.

Range
Internal factors
Strategic, organisational, sector led objectives, resources eg human, financial, physical, technological.
External factors
Environmental, political, legal, economic, technological.
Types
Strategic, structural, process orientated, people centred.

Benefits

Change is planned and managed, reduces stress levels on individuals, maximise efficiency of existing resources, more opportunities for development, increased skills.

Learning outcome

The learner will:

2. Understand the change process within business environments

Assessment criteria

The learner can:

2.1   explain **processes** for managing change
2.2   explain why **organisational culture** has a **role** in the management of change.

Range

Processes

Learners should be encouraged to refer to current theories and processes eg Kotter's 8 Steps, Dunphy and Stace.

Organisational culture

Learners should be encouraged to refer to specific theories on organisational culture eg Thomas Handy: power culture, role culture, task culture, person culture.

Role

In terms of ensuring clear communication, committed managers, modelling cultures through actions, recognition, change in physical environment.

Learning outcome

The learner will:

3. Understand the importance of effective leadership and management in the change process

Assessment criteria

The learner can:

3.1   explain the **skills** needed to manage people through organisational change
3.2   describe **reasons** for individuals to resist change
3.3   explain how leaders and managers can **overcome** resistance to change.

Range

Skills

Use of effective communication, giving feedback, understanding behaviours/styles, managing performance, team working.

Reasons

Disbelief/anxiety, failure to understand problem, mistrust, demotivation, frustration.

Overcome

Resistance to change eg how organisations encourage participation, empathy, feedback, trust, be open to revision of plans. Learners should refer to specific theories such as Tannenbaum and Schmidt.

Learning outcome
The learner will: 4.   Be able to evaluate the change process in organisations
Assessment criteria
The learner can: 4.1   describe how to **monitor** the implementation of change   4.2   explain the importance of evaluating the efficiency and effectiveness of the implementation process   4.3   use **techniques** to evaluate the change process   4.4   recommend procedures by which the change process can be continually improved.

Range
Monitor   Use of planning tools to monitor cost, quality, adherence to change programme, timescales eg how it can be used for continuous improvement.   **Techniques**   Learners should be given an understanding of the following techniques before applying them: • identifying the benefits of change through SWOT analysis   • force field analysis   • measuring against standards.

Unit 407   Project management

UAN:	T/504/1129
Level:	Level 4
Credit value:	15
GLH:	55
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAA151 and BAA152.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is to provide learners with an understanding of the principles of project management and how projects are set up. Learners will gain an understanding of how to mitigate for risks and develop their skills in using management tools to monitoring and reviewing projects.

Learning outcome
The learner will: 1.   Understand why organisations use project management
Assessment criteria
The learner can: 1.1   describe the **principles** of project management 1.2   explain the **benefits** of project management to organisations and individuals.

Range
Principles Business justification, learning from experience, defined roles and responsibilities, manage by stages, manage by exception, focus on products, objectives, constraints, lifecycle. **Benefits** Possible benefits will include: Increased efficiency, improved customer satisfaction, organisations may be more effective in delivering services, improvements in quality and output, development opportunities within the project team, increase in an organisation's competitive edge, opportunities to expand services, more flexibility, improved risk assessment.

Learning outcome
The learner will:
2.   Understand how to set up projects

Assessment criteria
The learner can:
2.1   explain the **considerations** when reviewing project proposals
2.2   explain **how to set clear goals** for projects
2.3   analyse project **resource requirements**
2.4   explain **how roles and responsibilities are allocated** within project teams
2.5   identify project **communication needs**
2.6   assess **possible risks** to successful completion of projects
2.7   explain how to **mitigate** for possible risks.

Range
Considerations Financial viability of the project, time, legal, resource, budget, constraints, dependencies, confidentiality eg restrictions in relation to the Data Protection Act, who has access to data and project documentation. **How to set clear goals** Identify stakeholders, identify needs, use SMART principles, record goals in project plans. **Resource requirements** Project requirements against goals, time constraints, budget, human resources, training needs, communication needs, IT requirements. **How roles and responsibilities are allocated** Use of experts from different areas of the organisation; use of key stakeholders; identify training needs; meeting schedules; timing of reports. **Communication needs** Formal/informal communication, identifying who requires communication eg stakeholders, management, team members. **Possible risks** Safety issues, optimistic time and cost estimates, unexpected budget costs, unclear roles and responsibilities, stakeholder needs not sought, changing requirements after the start of the project, new requirements, poor communication, lack of commitment. **Mitigate** Health and safety training, regular project review meetings, appropriate communication, training and monitoring.

Learning outcome
The learner will:
3.   Be able to use management tools to maintain, control and monitor projects

Assessment criteria
The learner can:
3.1   describe different **management tools** for monitoring and control of projects
3.2   justify the use of management tools for monitoring and controlling projects
3.3   use management tools to **monitor** projects.

Range
Management tools
Progress reports, budget monitoring reports, GANTT charts, Critical Path Analysis, use of relevant and current project software packages.
Monitor
Updating task status, re-scheduling uncompleted tasks, updating project elements.

Learning outcome
The learner will:
4.   Be able to review projects at all stages

Assessment criteria
The learner can:
4.1   explain **reasons** for reviewing projects after completion
4.2   review projects against original proposals.

Range
Reasons
Improve future projects, enables ability to learn from experience, identify key resources for future projects, ensures comparison against achievements to original objectives, highlights any issues eg health and safety, problems, training needs, shortages in terms of resources, increases in costs, allows for the ability to revise and update plans, enables completion of an end of project report.

Unit 408　　Managing information and knowledge

UAN:	**F/602/1797**
Level:	Level 4
Credit value:	15
GLH:	60
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAD112.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit explores the relationship between data, information and knowledge, and the contribution, information and knowledge management makes to the success of organisations.

Learners who aspire to positions in information and knowledge management will develop the fundamental knowledge, understanding and skills necessary for such job roles. |

Learning outcome
The learner will:
1.　Understand the need to manage information and knowledge within organisations
Assessment criteria
The learner can:
1.1　outline the main **features of information management**
1.2　explain the **relationship between data, information and knowledge**
1.3　analyse the concept of **knowledge management**
1.4　analyse the **benefits** information and knowledge management brings to organisations .

Range
Features of information management
Database management, compiling reports, success/security.
Relationship between data, information and knowledge
Data: one off event
Information: when data is added to data

Knowledge: the ability to use the information.

Knowledge Management
Gather, organise, share, analyse.

Benefits
Efficient processing of data, positive impact on organisation goals, improved productivity, improved customer service.

Learning outcome
The learner will:
2. Understand the role of ICT in managing information and knowledge
Assessment criteria
The learner can:
2.1 outline the **types** and nature of organisational information systems
2.2 explain how Information and Communication Technology (ICT) affects **organisational communication**
2.3 evaluate how ICT can be used to **disseminate knowledge** throughout the organisation.

Range
Types
Accounting, financial, human resources, marketing, operational.
Organisational communication
Formal and informal,
Computer Misuse Act.
Disseminate knowledge
Through written reports, networks, intranet, emails etc, to wide audience.

Learning outcome
The learner will:
3. Understand the links between knowledge management strategy and competitive advantage
Assessment criteria
The learner can:
3.1 explain the **role** and importance of knowledge for organisations
3.2 justify the **need for maintaining a learning culture** in a changing environment
3.3 demonstrate how **knowledge management strategies** and processes support and facilitate organisational learning
3.4 evaluate the relationship between **organisational learning** and **competitive advantage**.

Range
Role Organisational culture, organisational knowledge, individual knowledge, wider cultural context. **Need for maintaining a learning culture** Improved performance, increased customer satisfaction, committed workforce, ability to deal with change. **Knowledge management strategies** In relation to culture, internal/external networks, support/change structures. **Organisational learning** Peter Senge model of organisational learning. **Competitive advantage** Increases profits, less resistance to change.

Unit 409   Planning and managing customer service

UAN:	**K/504/2911**
Level:	Level 4
Credit value:	10
GLH:	30
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAC121, BAC122.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is to relate the management of customer service to the achievement of organisational goals. Learners will gain an understanding of how the effective management of customer service operations and related problems may contribute to increased business for organisations.

Learning outcome
The learner will:
1.   Understand the importance of effective customer service to organisational goals
Assessment criteria
The learner can:
1.1   describe the contribution of customer service in **achieving organisational goals**
1.2   analyse how organisations **integrate customer expectations** into operational objectives.

Range
Achieving organisational goals
Mission, vision, objectives, profitability, service levels, market share, reputation.
Integrate
Referring to established needs/requirements, using feedback from customers, referring to organisational policies.
Customer (internal and external) expectations
Quality, price, delivery times/speed of service, staff behaviour.

Learning outcome
The learner will:
2.   Understand how customer service operations are managed within organisations

Assessment criteria
The learner can:
2.1   explain how to determine the **resources** needed to meet customers expectations
2.2   describe **how to ensure** that planned resources are available when required
2.3   explain the importance of **performance management** in customer service delivery.

Range
Resources
Human resources, equipment, software, training.
How to ensure
Forward planning, use of project management tools.
Performance management
Use of target setting (SMART objectives), monitoring systems, importance of effective communication.

Learning outcome
The learner will:
3.   Understand how to manage problems within the delivery of effective customer service

Assessment criteria
The learner can:
3.1   analyse **information** about customer service **problems**
3.2   identify the **causes** of customer service problems
3.3   evaluate possible **solutions** to customer service problems
3.4   explain how to **monitor the effectiveness** of solutions to customer service problems.

Range
Information
Customer feedback, staff feedback, complaints.
Problems
Response times, professionalism of staff, consistency of response.
Causes
Staff shortages, poor training, lack of systems, systems not adhered to.

Solutions
New policies, revision to processes, staff training. revise customer service plans.

Monitor the effectiveness
Review, use staff and customer feedback, improved customer service index results.

Unit 410 Business law

UAN:	**A/504/2914**
Level:	Level 4
Credit value:	15
GLH:	32
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAF132.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is for learners to understand the application and impact of legal rules and processes to the operation of business in its wider context. This entails an understanding of the main sources, systems and processes of national and international law impacting on business practice and operations, including contract and consumer law, employment law, and the law of tort. The unit aims to outline the main principles of each of these key sources of law, and their impact on day-to-day business operations, and provide learners with the ability to use legal theory in relation to business problems.

Learning outcome
The learner will:
1.   Understand the main sources, systems and processes of national and international law impacting on business practice and operations
Assessment criteria
The learner can:
1.1   illustrate how the **main sources** of national and international law impact on business operations
1.2   distinguish between the roles of criminal and civil law in **controlling and regulating** business practices
1.3   explain the role of **courts** in regulating business actions and dealing with business disputes
1.4   evaluate the significance of the **methods** for alternative dispute resolutions in addressing business disputes.

Range
Main sources
Case law, statute (legislation), European Law and International Law Knowing that they exist and how they impact businesses.

Controlling and regulating

Existence of various categories of law eg revenue law, contract

Distinction between a civil wrong and a crime

Aims of criminal law

Aims and purposes of civil law

Differences in 'burden of proof' and 'standard of proof'.

How civil and criminal law impact on business practices in terms of regulating business practice.

Courts

Civil and Criminal Courts and processes.

The Supreme Court.

System of Appeals.

European Court of Justice.

European Court of Human Rights.

International Courts.

Methods

Role of mediation

Arbitration

Administrative Tribunals

Ombudsman.

Learning outcome
The learner will:
2.   Understand the legal rules on formation, operation and discharge of business contracts
Assessment criteria
The learner can:
2.1   explain the legal rules on **formation** of business contracts
2.2   evaluate **the legal significance** of the **different terms** within business contracts
2.3   explain how the key vitiating factors can **impact** on contracts
2.4   analyse different methods by which contracts can be **discharged**
2.5   evaluate the **remedies** for breach of contract.

Range
Formation
Offer, acceptance, consideration, privity of contract, capacity, intention to create legal relations and formalities.

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Legal significance
Consequences of breach of contract

Different terms
Contract terms and mere representations.
Conditions, warranties, and innominate terms, express and implied terms, the Parole Evidence Rule, exemption or exclusion clauses.

Impact
Mistake, misrepresentation, duress, undue influence, contracts and public policy.

Discharged
Discharge through performance and frustration.

Remedies
Damages, injunction, repudiation, specific performance and quasi contractual remedies.

Learning outcome
The learner will:
3.   Understand how to apply the legal rules for specific contracts
Assessment criteria
The learner can:
3.1   apply the **legal rules on consumer protection** that apply to the sale of goods and the supply of goods and services
3.2   explain the **rules** that apply to agency contracts
3.3   evaluate the **difference** between contracts of employment and contracts for services
3.4   apply the **legal rules protecting employees** against discrimination to specific areas of business practice.

Range
Legal rules on consumer protection

Legal rules on consumer protection
- Sale of Goods Act 1979
- Supply of Goods and Services Act 1982
- Consumer Protection (Distance Selling) Regulations 2000
- Consumer Protection Act 1987 Part 1
- Criminal Liability
- Definition of an agency agreement

Rules
- How agency agreements are created eg travel booking company
- Authority/remit of an agent
- The Principal Agent relationship
- Agency and third parties
- Termination of an agency agreement

Difference

Control, taxes, benefits, legal status, terms, formation.

Learners will need to understand how contracts of employment are formed.

Terms of a contract including legal protection on safety, redundancy and remedies

Legal rules protecting employees

- Equal pay and Discrimination
- Equality legislation covering sex, race, sexual orientation, religious reasons and disability (Equality Act 2010)

Learning outcome
The learner will:
4. Understand the nature of tortious liability in relation to the law of negligence impacting business operations
Assessment criteria
The learner can:
4.1 explain the role of the law of tort and forms of **tortious liability** in relation to business activities
4.2 illustrate the **significance of the law of negligence** in the context of business operations
4.3 explain how a **legal duty of care** is established
4.4 explain the implications of breach of legal duty of care in relation to negligence claims.

Range
Tortious liability
Distinction between contractual and tortious liability in terms of business activities.
Learners need to be given an overview of the types of torts applicable to business activity eg defamation, nuisance both private and public and negligence.
Significance of the law of negligence
Aims of the law of negligence, elements of a negligence claim.
Legal duty of care
• Burden of proof and standard of proof.
• The role of Res Ipsa Loquitur.
• Existence of a duty of care and role of policy.

Unit 411　　Problem solving and decision making

UAN:	T/504/2913
Level:	Level 4
Credit value:	10
GLH:	30
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAF132.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	The purpose of this unit is to enable learners to understand the relationship between problem solving and decision making and to apply tools and techniques of both.

Learning outcome
The learner will:
1.　Understand the importance of problem solving and decision making at all levels in organisations

Assessment criteria
The learner can:
1.1　differentiate between **types of problems** encountered at different **levels of management**
1.2　explain the consequences and risks associated with action or non-action when faced with **disorderly situations**
1.3　explain the importance of **timescales** in the problem solving and decision making process.

Range
Types of problem
Simple – complex, hard –soft, urgent – non urgent, bounded-unbounded.
Levels of management
Operational, tactical, strategic levels.
Disorderly situations
Issue, concern, deviation from expected norms
Timescales
Potential problem analysis and contingency planning, levels of urgency, impact of action, non-action.

Learning outcome
The learner will:
2.   Be able to apply tools and techniques to a variety of problem situations

Assessment criteria
The learner can:
2.1   describe the **problem solving process**
2.2   apply **creative and analytical tools** to problems.

Range
Problem solving process
Eg 6 stage model approach:
• understand situation
• identify problems/issues
• identify potential solutions
• establish decision criteria
• select solution
• implement solution.
Creative and analytical tools
Holistic v reductionist approaches, lateral thinking, brainstorming, multiple cause and effect diagram, critical examination techniques, selection criteria.

Learning outcome
The learner will:
3.   Understand how solutions to problems are implemented and reviewed

Assessment criteria
The learner can:
3.1   describe the **implementation and review process**
3.2   identify **problems** which may be encountered on implementation
3.3   recommend **strategies** to address identified problems on implementation.

Range
Implementation and review process
Use of planning tools, GANTT chart, review meetings.
Problems
Resistance to change, force field analysis.
Strategies
• Use of change strategies.

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- Cost benefit analysis.
- Coaching and mentoring.

Learning outcome
The learner will:
4. Be able to apply decision making techniques in a variety of contexts

Assessment criteria
The learner can:
4.1 describe organisational situations where **decisions** are required
4.2 use **tools and techniques** to enable effective decision making
4.3 explain the **impact** of risk, uncertainty and linked decisions in the decision making process.

Range
Decisions
Simple – complex, individual – group, similar process.
Separating programmed from non-programmed decisions.
Tools and techniques
Matrices, decision trees.
NGT (Nominal Group Technique).
Impact
Important to consider consequences of action, inaction of decisions.

Learning outcome
The learner will:
5. Understand the relationship between problem solving and decision making within organisational contexts

Assessment criteria
The learner can:
5.1 analyse **how decision making is applied at each stage** of the problem solving process
5.2 evaluate the importance of decision making in the problem solving process.

Range
How decision making is applied at each stage
With reference to the 6 stage PS model.

Unit 412   Administrative systems

UAN:	**K/602/1809**
Level:	Level 4
Credit value:	10
GLH:	40
Relationship to NOS:	This unit is linked to the Business and Administration NOS, BAA119.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit explains how a framework of systems thinking can be used to improve the administrative performance of organisations. It examines the impact administration has on the organisation and the need for sound administrative policies and procedures to manage organisational activities. Candidates who aspire to design administrative systems, policies and procedures will develop the fundamental knowledge, understanding and skills necessary for such job roles.

Learning outcome
The learner will:
1. Understand how systems thinking affect the administrative performance of organisations
Assessment criteria
The learner can:
1.1 explain the **contribution** of systems thinking to **efficient and effective administrative performance**
1.2 demonstrate the **potential drawbacks** to systems thinking in an organisational context
1.3 **apply systems thinking** to the analysis of work situations.

Range
Contribution
Identify organisation improvements and efficiency savings, understanding of customer requirements, change in attitude to customers and suppliers, change in one area affects whole organisation.

Efficient and effective administrative performance

Measure performance, cost savings, efficiency improvements, look at the 'big picture'.

Potential drawbacks

Traditional thinking, separate specialised functions in organisation, budgets and targets.

Apply systems thinking

Analyse current procedures, identify waste of resources and how to improve performance, carry out planned actions, evaluate.

Learning outcome
The learner will:
2. Understand the role and function of policies and procedures in meeting customer requirements
Assessment criteria
The learner can:
2.1 identify **criteria** for **administrative procedures**
2.2 analyse the **purposes** of administrative policies and procedures
2.3 analyse the relationship between **formulating policy** and preparing procedures
2.4 judge the extent to which the procedures meet **customer requirements.**

Range
Criteria
Organisation goals, objectives, planning, accountability, audit trail.
Administrative procedures
In relation to specific departments/services: eg. Human resources, sales, purchase, stores, reception
Importance of having clearly defined performance standards eg service level agreements, employee handbook.
Purposes
Clearly defined performance standards eg service level agreements, consistency.
Formulating policy
Legal requirements, influence of internal and external factors
Customer requirements
Quality, price, delivery times, problem solving.

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 **Centre Document Library** on **http://www.cityandguilds.com/**or click on the links below:

Quality Assurance Standards: Centre Handbook

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

Quality Assurance Standards: Centre Assessment

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

Access arrangements - When and how applications need to be made to City & Guilds 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 Document Library** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Useful contacts

Please visit the Contact Us section of the City & Guilds website, **Contact us**.

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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. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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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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. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. 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 operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).