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

September 2012 Version 1.0
### Qualification at a glance

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

<table>
<thead>
<tr>
<th>Title and level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 Diploma in Business and Professional Administration</td>
</tr>
<tr>
<td>City &amp; Guilds number</td>
</tr>
<tr>
<td>4710-04</td>
</tr>
<tr>
<td>Accreditation number</td>
</tr>
<tr>
<td>600/6623/4</td>
</tr>
</tbody>
</table>
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# 1 Introduction

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the qualification for?</td>
<td>For candidates who work or want to work as Senior Administrators or Managers or in positions such as:</td>
</tr>
<tr>
<td></td>
<td>• Office Manager</td>
</tr>
<tr>
<td></td>
<td>• Administration Team Leader</td>
</tr>
<tr>
<td></td>
<td>• Personal Assistant</td>
</tr>
<tr>
<td></td>
<td>• Business Development Executive.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>What does the qualification cover?</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the qualification part of a framework or initiative?</td>
<td>This qualification serves as a technical certificate, in the Business and Professional Administration Higher Apprenticeship Framework.</td>
</tr>
<tr>
<td>What opportunities for progression are there?</td>
<td>It allows candidates to progress into employment or to further study such as:</td>
</tr>
<tr>
<td></td>
<td>• ILM Level 4 or Level 5 Qualifications in Management</td>
</tr>
<tr>
<td></td>
<td>• City &amp; Guilds Professional Recognition Awards.</td>
</tr>
<tr>
<td></td>
<td>• Foundation Degree or other higher education qualifications</td>
</tr>
<tr>
<td></td>
<td>• Learners may also be able to gain membership of professional bodies such as the Institute of Administrative Management (IAM).</td>
</tr>
</tbody>
</table>
Structure
To achieve the 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.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment pack</td>
<td>Available on the qualification pages on the City &amp; Guilds Website</td>
</tr>
<tr>
<td>Exemplar assignments</td>
<td>Available on the qualification pages on the City &amp; Guilds Website</td>
</tr>
<tr>
<td>Developing centre devised assessments (guidance for centre based assessment writers GM1)</td>
<td>Available on the qualification pages on the City &amp; Guilds Website</td>
</tr>
<tr>
<td>Centre devised recording forms</td>
<td>Available on the qualification pages on the City &amp; Guilds Website</td>
</tr>
</tbody>
</table>

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

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

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.

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

<table>
<thead>
<tr>
<th><strong>UAN:</strong></th>
<th>A/504/1455</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>Level 4</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>GLH:</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Relationship to NOS:</strong></td>
<td>This unit is linked to the Business and Administration NOS, BAA616.</td>
</tr>
<tr>
<td><strong>Endorsement by a sector or regulatory body:</strong></td>
<td>This unit is endorsed by the Council for Administration.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>2. Understand the importance of effective written communication in business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 explain the importance of clear written communication in business which meets the needs of different audiences</td>
</tr>
<tr>
<td>2.2 evaluate different sources of information that may be used when preparing written communication</td>
</tr>
<tr>
<td>2.3 evaluate different styles and tones of written communication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Different audiences</strong></td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Different sources of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing the reliability of sources of information before use, checking the language used and suitability for the audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Styles and tones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal and informal.</td>
</tr>
<tr>
<td>Assertive, passive, passive aggressive, aggressive.</td>
</tr>
<tr>
<td>Impact of tone of voice to convey different messages.</td>
</tr>
</tbody>
</table>
**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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Understand the purpose and value of getting feedback when developing communication skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>evaluate <strong>different ways</strong> of getting feedback on whether communications have achieved their purpose</td>
</tr>
<tr>
<td>5.2</td>
<td>explain the <strong>purpose</strong> of using feedback to develop communication skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
<th>Different ways</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One to one feedback, use of surveys, focus groups, samples.</td>
</tr>
</tbody>
</table>

| Purpose | Can aid self-development, may assist the development of communication strategies. |

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Be able to recommend communication methods for specific purposes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>identify the <strong>purpose</strong> of the communication</td>
</tr>
<tr>
<td>6.2</td>
<td>justify the use of different <strong>types</strong> of communication for specific purposes</td>
</tr>
<tr>
<td>6.3</td>
<td>recommend <strong>communication strategies</strong> for specific purposes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal/informal</td>
</tr>
<tr>
<td></td>
<td>What is the intended outcome of the communication? Who is the audience? Should the communication be technical/non-technical?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types</th>
<th>verbal (oral and written), non verbal</th>
</tr>
</thead>
</table>

| Communication strategies | e.g. the use of: telemarketing, branding, media, paper based communication |
Unit 402  Business ethics

<table>
<thead>
<tr>
<th>UAN:</th>
<th>D/504/2906</th>
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</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Level 4</td>
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<td>Credit value:</td>
<td>15</td>
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<tr>
<td>GLH:</td>
<td>32</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to the Business and Administration NOS, BAF174.</td>
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<td>Endorsement by a sector or regulatory body:</td>
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**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

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<tbody>
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<td>This unit is linked to the Business and Administration NOS, BAA627.</td>
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<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by the Council for Administration.</td>
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</table>

**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**
Libraries, 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.

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<tr>
<th>Learning outcome</th>
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<tbody>
<tr>
<td>The learner will:</td>
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<tr>
<td>2. Understand the processes for determining resources within different types of organisations</td>
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<table>
<thead>
<tr>
<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 identify processes for determining resources in organisations</td>
</tr>
<tr>
<td>2.2 distinguish between the process of determining resources in public, private and voluntary organisations.</td>
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</tbody>
</table>

**Range**

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

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<tr>
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<tbody>
<tr>
<td>The learner will:</td>
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<tr>
<td>3. Understand the techniques required to plan and control the efficient and effective use of equipment and staff resources</td>
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<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1 explain the importance of planning and control techniques in resource management</td>
</tr>
<tr>
<td>3.2 apply planning and control techniques to manage resources.</td>
</tr>
</tbody>
</table>

**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

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<th>UAN:</th>
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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 e.g. 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 e.g. 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.
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<th>Learning outcome</th>
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<tbody>
<tr>
<td>The learner will:</td>
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<tr>
<td>3. Be able to use management tools to maintain, control and monitor projects</td>
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<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1 describe different <strong>management tools</strong> for monitoring and control of projects</td>
</tr>
<tr>
<td>3.2 justify the use of management tools for monitoring and controlling projects</td>
</tr>
<tr>
<td>3.3 use management tools to <strong>monitor</strong> projects.</td>
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<tbody>
<tr>
<td><strong>Management tools</strong></td>
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<tr>
<td>Progress reports, budget monitoring reports, GANTT charts, Critical Path Analysis, use of relevant and current project software packages.</td>
</tr>
<tr>
<td><strong>Monitor</strong></td>
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<tr>
<td>Updating task status, re-scheduling uncompleted tasks, updating project elements.</td>
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<tr>
<td>The learner will:</td>
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<tr>
<td>4. Be able to review projects at all stages</td>
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<table>
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<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>4.1 explain <strong>reasons</strong> for reviewing projects after completion</td>
</tr>
<tr>
<td>4.2 review projects against original proposals.</td>
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<th>Range</th>
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<tbody>
<tr>
<td><strong>Reasons</strong></td>
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<tr>
<td>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.</td>
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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.
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<th>Range</th>
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<tbody>
<tr>
<td><strong>Role</strong></td>
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<tr>
<td>Organisational culture, organisational knowledge, individual knowledge, wider cultural context.</td>
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</table>

**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

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<td>Endorsement by a sector or regulatory body:</td>
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</table>

**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.
<table>
<thead>
<tr>
<th><strong>Solutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>New policies, revision to processes, staff training. revise customer service plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monitor the effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review, use staff and customer feedback, improved customer service index results.</td>
</tr>
</tbody>
</table>
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.
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
- 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)

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

<table>
<thead>
<tr>
<th>Tortious liability</th>
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<tbody>
<tr>
<td>Distinction between contractual and tortious liability in terms of business activities.</td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Significance of the law of negligence</th>
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<tbody>
<tr>
<td>Aims of the law of negligence, elements of a negligence claim.</td>
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</table>

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<thead>
<tr>
<th>Legal duty of care</th>
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<tbody>
<tr>
<td>- Burden of proof and standard of proof.</td>
</tr>
<tr>
<td>- The role of Res Ipsi Loquitur.</td>
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<tr>
<td>- Existence of a duty of care and role of policy.</td>
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Unit 411  Problem solving and decision making

<table>
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<tr>
<th>UAN:</th>
<th>T/504/2913</th>
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<td>Level:</td>
<td>Level 4</td>
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<td>Credit value:</td>
<td>10</td>
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<td>GLH:</td>
<td>30</td>
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<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to the Business and Administration NOS, BAF132.</td>
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<td>Endorsement by a sector or regulatory body:</td>
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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**


**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.

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### 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.
- 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 Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

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

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

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

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

The centre homepage section of the City & Guilds website also contains useful information such on such things as:
- **Walled Garden**: how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.
Useful contacts

**UK learners**
General qualification information

**International learners**
General qualification information

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

**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

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

**Walled Garden**
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Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

**Publications**
Logbooks, Centre documents, Forms, Free literature

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