

BUSINESS, ADMINISTRATION AND FINANCE



Business, Administration and Finance

Level 3 Principal Learning

Specification (7353)
Assessment 2010 onwards

This Principal Learning specification should be read in conjunction with:

- Business, Administration and Finance Companion Document (see www.baf-diploma.org.uk)
- Specimen assessment materials and mark schemes for Principal Learning
- Teacher guidance materials for Principal Learning
- Examiners' Reports for Principal Learning
- Specifications for other components of Diplomas ie Functional Skills specifications, Project specifications and Additional and Specialist Learning specifications

This specification will be published annually on our website (www.diplomainfo.org.uk)

We will notify centres in writing of any changes to this specification. We will also publish changes on our website. The version of the specification on our website will always be the most up-to-date version, although it may be different from printed versions.

You can get further copies of this specification from:

AQA Logistics Centre Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester M17 1EH
or you can download it from our website (www.diplomainfo.org.uk)

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1 Introduction

1.1 Why choose AQA-City & Guilds?

AQA is the UK's main provider of GCSEs and A levels. Over 3.5 million AQA examinations are taken every year and AQA is recognised by schools and colleges as the number one choice for customer service and high quality products.

City & Guilds is a household name for vocational qualifications. City & Guilds offers over 500 awards across a range of industries. With over 8500 centres in over 100 countries, City & Guilds is recognised by employers worldwide. It works closely with employers and industry bodies to ensure that its qualifications provide the benchmark standard for workplace skills and knowledge.

Diplomas are a blend of academic and vocational learning and that is why AQA-City & Guilds is the ideal choice for any school, college or consortium looking to offer them. The collaboration brings together the leading providers of qualifications in both fields to provide all the support you need to deliver the Diploma at one point of contact.

Why are AQA and City & Guilds so popular?

- **Specifications**

These are designed to the highest standards, so that teachers, learners and learners' parents or guardians can be confident that an AQA-City & Guilds award provides an accurate measure of achievement. Assessment structures have been designed to achieve a balance between rigour, reliability and demands on learners and teachers.

- **Support**

AQA-City & Guilds runs the most extensive programme of Diploma support meetings available in the UK; these are free of charge in the first years of a new specification and are offered at a very reasonable cost thereafter. These meetings explain the specification and suggest practical teaching strategies and approaches that really work. Further support is available from Diploma Advisors.

- **Service**

AQA-City & Guilds Diplomas are administered from AQA's offices in Manchester and Guildford. We are committed to providing an efficient and effective service and we are at the end of a phone when you need information, advice or guidance. We will try to resolve issues the first time you contact us and will work with you to find the solution.

- **Ethics**

AQA and City & Guilds are registered charities. We have no shareholders to pay. We exist solely for the good of education. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer with either AQA or City & Guilds, we thank you for your support. If you are thinking of adopting AQA-City & Guilds for Diplomas, we look forward to welcoming you.

1.2 Why choose the Diploma in Business, Administration and Finance?

The Diploma in Business, Administration and Finance introduces learners to the wide range of career opportunities available in today's business world and is suitable for those who may wish to work in business or to establish and run a business of their own. It develops technical business knowledge and understanding as well as the wider skills and attributes necessary to achieve success in a competitive, global environment.

The Diploma will enable learners to progress into Further and Higher Education and future employment. Learners following a Business, Administration and Finance programme will also:

- develop Functional Skills in English, mathematics and ICT
- produce a project which complements the Principal Learning and/or supports their progression
- have a wide choice of Additional and Specialist Learning from which they can choose other qualifications which reflect their interests and abilities.

1.3 How do I start using this specification?

- Your school or college must pass through the Government Gateway process in order to receive approval to offer Diplomas in Business, Administration and Finance. Gateway 1 approved consortia started teaching Diplomas in 2008, Gateway 2 approved consortia start teaching Diplomas in 2009, and Gateway 3 is approving consortia to start teaching in 2010. More information is available on the DCSF website:
www.dcsf.gov.uk
- If you are a Gateway approved centre working as part of a consortium delivering Diplomas, you will also need to register your centre with us. (See Section 5.2.) This will enable AQA to ensure that you receive all the material you need to help you to deliver units and to enter your learners for examinations. This is particularly important where examination material is issued before the entry deadline. You can let us know by completing the appropriate registration forms. We will send copies to your exams officer and they are also available on the AQA website:
www.aqa.org.uk/admin/p_entries.html
- Almost all examination centres in England and Wales are approved by either AQA or City & Guilds or both. A small minority are not. If your centre is new to both AQA and City & Guilds, please contact our centre approval section at:
centreapproval@aqa.org.uk

1.4 How do I find out more?

Use Ask AQA – our online information service

Centres offering AQA-City & Guilds Diplomas will have 24-hour access to answers to the most commonly-asked questions at:

www.aqa.org.uk/rn/askaqa.php

If the answer to your question is not available you can submit a query for our team. Our target response time is two days.

Contact your Diploma Advisor

You may also contact the Diploma Advisor for your region. Please check current details on:

www.diplomainfo.org.uk

Diploma Advisors have particular expertise in:

- supporting centres and consortia on Gateway applications
- curriculum development and delivery including consortium operation
- assessment and quality assurance
- dealing with work experience.

Attend a Teacher Support meeting

Details of the full range of current Teacher Support meetings are also available on our website. There is a link to our fast and convenient online booking system for Teacher Support meetings at:

events.aqa.org.uk/ebooking/

If you need to contact the Teacher Support team you can call us on 01483 477860 or email us at:

teachersupport@aqa.org.uk

Contact the Exams Office Support department

Our Exams Office Support department offers administrative support for the Diplomas. There is an office team to deal with your queries about:

- general administration
- general documents
- results documents
- timetable information
- publication orders.

You can contact us on 0870 410 1836 or email: **eos@aqa.org.uk**

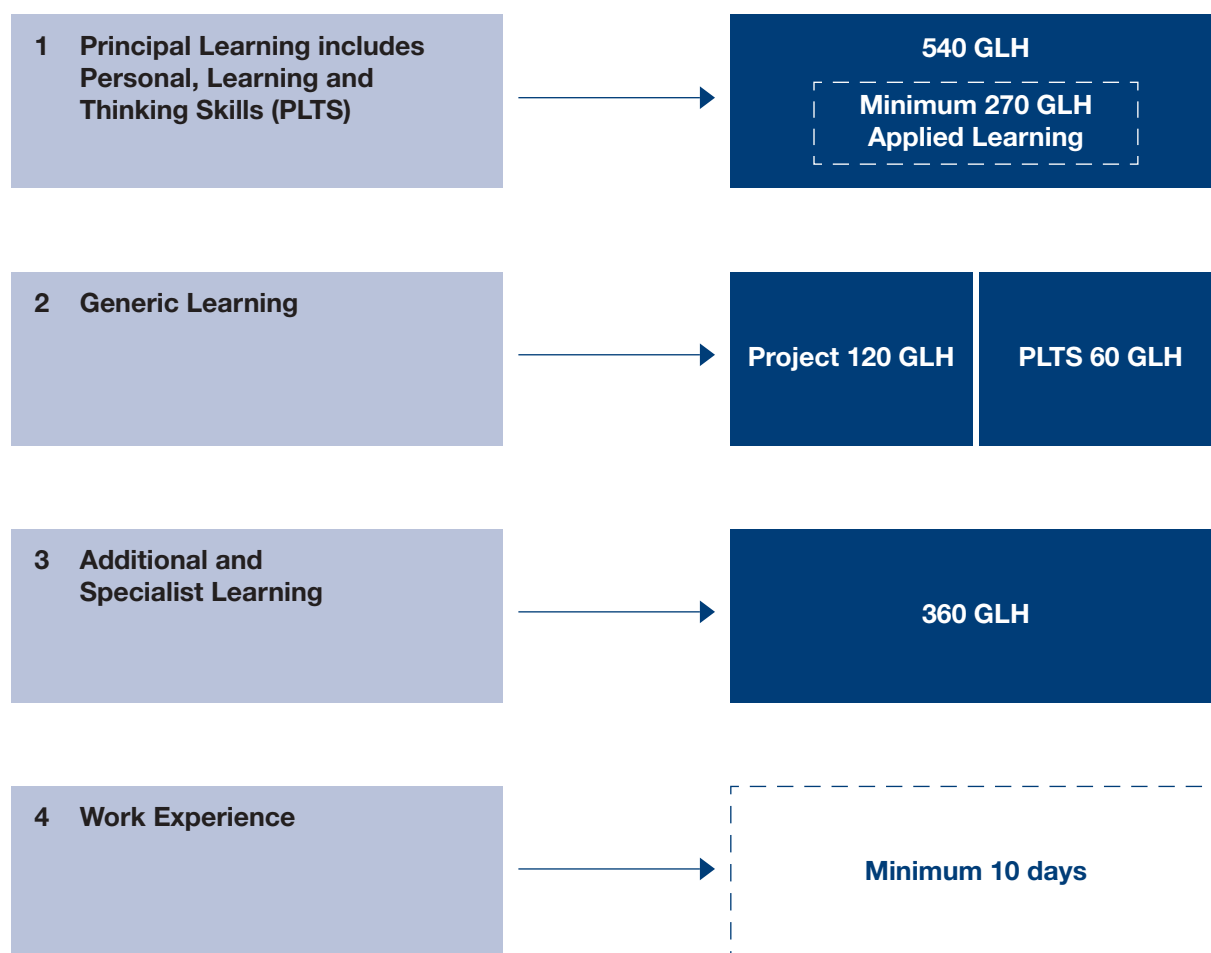
The department includes AQA's five Regional Officers who can provide up-to-date information, advice, support and guidance at a local level in your region. To contact the Regional Officer for your area, see:

www.aqa.org.uk/regional_officer.php

2 Specification at a glance

2.1 Advanced Diploma at a glance – 1080 GLH (guided learning hours)

- comparable to 3.5 GCE A Levels
- 2 years full-time study
- all components are compulsory
- Progression Qualification available – consists of Principal Learning and Generic Learning only – ie no additional or specialist learning



2.2 Level 3 Principal Learning in Business, Administration and Finance at a glance

- all 8 units are compulsory

Unit 1 90 GLH

Business enterprise
Internally assessed

Unit 2 60 GLH

Business communication and administration
Externally assessed

Unit 3 60 GLH

Business finance and accounting
Externally assessed

Unit 4 60 GLH

Effective marketing and sales for business
Internally assessed

Unit 5 60 GLH

Managing a project
Internally assessed

Unit 6 60 GLH

Customer service for business
Internally assessed

Unit 7 60 GLH

Managing business in a changing world
Externally assessed

Unit 8 90 GLH

Planning for my career and financial success
Internally assessed

3 Principal Learning

3.1 Personal, Learning and Thinking Skills

The Framework of Personal, Learning and Thinking Skills 11–19 comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. For each group there is a focus statement that identifies the main PLTS in that group. This is followed by a set of outcome statements that are indicative of behaviours and personal qualities associated with each group of skills.

Each group of skills is distinctive and coherent. The groups are also inter-connected. Learners are likely to encounter skills from several groups in any one learning experience.

Listed below are the PLTS that are integrated within the Assessment criteria in each unit. A copy of the PLTS framework should be given to each learner. Following these descriptors is a table showing the PLTS in the eight units of the Level 3 Principal Learning in Business, Administration and Finance.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect own and others' ideas and experiences in inventive ways

CT4 question own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.

Young people:

TW1 co-operate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 deal with competing pressures, including personal and work-related demands

SM6 respond positively to change, seeking advice and support when needed

SM7 manage their emotions, and build and maintain relationships

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own

This table shows the coverage of PLTS in the Principal Learning units of the Advanced Diploma in Business, Administration and Finance.

Level 3 Principal Learning in Business, Administration and Finance

PLTS	IE	CT	RL	TW	SM	EP
Unit 1	★	★	★		★	
Unit 2	★		★		★	★
Unit 3	★					
Unit 4	★		★		★	
Unit 5			★	★	★	★
Unit 6	★		★			
Unit 7	★					
Unit 8			★		★	★

3.2 Functional Skills signposting

The units may use and/or contribute towards the underpinning skills and knowledge of the Functional Skills in the following areas, depending on the precise nature of the work done in the Principal Learning. If work is generated by computer then the Functional Skill marked* will be used.

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 1 Business enterprise	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 2 Business communication and administration	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 3 Business finance and accounting	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 4 Effective marketing and sales for business	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

Principal Learning	Functional Skills		
Unit	English	Mathematics	Information and communication technology
Unit 5 Managing a project	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 6 Customer service for business	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 7 Managing business in a changing world	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2
Unit 8 Planning for my career and financial success	<ul style="list-style-type: none"> • Speaking and listening Level 2 • Reading Level 2 • Writing Level 2 	<ul style="list-style-type: none"> • Representing situations using mathematics Level 2 • Analysing and processing using mathematics Level 2 • Interpreting and presenting results Level 2 	<ul style="list-style-type: none"> • Use ICT systems Level 2 • Find and select information Level 2 • Develop, present and communicate information Level 2

3.3 Level 3 Units

Level 3 Unit 1: Business enterprise

What is this unit about?

The purpose of this unit is for learners to gain an understanding of the processes involved in planning, setting up, running and closing down a business venture. Learners will appreciate the characteristics of entrepreneurs and how entrepreneurs identify and develop viable product ideas and business ventures. Through this unit, learners will explore the risks associated with business activities. They will also learn how external and internal factors, such as legislation and e-commerce, can impact on business plans and activities.

Learners will run their own small businesses. This will involve developing skills in project management, marketing and selling a product or service, managing resources, and communicating with interest groups and customers. This unit provides a valuable and exciting opportunity for learners to consolidate the knowledge, understanding and skills that they have gained from the Advanced Diploma.

Through the study of this unit, learners will develop a diverse range of skills in entrepreneurship, communication, the development of ideas, planning, analysis, persuasion, time and resource management, and evaluation. These will be of use to them in their future lives, but are also highly valued by employers in the areas of business, administration and finance.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- creative thinkers
- reflective learners
- self-managers.

Guided learning hours

This unit has 90 GLH assigned to it, of which 60 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are shown in the Assessment section of this unit. Overall information on controls is on pages 124–128 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance of businesses and entrepreneurship	a explain the main characteristics of entrepreneurship	
	b evaluate the impact of innovation and creativity on business and society	
	c analyse the impact of the global economy on business in the UK	
2 Understand why businesses fail	a describe possible risks to business and how these can be minimised	
	b explain the main reasons why businesses fail	
3 Understand the different options for the structure and operation of businesses	a research the structures of new and established organisations	
	b explain the external factors and different interest groups that determine how businesses are structured and operate	
	c explain the main functions found in businesses and the responsibilities of key personnel	
	d analyse the factors affecting how the use of resources is planned within businesses	
	e evaluate a range of trading methods	
4 Be able to develop a business enterprise idea	a generate a range of ideas for a business enterprise	CT1
	b compare the viability of ideas for a business enterprise	
	c select and develop a business idea	
5 Be able to present a business idea to potential investors	a present the merits of a business idea to prospective investors using reasoned arguments and evidence, and respond positively to feedback	IE6
	b review and revise the business idea in light of feedback	RL3
6 Be able to start up and run a business enterprise	a create and implement a business implementation plan	
	b operate and monitor a business, responding positively to change	SM6
7 Be able to close down a business enterprise	a close down a business, complying with the relevant legislation and regulations	
	b evaluate the experience of running a business	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

Learning outcome 1

Learners must be taught the definition of an entrepreneur. They must be made aware that entrepreneurs can come from any background, but usually exhibit some or all of the following characteristics:

- motivation, determination and initiative
- self-confidence, charisma and persuasiveness
- creativity and innovation
- market focus
- the ability to plan, prepare for prospective changes and events, problem-solve and seize opportunities
- a willingness to take calculated risks (regarding money, time, reputation, security, or operating outside a personal comfort zone), remaining level-headed
- a strong work ethic and aptitude to learn quickly
- efficient organisation and management of resources, whether these be people, money, materials, time or skills
- 'people skills'.

Learners must be taught how the activities of local, national and global entrepreneurs, current activities in product development and emerging markets can affect business and society.

Learners must be taught how innovation and creativity affect business. This should include how e-commerce has radically changed business, including:

- enabling business to reach wider audiences across the globe
- eliminating the overheads of running traditional shop-based businesses and of issuing paper-based communications
- allowing individuals to trade with each other, using online marketplaces such as eBay
- the consequences for traditional businesses of not establishing an online presence, eg having their prices undercut by online retailers offering the same products.

Learners must be taught how the global economy affects business in the UK. This will include, for example, the impact of foreign currency exchange rates on international trading.

Learners must be taught to evaluate a range of trading methods.

Learning outcome 2

Learners must be taught the possible risks affecting the success of a business and the main reasons why businesses fail, including:

- production or delivery problems
- changes in market trends
- specific actions of competitors
- actions of interest groups
- illegal activity such as fraud
- internal factors, eg operational problems, failure of team members to perform job roles
- cash-flow.

Learners must be taught how these risks can be anticipated and minimised in order to try to ensure success of the business.

Learning outcome 3

Learners must be taught the process of researching the business aims and structures of one new and one established organisation. This should involve a consideration of:

- the businesses' activities and aims, including whether the businesses are profit orientated or operating as not-for-profit businesses
- the method of trading, eg legal form of the businesses
- the use of e-commerce in simple forms such as gaining sales through websites and using email to confirm orders and delivery dates
- the businesses' human, physical, financial and technological resource requirements
- the organisational structure of the businesses.

Learners must be taught how external factors and different interest groups can determine how businesses are structured and operate.

Learners must be taught about marketing, sales, operations and finance as business functions, and the responsibilities of the key people involved in these.

Learners must be taught to analyse the factors affecting how the use of resources is planned within businesses.

Learning outcome 4

Learners must be supported in developing the skills to generate, select and develop product ideas. Learners must be advised to consider the following stages of the development process:

- techniques used for idea generation
- initial research into production costs, customer opinions and competing products.

Learners must be shown how to compare the viability of business ideas:

- comparing production costs
- customer opinions
- competing products
- ease of production.

Learners must be taught what to take into account, and how, when screening ideas for viability. Factors may be limited to the following:

- who the target market is and whether the product or service meets the needs of this market
- form, ie product size, shape, materials used
- function, ie product features and consumer benefits offered
- possible unique selling points eg novel form and/or functions.

This process should allow learners to eliminate unviable ideas and to select one to follow through with. At this point, they need to have a deeper understanding of viability in order to evaluate:

- the innovativity and/or creativity of the product or service
- the potential market size for the product or service, in broad terms
- the potential profitability (surplus) of the product or service, again considering broad estimates of costs and revenue
- the product's or service's ability to compete with those offered by local, national and global businesses
- ethical values of consumers, eg environmental concerns or religious attitudes.

Learners must be taught to select one idea and to develop this idea in enough detail in order to present it to prospective investors.

Learning outcome 5

In presenting their business cases to prospective investors, learners must be advised to use reasoned arguments and evidence, and to mention:

- the size of investment requested
- the business idea, its product or service and associated features, such as form and function
- competitive advantage and unique selling points, referring to competing products
- initial estimates of expected sales, profit and return on investment
- possible risks affecting the success of the business idea, referring to the risks covered for Learning outcome 2
- potential for product and market development, considering the nature of the product or service and target markets.

Learners must be taught how to deal with feedback on their plan, including praise, setbacks and criticism, in such a way that they do not take it personally and are encouraged to improve their work. They will then need to be taught how to revise their plan in light of this feedback.

Learning outcome 6

Learners must be taught to create a business plan to start up and implement a small business. The business plan must include the following:

- business activities and objectives
- personnel requirements ie knowledge, skills and personal attributes
- physical and financial resource requirements
- implementation plan ie marketing and sales, operations and finance.

In order to successfully set up and run their business, learners must be taught to consider the following aspects of running enterprises:

- defining the scale and length of the enterprise
- working according to a clear plan but showing flexibility when priorities change
- monitoring and reviewing progress whilst running the business
- deciding upon functions and organisational structure
- setting clearly defined roles and responsibilities
- defining goals and targets
- knowing the business's human, physical, financial and technological resource needs
- ensuring that production and delivery run smoothly
- being aware of the activities of competitors
- being aware of changes in market trends
- monitoring and minimalising risks
- complying with legislation and regulation
- communicating with key interest groups.

Learning outcome 7

Learners must be taught to close down a business in compliance with relevant legislation and regulation.

Learners must be taught to review their business in terms of:

- how the business was set up, operated and closed down, ie meeting targets set by the implementation plan, complying with relevant legislation and regulations
- whether any issues were attributable to flaws in planning or implementation
- how external and internal risks were dealt with
- how external factors and interest groups were handled
- the extent to which they found the plan helped them to operate the business
- how events caused them to take actions not indicated by the plan
- the extent to which they believed they took appropriate actions in the face of events
- revisions to be made to the business plan.

Assessment

This unit is assessed through a centre set and marked assessment. Internal assessments are subject to moderation by AQA-City & Guilds.

The learner will complete an assignment based on a business idea of their choice. The assignment will require the learner to provide evidence of generating ideas for a product (good or service) and of selecting from these and developing one of them, having considered the characteristics of successful entrepreneurs. The learner will then prepare and communicate a presentation to prospective investors which requests funds necessary for starting up a business idea, based on their developed product idea. The learner will implement their business plan to set up and run the business, culminating in closing the business before evaluating their experience.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Record of analysis of business ideas	The following must be provided: <ul style="list-style-type: none">• report or notes or table	LO4
Presentation	The following must be provided: <ul style="list-style-type: none">• recording or• transcript or• witness statement of presentation	LO5
Business plan	The following must be provided: <ul style="list-style-type: none">• written or electronic document	LO6
Monitoring report	The following must be provided: <ul style="list-style-type: none">• written or electronic document	LO6, 7
Review	The following must be provided: <ul style="list-style-type: none">• review presented in any appropriate format	LO1, 2, 3, 7

Duration

The assignment should take a maximum of 60 of the 90 guided learning hours available for this unit.

The presentation to prospective investors can take any suitable form, but should be limited to a maximum of 5 minutes.

The business start-up and implementation plan should take no longer than 2 hours.

Sector relevant purpose

The learner will complete an assignment which enables them to generate ideas, select an idea, and set up, run and close down a business. The learner should draw on the entrepreneurial skills that they have learnt in order to generate the idea and the plan for running the business and the continual monitoring.

Demand

The business plan should be of a suitable length – no more than 10 sides of A4. Plans in draft format are acceptable.

The presentation is for a suitable investor. The business plan is for one business idea.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 124–126 of the specification.

If part of this assignment is taking place as group work, the learner must present their own evidence and be able to identify the exact work which they have carried out. This identification should be submitted with the evidence.

For purposes of the presentation, the teacher or a suitable assessor should play the role of the investor. If the learner is seeking real funding, this presentation can be made to the real sponsor. However, the assessor should also be present and assist in marking.

The business start-up and implementation plan must be done as an individual piece of work.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the importance of businesses and entrepreneurship	9	10%
2 Understand why businesses fail	6	6.7%
3 Understand the different options for the structure and operation of businesses	15	16.7%
4 Be able to develop a business enterprise idea	12	13.3%
5 Be able to present a business idea to potential investors	12	13.3%
6 Be able to start up and run a business enterprise	24	26.7%
7 Be able to close down a business enterprise	12	13.3%
Total	90	100%

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 3 marks	4 to 6 marks	7 to 9 marks
1 Understand the importance of businesses and entrepreneurship	<p>Explained the main characteristics of entrepreneurs, using examples from local, national or global business.</p> <p>Given a limited evaluation of how creativity and innovation have impacted on society.</p> <p>Offered a basic analysis of the impact of the global economy, and evaluated the influence of innovation and creativity, on business in the UK; used partially relevant information.</p>	<p>Explained the main characteristics of entrepreneurs, the contribution of these, and how they are displayed by real entrepreneurs from local, national and global businesses.</p> <p>Given a comprehensive evaluation of how creativity and innovation have impacted on society; given mostly positive examples, but recognised that there may be negative impacts.</p> <p>Used relevant information to provide a detailed analysis of the impact of the global economy, and evaluation of the influence of innovation and creativity, on business in the UK.</p>	<p>Explained the main characteristics of entrepreneurs, linked these characteristics to real entrepreneurs from successful and unsuccessful local, national and global businesses.</p> <p>Given a detailed evaluation of how creativity and innovation have impacted on society, looking at both positive and negative impacts and giving examples.</p> <p>Used relevant information to provide a detailed analysis of the impact of the global economy, and evaluation of the influence of innovation and creativity, on business in the UK, arriving at convincing conclusions.</p>
	0 to 2 marks	3 to 4 marks	5 to 6 marks
2 Understand why businesses fail	<p>Provided a simple description of a number of potential risks affecting the success of businesses.</p> <p>Explained, using limited knowledge, why businesses fail.</p>	<p>Described most or all of the main potential risks affecting the success of businesses, mentioning how risks can be minimised.</p> <p>Explained clearly, using sufficient knowledge, why businesses fail.</p>	<p>Described most or all of the main potential risks affecting the success of businesses, mentioning how each one may be anticipated and minimised.</p> <p>Explained extensively, giving comprehensive reasons why, businesses fail.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand the different options for the structure and operation of businesses	<p>Conducted basic research into business aims and structures, including activities, functions, trading methods, roles and resource requirements; presented their research with clarity at times.</p> <p>Explained in simple terms the factors that influence the structure and operation of businesses on local, national and global scales.</p> <p>Explained, using limited knowledge, the main functions of a business and the responsibilities of the personnel.</p> <p>Analysed, using limited knowledge, the factors affecting how business resources use is planned.</p> <p>Offered some advantages and disadvantages of a basic range of trading methods.</p>	<p>Conducted effective research into business aims and structures, including activities, functions, trading methods, resource requirements, and the roles and responsibilities of key personnel; presented their research clearly.</p> <p>Explained the factors that influence the structure and operation of businesses, using examples from local, national and global businesses.</p> <p>Explained clearly, using sufficient knowledge, the main functions of a business and the responsibilities of the personnel.</p> <p>Analysed clearly, using sufficient knowledge, the factors affecting how business resources use is planned.</p> <p>Evaluated the advantages and disadvantages of a range of trading methods.</p>	<p>Used a variety of sources in conducting effective research into business aims and structures, including activities, functions, trading methods, different types of resource requirements, and the roles and responsibilities of key personnel; presented research in a clear and balanced way.</p> <p>Provided a detailed, up-to-date and articulate explanation of the factors that influence the structure and operation of businesses, using examples from local, national and global businesses.</p> <p>Explained, using extensive knowledge, the main functions of a business and the responsibilities of the personnel.</p> <p>Analysed, using extensive knowledge, the factors affecting how business resources use is planned.</p> <p>Evaluated the advantages and disadvantages of a range of trading methods to meet different business needs.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
4 Be able to develop a business enterprise idea	<p>Generated and screened a limited range of ideas for products/services, primarily considering form and function.</p> <p>Attempted to select and evaluate the most viable idea.</p> <p>Made limited attempt to develop the idea to a rounded product or service.</p>	<p>Generated and screened a range of ideas for products/services, taking the target market into account.</p> <p>Selected and evaluated a viable idea giving reasons for the selection.</p> <p>Developed the idea to a rounded product or service with some limitations.</p>	<p>Generated and comprehensively screened a range of ideas for products/services, taking the target market into account.</p> <p>Selected the most viable and innovative idea; provided a detailed evaluation of the chosen idea supported by evidence about the target market and projected costs and revenues.</p> <p>Developed the idea to a rounded product or service with few or no limitations.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
5 Be able to present a business idea to potential investors	<p>Delivered a presentation to potential investors, using simple prepared materials; included essential information, attempted to give financial forecasts, and responded to questions.</p> <p>Reviewed idea but made limited changes to product.</p>	<p>Used a range of prepared materials to present a persuasive business case to potential investors; included details of their product/service, financial forecasts, and contingency plans for dealing with risks; handled questions well.</p> <p>Reviewed idea and made changes to product.</p>	<p>Used a useful range of prepared materials to present a logical and persuasive business case to potential investors; included most or all details of the product/service and clear requests, plans and contingency plans supported by reliable financial forecasts; anticipated questions and provided convincing answers.</p> <p>Reviewed idea, drawing on feedback to improve the product.</p>
	0 to 8 marks	9 to 16 marks	17 to 24 marks
6 Be able to start up and run a business enterprise	<p>Produced a plan detailing business aims and structures, activities, functions, trading methods, roles, resource requirements and potential risks. Implemented the plan to start up the business.</p> <p>Made limited monitoring checks throughout the running phase.</p>	<p>Produced a detailed plan including business aims and structures, activities, functions, trading methods, resource requirements, roles and responsibilities, and potential risks; presented the plan in a clear and understandable way. Implemented the plan to start up the business.</p> <p>Made monitoring checks throughout the running phase; however, shown little effort to respond to problems.</p>	<p>Produced a detailed and realistic plan which relates logically to their business idea and which clearly shows how different functions will operate simultaneously; included business aims and structures, activities, functions, trading methods, different types of resource requirements, roles and responsibilities, and contingency plans to address potential risks; presented their plan in such a way that it could be followed by another person. Implemented the plan to start up the business.</p> <p>Made continual monitoring checks throughout the running phase, adapting when problems arose.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
7 Be able to close down a business enterprise	<p>Attempted to close down their business, showing some attempt to work to plan and at times complying with legislation and regulation.</p> <p>Given a limited evaluation of the experience, with minimal reference to feedback and giving limited suggestions for improvements for the future.</p>	<p>Closed down their business, showing some attempt to work to plan and mostly complying with legislation and regulation .</p> <p>Given a good evaluation of the experience, with some reference to feedback and giving some suggestions for improvements for the future.</p>	<p>Closed down their business, showing working to plan and complying fully with legislation and regulation.</p> <p>Given a thorough evaluation of the experience of the consultation process, referring to feedback and giving realistic suggestions as to improvements for the future.</p>

Guidance for delivery

This is a challenging unit which involves a study of entrepreneurship offered by local, national and global providers. It also requires learners to set up, run and close down a small business. There are opportunities to use case studies from local, national and global settings to illustrate the key concepts of this unit. Use can also be made of enterprise activities such as Young Enterprise, Young Cooperatives and the Network for Teaching Enterprise.

An entrepreneur may be considered as somebody who takes upon himself or herself a new venture, reaping the rewards whilst assuming personal and financial accountability for the risks involved and the outcome.

In order to achieve their full potential for Learning outcome 3, learners will use the knowledge, understanding and skills they have gained through the study of the other Level 3 units. Running their own small businesses will involve learners in managing a project, marketing and selling a product or service, managing resources, and communicating with interest groups and customers.

Learners will perform best in this unit if they can draw on the knowledge, understanding and skills gained from the teaching of the other Level 3 units. A large proportion of the guided learning hours for this unit is allocated for assessment. This is because much of the learning is done through the assessment: learners will develop valuable knowledge, understanding and skills, and be able to achieve the Learning outcomes, primarily through undertaking the assessment tasks. If taught after the other Level 3 units, as recommended, the assessment activity will act as a consolidation of their learning from the whole Level 3 Principal Learning in Business, Administration and Finance.

It would help learners to investigate an actual local business, an internet-based business or, if neither of these are possible, a case study. Learners will be able to glean useful information and experience from investigating a thriving, a struggling or a failed business.

It is hoped that learners' investigations of a business of their choice will give them a sense of what they are able to achieve themselves. Learners may refer to directories such as the Yellow Pages to find out what is and what is not available in the area, and could ask their friends, families and neighbours about their product and service requirements to identify any gaps in the market. Social enterprises, whilst important for learners to understand, should perhaps be avoided for the purposes of the assessment tasks as they are likely to be overly complex, unless their focus is definitely limited and short term: for example, if a learner intends to take a gap year and volunteer abroad, they may use this opportunity to investigate how an organisation raises funds and to raise their own through their enterprise.

Studying the activities of entrepreneurs and social entrepreneurs is a useful starting point to investigate ideas for viable products. Entrepreneurs can be found in local, national and global contexts. It can initially be difficult to identify entrepreneurs at a local level; however, they will exist. Teachers can use local networks and partnerships to identify individuals at a local level who might be willing to provide a site visit or visit the school or college to make a presentation. If several entrepreneurs from a variety of backgrounds can be involved, this would enhance the learner's experience, allowing comparisons to be made.

An alternative to traditional guest speaker approaches is for reverse 'Dragons' Den' activities where a local entrepreneur makes a pitch to a panel of learner dragons (see below).

When seeking to identify local entrepreneurs, it may be helpful to consider social enterprises or voluntary and community groups who often show extraordinary entrepreneurial flair and will have a vested interest in communicating their enterprise to a wider public. The voluntary and community sector is large; it is estimated that there are 10,000 organisations in the Greater Manchester area alone. A useful starting point in identifying voluntary and community groups is to contact local Councils for Voluntary Service. (www.navca.org.uk). The Social Enterprise Coalition (www.socialenterprise.org.uk) publishes a list of social enterprise case studies drawn from groups across the UK.

At a national level, there are examples of entrepreneurs that can engage the imagination of learners, such as Richard Reed, Adam Balon and Jon Wright – the co-founders of innocent drinks. Other examples could include Jamie Oliver, who is both a successful entrepreneur as a restaurateur and a social champion with his Fifteen project and school dinners campaign.

At a global level there are many entrepreneurs that can be investigated, such as Bill Gates, Donald Trump or Richard Branson. One example which learners may find interesting is Mark Zuckerberg, who founded the social networking website Facebook whilst a student at Harvard University. In addition to these entrepreneurs, individuals such as Bob Geldof, who organised the Live 8 concert, or Nelson Mandela with his work to combat AIDS, represent examples of global entrepreneurial activity.

The study of successful entrepreneurs will have exposed learners to products and ideas that have been successful. They now need to test ideas for viable products or services, select one idea, and to evaluate it further. Learners could produce a ranking table for each option based on the following:

- innovativity and creativity
- potential market size
- potential profitability (surplus)
- ability to compete with products offered by local, national and global businesses
- ethical values.

This activity could contribute to learners' assessed work. Alternatively, learners could make use of activities such as Young Enterprise.

Learners should be guided to avoid ideas that are too complex and will overwhelm them, or ideas that are too simple and have, for example, no physical resource requirements. It is probably best if learners use ideas that are small scale and can be delivered locally, possibly within their school or college. Learners must be encouraged to make imaginative use of their individual interests and talents in a realistic and feasible small business venture: for example, fixing computers, customising clothes, or selling cakes or craft items. Learners could stage an event but the scale of this must be limited. A wide range of products and services may be suitable for this task, although the business idea needs to be time constrained, as learners need to close down the business. It is possible that Young Enterprise activities could meet these requirements.

Teachers can select products or scenarios as examples for whole class investigation. Learners should be guided towards investigating ideas that will be viable for the assessment task. Teachers can help filter out ideas that are not viable, perhaps through an initial 'Dragons' Den' type activity. This will be good practice for putting together the presentation to prospective investors required for assessment purposes.

The format of the television programme, 'Dragons' Den', in which entrepreneurs pitch business ideas to successful business experts, who interrogate the idea before deciding whether or not to invest in the company, may be used in the delivery of this unit as a useful and engaging way of teaching learners what it takes to establish a thriving enterprise.

This format would be ideal to adopt for learners presenting their business cases to prospective investors. Whilst not precluding PowerPoint presentations, it would help to avoid the tedium of countless PowerPoint slides and would give the whole group of learners an active role in the whole process. Learners do not necessarily need to use presentation software, but should use presentation tools and techniques appropriate to the nature of their business idea, the target audience and the style of presentation that they have adopted.

When communicating a business case to prospective investors, learners should consider the following aspects of their presentation:

- structure eg content, timings, sequencing
- materials eg visuals, demonstrations, notes
- delivery eg how presentation materials are used, body language, eye contact, pace and tone of delivery
- handling questions from the audience.

The presentation could be made in small groups, with the number of 'dragons' limited to three or four. Although watching the TV programme provides good preparation for this unit, it should be emphasised to learners that the ruthless rejection of ideas by some of the entrepreneurs, though entertaining, should not be replicated in the classroom. Whilst learners need to understand the tough competitive environment of enterprise, this may be their first experience of it and criticism should be constructive and encouraging rather than demoralising. Situations whereby learners have to abandon ideas altogether should be avoided; this is why it is important that they test and evaluate their ideas prior to the presentation of the business case.

Learners must submit their plans and notes as part of their assessment.

Planning the implementation of the business idea should involve learners in formulating a structure for their organisation. This may be done theoretically, based on considerations of what would be required were the businesses to be up-scaled. There are opportunities here for learners to identify their own strengths and weaknesses, and to think about which aspects of running their business they would want to manage. This could be done using diagnostic tests and self- and peer analysis. Learners must create a job role and person specification as if they were advertising for an employee to join their enterprise.

Planning will need to include basic project management techniques, such as Gantt charts. The completed business and implementation plan will start with an explanation of the activities and aims of the business.

Market research can be carried out to establish a sensible sales forecast, which will inform the business plan. Market research should include primary and secondary research. Primary research can include questionnaires, focus groups and observation techniques. Secondary research can include internet and library research. Partnerships may have access to commercial market research data. In addition to establishing a sales forecast, the market research will provide details of customers, competitors and local PEST (political, economic, sociocultural and technological) factors as well as the practical application of the four Ps.

Once a sales forecast is in place, it can be used to drive operations and finance plans. Teachers might want to consider providing learners with an interlinked spreadsheet from sales forecast through costings to cash budget and profit. Physical resources will need to be identified and costed.

A financial plan will follow from sales forecasts and resource requirements and should be detailed enough to provide sensible estimates of profits (or surpluses) and return on investment, rather than trying to get a very accurate forecast that might overwhelm learners.

Learners should use risk assessments and contingency planning to demonstrate the viability of their business idea. This could include:

- risk assessments in which potential risks are identified and rated for impact and likelihood
- 'what-if?' analysis
- SWOT (strengths, weaknesses, opportunities and threats) and PEST analysis.

Learners should produce a closedown plan, including cessation of activities and final accounts, with a rationale of the way in which funds are distributed.

It would benefit the learner to produce a final valuation report that can include 360-degree appraisal. This could be in the form of a report to stakeholders and would contain both numeric and non-numeric information.

A close-of-project presentation to selected stakeholders would be a good ending to what will be a challenging piece of work. Perhaps this could be turned into an occasion.

After closing the business down, each learner should review how effectively the business was set up, operated and closed down. They should also consider the ways in which they dealt with internal and external risks and the impact of internal and external factors eg the actions of competitors.

Learners are expected to use ICT to help select, develop, communicate and implement their business idea wherever appropriate.

Opportunities for applied learning

The driving force of this unit is applied as learners need to identify a business idea, to research and then to pitch it. They must then carry out and evaluate the activity.

The unit can provide more opportunities for applied learning by introducing realistic business scenarios or financial constraints. For example, learners can contribute a fundraising event for either their school or their college, where they can work with Parent-Teacher Associations, or they can put on special events to raise funds or to provide a service for a designated charitable cause. If, for example, learners decided to use a fashion show as a fundraising event, they can be given a timeframe and a limited budget.

If the consortium has strong links with any local businesses, these should be taken advantage of, as working with real businesses will be of great benefit to learners.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- planning and carrying out research into a small business, appreciating the potential consequences of their decisions for their own enterprise
- analysing and evaluating information about market needs, judging its relevance and value
- considering the influences of entrepreneurial behaviour on decisions and events

Creative thinkers

- generating ideas and exploring possibilities for viable products and services, trying out alternatives and following ideas through
- asking questions of entrepreneurs in order to extend their thinking
- connecting their own ideas and experiences with that of successful entrepreneurs

Reflective learners

- assessing their own business activities, and those of others, identifying opportunities and achievements
- setting goals with success criteria for their small business
- reviewing progress during the enterprise activity and acting on the outcomes
- inviting feedback on their business case from prospective investors, dealing positively with praise, setbacks and criticism
- evaluating their performance in the enterprise activity and learning to inform future progress

Team workers

- reaching agreements with prospective investors, managing discussions to achieve results
- showing fairness and consideration to others when acting as prospective investors during each other's presentation of business cases, providing constructive support and feedback
- taking responsibility for their ideas, showing confidence in themselves as entrepreneurs

Self-managers

- seeking out challenges or new responsibilities whilst running a small business, and showing flexibility when priorities change
- working towards business targets, showing initiative, commitment and perseverance
- organising time and resources, prioritising the various actions involved in setting up, running and closing down a small business
- anticipating, taking and managing business risks
- dealing with competing pressures, including personal and work-related demands

Effective participators

- presenting a persuasive business case to prospective investors, proposing practical ways forward and breaking these down into manageable steps
- trying to influence prospective investors and key interest groups, negotiating and balancing diverse views to reach workable solutions.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The topic of business enterprise requires significant research and analysis around such areas as the global economy, product development and entrepreneurship. This will expose learners to a range of texts through which their reading skills can be developed. The planning and conducting of a market research exercise will require writing skills, particularly around the devising of appropriate questions which can be used to strengthen learners' writing skills. Many of the skills required for entrepreneurship are linked to good communication skills, and work can be done on these in preparation for the required presentation. As part of that presentation, the viability of the product will need explanation, and therefore the learners will need to have undertaken the necessary mathematical calculations in order to have the information to hand.

Suggested learning resources

Books

Marcouse, I. (2006). *GCSE Business Studies: Introduction to Enterprise*. Published: Hodder Arnold. ISBN: 978-0340926987.

Mariotti, S. (2009). *Entrepreneurship: How to Start and Operate a Small Business*. Published: Prentice Hall. ISBN: 978-0135128442.

CDs, CD-ROMs and DVDs

- Trailblazers DVD
- www.cabinetoffice.gov.uk/third_sector/social_enterprise/ambassadors.aspx
- Network for Teaching Entrepreneurship: Jump Start Learner DVD
- www.zincsearch.com/index.php?mod=teachers_classroom_resources
- Risk and reward CD-Rom – www.pfeg.com

Journals and magazines

- Trailblazers Magazine
- www.cabinetoffice.gov.uk/third_sector/social_enterprise/make_your_mark.aspx#trailblazers

Websites

- Bank of Scotland www.bankofscotland.co.uk
- BBC: Dragons' Den www.bbc.co.uk/dragonsden
- BBC GCSE Bitesize: Business Studies www.bbc.co.uk/schools/gcsebitesize/business
- Biz/ed www.bized.co.uk
- British Chambers of Commerce www.britishchambers.org.uk
- The British Franchise Association www.thebfa.org
- Business Link www.businesslink.gov.uk
- Changemakers www.changemakers.org.uk
- The Charity Commission www.charity-commission.gov.uk
- Charity Finance www.charityfinance.co.uk
- The Commission for Youth Social Enterprise www.yse.org.uk
- Enterprise Educators UK www.enterprise.ac.uk
- Enterprise Nation www.enterprisenation.com
- Fifteen www.fifteen.net
- FunderFinder www.funderfinder.org.uk
- Growing Business www.growingbusiness.co.uk
- The Guardian www.guardian.co.uk
- HM Revenue & Customs www.hmrc.gov.uk
- HSBC: Business Banking www.hsbc.co.uk/1/2/business/home
- Innocent Drinks www.innocentdrinks.co.uk

- Live 8 – The Long Walk To Justice www.live8live.com
- Lloyds TSB: Business Banking www.lloydstsbbusiness.com
- Make Your Mark www.makeyourmark.org.uk
- NatWest www.natwest.com
- Network for Teaching Entrepreneurship www.nfte.co.uk
- Personal Finance Education Group www.pfeg.org
- The Prince's Trust www.princes-trust.org
- The Royal Bank of Scotland www.rbs.co.uk
- Riverford Organic Vegetables www.riverford.co.uk/franchising
- Shell Livewire www.shell-livewire.org
- Social Enterprise Coalition www.socialenterprise.org.uk
- Social Enterprise Magazine www.socialenterprisemag.co.uk
- SmallBusiness.co.uk www.smallbusiness.co.uk
- Start Business www.startbusiness.co.uk
- Startups www.startups.co.uk
- TeacherNet www.teachernet.gov.uk
- The Telegraph www.telegraph.co.uk
- TESconnect Resources www.tes.co.uk/resources
- The Times Online www.timesonline.co.uk
- tutor2u www.tutor2u.net
- UnLtd www.unltd.org.uk
- Voluntary Matters 1+2 www.voluntarymatters1and2.org
- Young Cooperatives www.youngcooperatives.org.uk
- Young Enterprise www.young-enterprise.org.uk

Level 3 Unit 2: Business communication and administration

What is this unit about?

This unit will enable learners to develop the professional communication skills that are essential for the world of business. Learners will become confident communicators with the skills and ability to use communication styles, methods and media that are appropriate to the context of business communication, and to make professional presentations. Learners will be expected to demonstrate their understanding through different methods of business communications and behaviour consistent with the business world, and to reflect on the implications of their actions. The communication skills developed in this unit will be of use to learners in general life, but are also highly valued in the world of business, administration and finance.

The knowledge acquired will introduce learners to the formal process of business communication and best practice and why these processes are critical to successful service delivery.

During this unit, learners will also explore the importance and value of administrative skills to all levels of business. They will learn how businesses use information, and have the opportunity to create business documents and give professional presentations. Learners will be able to set feasible targets and review their progress against those targets, a skill which is essential in the world of business.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- reflective learners
- self-managers
- effective participators.

Guided learning hours

This unit has 60 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination lasting 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the role of administration in an organisation	a describe administrative processes and their value to business	
	b explain the importance of administrative skills to all roles in business	
	c explain the impact of organisational change on administrative functions	
2 Understand the benefits and importance of effective business communication	a describe the benefits of effective internal and external communication to business	
	b explain the importance of different forms of electronic communication in business	
	c explain the importance, for effective communication, of showing sensitivity to differences of cultural background and diversity	
3 Know how organisations manage and use information	a describe how organisations process, maintain and manage business information	
	b describe the uses to which organisations put business information	
4 Be able to communicate effectively within the business environment	a use appropriate styles and methods of communication and different media in the business environment	
	b produce complex business documents	
	c prepare effective professional presentations	
	d demonstrate effective networking skills	EP5, SM7
5 Be able to analyse and set work goals and evaluate progress towards them	a analyse team, departmental and organisational objectives and set own work goals in line with those objectives	RL2
	b evaluate their own progress towards the set goals and objectives and identify areas for improvement	RL5
	c analyse and evaluate the impact of health and safety legislation on a business	IE4

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

Learning outcome 1

Learners must be taught about the following administrative processes and their value to business:

- processing, maintaining, managing and storing information
- support functions
- reproducing and communicating information.

Learners must be taught the importance of administrative skills to all roles in business, in that most roles and functions require:

- planning
- organising
- time management
- record-keeping
- communication
- IT
- office equipment
- multi-tasking
- document production.

Learners must be made aware of the impact of organisational change on administrative functions, in terms of its impact on staffing and workloads.

Learning outcome 2

Learners must be made aware of the benefits of effective internal and external communication to business.

Learners must be taught about the importance to business of different forms of electronic communication, covering:

- email
- internet
- fax
- telephone – teleconferencing, mobile phones, BlackBerrys
- videoconferencing.

The importance of electronic communication to business must include:

- the ability to communicate and share data across long distances at high speed
- the ability to communicate quickly and simultaneously with large numbers of people
- the possibility of bringing people together across distances through teleconferencing and videoconferencing
- easy access to internal and external information
- flexible working for staff, eg working from home, working whilst travelling
- the potential of television, radio and the internet for marketing and communication with customers.

Learners must be taught about the importance, for effective communication, of showing sensitivity to cultural background and diversity in terms of ethnicity, disability, and age.

Learners must be made aware of the different methods and uses of business communication:

- media – telephone, fax, email, face-to-face
- communication theories
- internal and external

They must be taught about current communication practices within business.

Learning outcome 3

Learners must be taught how organisations process, maintain and manage business information.

Processing business information will include:

- generation of files
- generating correspondence and reports
- distributing information

Maintaining business information will include using the following techniques:

- structuring
- indexing
- cross-referencing
- searching
- updating.

Managing business information should cover, but is not limited to:

- generation of files (manual and electronic)
- databases and spreadsheets.

Learners must be taught the uses to which organisations put business information to include:

- to keep track of customers and suppliers
- financial reasons
- sales information.

Learning outcome 4

Learners must be taught to use different styles and methods of communication and different media in the business environment, including:

- internal and external communication
- written, verbal and non-verbal communication
- communication using different methods and media – face-to-face, letters, memos, etc, as well as electronic media
- formal and informal styles.

In order that learners can use these appropriately, they must be advised to consider:

- the audience with which the communication is being held
- formal and informal meetings and the different styles to adopt
- the nature of the message to be communicated.

Learners must be shown how to produce complex business documents such as letters, reports and forms, using appropriate language, style, structure and formats. Learners must be advised to consider:

- the purpose and content of and the quality standards required for the document
- the audience for which the document is intended
- the language to be used, including business terminology, eg product-related terms
- the agreed style for the document from the person requesting it, and the house conventions and/or format of the company (regarding font size and typeface, layout, spelling, grammar)
- the different styles available, eg formal, informal
- the avoidance of certain styles in business documents, eg 'text speak', use of colloquialisms, slang
- the agreed deadline for the document.

When teaching learners to make effective professional presentations, the following must be included:

- delivery – appropriate language and body language
- materials such as handouts
- evaluation.

In order to demonstrate effective networking skills, learners must be taught about the importance of building good working relationships and developing rapport with others.

Learning outcome 5

Learners must be taught how to use SWOT analysis and SMART techniques in order to analyse team, departmental and organisational objectives and set their own work goals in line with those objectives. Learners must be advised to evaluate their progress towards these goals as they work towards them, identifying any areas for potential improvement.

Learners must be taught how to analyse and evaluate the impact of current health and safety legislation on a business in terms of:

- rights and responsibilities of employers and employees
- environmental issues – heating, lighting, ergonomics, ventilation, decor
- effects of poor working conditions on staff
- legislation – Health and Safety at Work Act, Control of Substances Hazardous to Health (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds. The paper will include pre-release material which learners will receive 6 weeks before the final short answer examination paper.

Learners will sit a short answer examination under controlled conditions. They will be allowed 2 hours to complete the paper.

Examination specification

Duration: 2 hours

Assessment type: Pre-release paper and short answer paper

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand the role of administration in an organisation	a describe administrative processes and their value to business	15	16.7%
	b explain the importance of administrative skills to all roles in business		
	c explain the impact of organisational change on administrative functions		
2 Understand the benefits and importance of effective business communication	a describe the benefits of effective internal and external communication to business	15	16.7%
	b explain the importance of different forms of electronic communication in business		
	c explain the importance, for effective communication, of showing sensitivity to differences of cultural background and diversity		
3 Know how organisations manage and use information	a describe how organisations process, maintain and manage business information	12	13.3%
	b describe the uses to which organisations put business information		
4 Be able to communicate effectively within the business environment	a use appropriate styles and methods of communication and different media in the business environment	24	26.7%
	b produce complex business documents		
	c prepare effective professional presentations		
	d demonstrate effective networking skills		
5 Be able to analyse and set work goals and evaluate progress towards them	a analyse team, departmental and organisational objectives and set own work goals in line with those objectives	24	26.7%
	b evaluate their own progress towards the set goals and objectives and identify areas for improvement		
	c analyse and evaluate the impact of health and safety legislation on a business		
Total		90	100%

Guidance for delivery

The intention of this unit is that learners will play an active part in experiencing the wide range of means of communication material that can be found in different organisations.

There is wide scope for centres to devise their own approaches to delivering this unit.

Learners should experience the benefits and the drawbacks of using a variety of communication methods that are commonly employed by individuals and in organisational contexts, and to recognise the opportunities that they offer. It is important that learners are allowed to reflect on the principles of good communication as a prerequisite to considering how these principles apply to the selection and use of digital media. Methods which they can explore and evaluate include:

- formal documents and communications (eg company reports, marketing flyers, webcasts, job application letters, minutes, agendas, newspaper announcements and websites)
- meetings (eg team meetings, project reviews, annual general meetings)
- employee communication (eg intranets, notice boards, videos, newsletters, team briefing)
- interpersonal communication (eg one-to-one meetings, email, mobile and fixed wire telephony, text and instant messaging)
- audio recordings, videoconferencing and telecasts.

A creative approach should be taken, especially to the teaching of formal English which should be in realistic business scenarios. Possible examples of exercises in using written English could be:

- constructing a set of formal business documents in relation to one scenario, such as producing the agenda for a meeting, recording actions and key points at the meeting, and producing formal minutes after the meeting with actions allocated to the relevant people
- producing a CV, writing a letter in response to a job advertisement, and sending an email to confirm attendance at interview
- reviewing a business's formal documents (eg annual company report, product and service descriptions, advertising material, job descriptions, job application forms, agendas and minutes, health and safety rules, codes of business conduct, customer service policies) to identify problems potentially caused by inaccurate use of language, and making improvements.

It is important that teachers encourage learners to recognise the administrative dimension in many of the activities involved in other units of Principal Learning. There will be opportunities, through work experience as well as contact with, and visits to, local businesses, to develop an awareness of the main administrative roles and processes and why they are important to organisations. Visiting speakers could be directed to discuss administrative processes when describing their own businesses.

Administrative roles and processes will be best seen in realistic business situations where their importance will be directly related to the completion and success of business activity. Work experience could also offer opportunities for learners to gain administrative experience and to recognise how business processes are carried through. The voluntary sector offers a wide range of opportunities for learners to gain experience of performing routine administrative tasks.

Learners should be exposed to contexts in which to compose and use common business documents for different purposes. They will need to understand the conventions and processes involved in sending letters, emails and faxes which can be created to arrange and/or clarify details of work experience or to arrange supplies for the enterprise activity in Level 3 Unit 1: Business enterprise. Learners should be encouraged to think about how people communicate differently through different media.

This unit lends itself particularly well to delivery in conjunction with other units. Other units will provide learners with a realistic context in which to communicate appropriately and effectively. Learners will also get the opportunity to produce documents in this unit which can be used in all other units, especially in Level 3 Unit 1: Business enterprise, where the opportunity to produce a variety of documents for the learners' own enterprises will arise. Also, this would apply particularly to those aspects such as practising communication skills and exploring roles within teams.

Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit by:

- examining one internal and one external communication from a real company, relating to the same subject, to see how and why they differ
- looking at a news item in which a company issues a public statement in response to criticism and/or investigation
- experimenting with conveying the same message in different ways, eg formally and informally, in a one-to-one face-to-face situation, via email, over the phone, in a letter, and in front of a group of people; analysing each other's performance in this activity and how their style changes according to their use of different methods and media
- performing role plays in which learners communicate with people who respond in different ways, and exploring how best to handle these responses
- asking professionals in administrative roles about their roles, skills and contribution to their organisations – these could be staff at the learners' school or college, family members, or employees of a business with which the consortium or centre has close links
- composing complex business documents using English, ICT and communication skills
- producing a report for employees, based on a business scenario, explaining the organisation's house style and how it should be used
- undertaking administrative tasks as part of work experience or voluntary placements.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- analysing and evaluating the impact of health and safety legislation on a business
- considering the influence of using different communication methods on decisions and events in business environments

Creative thinkers

- questioning their own and others' assumptions about cultural backgrounds and diversity when considering the importance of sensitive communication
- trying out alternative communication methods in different business situations

Reflective learners

- assessing their own and others' communication, identifying opportunities and achievements
- reviewing their progress when working towards set goals and objectives, and acting on the outcomes

Team workers

- adapting styles and methods of communication and different media to suit different business roles and situations
- showing fairness and consideration to others when communicating in business contexts
- showing confidence in themselves and their contribution when delivering professional presentations

Self-managers

- working towards set goals, showing initiative, commitment and perseverance
- managing their emotions when networking to build and maintain relationships

Effective participators

- identifying areas for improvement in their own progress towards goals, proposing practical ways forward and breaking these down into manageable steps.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

As the focus of this unit is business communication and documentation, there are many opportunities for learners to develop a range of reading and writing skills, on both practical and analytical levels. In particular, there will be opportunities to write in a range of styles and formats when preparing business documents. The work on relevant legislation and health and safety will expose learners to a range of texts requiring various reading skills.

Suggested learning resources

Books

Belbin, M. (1996). *Team Roles at Work*. Published: Butterworth-Heinemann Ltd. ISBN: 978-0750626750.

Carysforth, C. (1998). *Communication for work*. Published: Heinemann Education. ISBN: 978-0435455422.

CDs, CD-ROMs and DVDs

- *The Apprentice* TV programme (UK or USA episodes)
- *Dragons Den* TV programme (UK episodes)

Journals and magazines

- Business Review Magazine. Philip Allan Updates

Websites

- | | |
|-------------------------|--|
| • Management-Resources | www.management-resources.org |
| • Team Technology | www.teamtechnology.co.uk |
| • Project Smart | www.projectsmart.co.uk |
| • Ten3 Business e-Coach | www.1000ventures.com |

Level 3 Unit 3: Business finance and accounting

What is this unit about?

The purpose of this unit is to introduce learners to the crucial importance of business finance and accounting. Learners will investigate the role that business finance and accounting play in the survival and success of all types of enterprises, and discover the basic financial techniques used in business.

By applying the knowledge and skills they have developed in this unit to Level 3 Unit 1: Business enterprise, learners will gain a first-hand insight of the vital role marginal and average costing techniques play in helping with pricing and budgeting decisions in the management of their chosen enterprise.

Developing business finance and accounting skills will benefit all learners regardless of their chosen career plans. This unit will allow learners to develop a range of Personal, Learning and Thinking Skills (PLTS) which they will be able to apply in both theoretical and practical situations. The skills developed throughout this unit will assist the learner to relate the importance of business finance and accounting activity to all other operational areas and to understand the importance of business finance and accounting to the success of business.

For many young people, this will be their first opportunity to consider employment in business finance and accounting which could provide them with a potentially very lucrative career. The need for business finance and accounting is not restricted to one type of employment sector so learners are able to access an enormous range of opportunities and options. Opportunities in business finance and accounting exist, for example, in media, arts, the voluntary sector, sports and leisure as well as in 'traditional' businesses.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers.

Guided learning hours

This unit has 60 GLH assigned to it, which includes any time needed for assessment preparation. Learners will sit an examination lasting 2 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand accounting in a business	a explain the purpose of accounting and the different roles within business finance and accounting	
	b explain how financial software can support business finance and accounting functions	
	c identify the stakeholders in a business and describe their interests	
2 Be able to use accounting records to provide financial information and calculate corporation taxation liabilities	a calculate a business's financial position, break-even, profit and tax liability	
	b present financial information in an appropriate format	
3 Understand how a business can finance its activities	a explain the sources of finance available to a business and the ways in which a business raises capital	
	b analyse sources of finance to select the most appropriate to meet business requirements	IE4
4 Be able to use marginal costing and break-even analysis as an aid to short-term financial decision-making	a use break-even analysis to make decisions	IE6
	b apply marginal costing to make decisions	IE6
5 Understand the roles of budgets and budgetary control in the management of an organisation	a interpret simple budgets	
	b explain how budgets can be used to plan and control a business	
6 Be able to assess the financial performance of a business using financial ratios	a use financial statements to make business decisions	
	b use financial ratios to assess the financial performance of a business	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

Learners should be taught about the different types of organisation and their various stakeholders to provide realistic contexts in which to consider financial roles and sources of funding.

Learning outcome 1

Learners must be taught the purpose of accounting, the different roles within business finance and accounting, and the range and uses of financial information. The key roles within business finance and accounting must include:

- bookkeeper
- accountant
- auditor.

The purpose of accounting must include recording transactions through bookkeeping:

- sales, purchase, general/nominal ledger and cash book
- payroll
- credit control.

Financial accounting is also used for measurement through:

- preparing financial statements
- internal and external audit
- interpretation of financial statements – ratios.

Management accounting must also be covered, in terms of:

- break-even analysis
- marginal and average costing
- budgeting.

Learners must be taught how the following software packages can be used to support business finance and accounting functions:

- email packages
- worldwide web
- spreadsheet packages
- accounting packages including:
 - Microsoft Express/Professional
 - Sage.

Learners must also be made aware of the various stakeholders in a business and their interests in the accounts. Stakeholders include:

- owners
- managers
- suppliers
- customers
- providers of finance
- employees
- government
- competitors
- potential investors
- local community.

Learning outcome 2

Learners must be shown how to calculate business VAT and corporation tax.

Learners must be supported in presenting financial information in appropriate formats. This must include:

- simple income statements
- simple balance sheets
- cash-flow statements.

Simple income statements must include:

- turnover
- cost of sales
- gross profit
- expenses including:
 - wages and salaries
 - insurance
 - rent and rates
 - motor expenses
 - bad debts
 - provisions for bad debts
 - calculating expenses owing and prepaid
 - calculating depreciation using straight line and reducing balance methods
- net profit
- corporation tax.

Simple balance sheets must include:

- | | |
|--|--|
| <ul style="list-style-type: none">• fixed assets:<ul style="list-style-type: none">◦ premises◦ motor vehicles◦ fixtures and fittings◦ depreciation• current assets:<ul style="list-style-type: none">◦ stock◦ debtors◦ prepayments◦ bank◦ cash | <ul style="list-style-type: none">• current liabilities:<ul style="list-style-type: none">◦ creditors◦ bank overdraft◦ expenses owing• non-current liabilities:<ul style="list-style-type: none">◦ loans◦ mortgages◦ owners' funds◦ share capital◦ reserves◦ retained profits. |
|--|--|

Learning outcome 3

Learners must be made aware of the main sources of finance available to a business. These sources of finance include:

- trade credit
- sale of assets
- leasing
- loans
- bank overdraft
- share capital
- venture capital
- government grants (where available).

The ways in which a business raises capital must be explained.

Learners must be supported in developing skills to analyse sources of finance in order to select the most appropriate to meet business requirements.

Learning outcome 4

Learners must be supported in calculating and using break-even analysis to make business decisions, to include:

- break-even output and margins of safety at different levels of sales, including 'what if?' analysis
- constructing and interpreting break-even charts
- calculating break-even using the formula $\text{fixed costs}/(\text{selling price} - \text{variable cost})$
- contribution to fixed costs
- the effects of increases and/or decreases in both fixed and variable costs
- recommending solutions to break-even problems
- budgeting for a given profit.

Learners must be taught about marginal and average costing in order to make decisions based on them. This teaching must cover:

- the difference between marginal and average costs
- make or buy decisions
- abandonment decisions
- the acceptance of special contract decisions.

Learning outcome 5

Learners must be taught how to interpret simple budgets.

Learners must be taught about how budgets can be used to plan and control a business, including:

- cash-flow forecasts – both preparing and interpreting them
- simple budgets – forecasted income statements, forecasted balance sheets – both preparing and interpreting them
- implications of deficit, balanced and surplus budget setting
- difference between and reasons for zero-based and incremental budgets
- budgeting techniques – rescheduling receipts and payments, forecast and actual budgets, adverse and favourable variances, 'what if?' analysis, delegating budgets
- financial software – the types, and how financial software can assist in planning and controlling a business.

Learning outcome 6

Learners must be shown how to interpret simple financial statements produced by established limited companies. In order that they can assess the financial performance of a business by using and interpreting financial ratios, learners must be taught the following.

Solvency (liquidity) ratios:

- current ratio – $\text{current assets} \div \text{current liabilities}$
- acid test ratio – $(\text{current assets} - \text{closing stock}) \div \text{current liabilities}$.

Profitability ratios:

- gross profit margin – $(\text{gross profit} \div \text{sales}) \times 100$
- net profit margin – $(\text{net profit} \div \text{sales}) \times 100$
- Return on Capital Employed – $(\text{net profit} \div \text{capital}) \times 100$.

Efficiency ratios:

- stock turnover – $\text{cost of goods sold} \div \text{average stock}$
- debt collection period – $(\text{debtors} \div \text{credit sales}) \times 365$
- credit payment period – $(\text{creditors} \div \text{credit purchases}) \times 365$
- sales to fixed assets – $(\text{sales} \div \text{fixed assets}) \times 100$.

Learners must be taught the value of financial ratios, in that these provide:

- basis of comparison
- historic comparison
- inter-firm comparison.

Learners must also be made aware of the following limitations of financial ratios:

- they are based on historical information
- they only measure financial information
- they cannot predict the future.

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

Learners will sit an examination containing short and extended answer questions, under controlled conditions. They will be allowed 2 hours to complete the paper.

Learners will be given a table of relevant formulae for financial ratios as part of the examination where appropriate.

Examination specification

Duration: 2 hours

Assessment type: Examination, short and extended answers

Number of marks: 90

Learning outcomes	Assessment criteria	Marks	Weighting
1 Understand accounting in a business	a explain the purpose of accounting and the different roles within business finance and accounting	9	10%
	b explain how financial software can support business finance and accounting functions		
	c identify the stakeholders in a business and describe their interests		
2 Be able to use accounting records to provide financial information and calculate corporation taxation liabilities	a calculate a business's financial position, break-even, profit and tax liability	18	20%
	b present financial information in an appropriate format		
3 Understand how a business can finance its activities	a explain the sources of finance available to a business and the ways in which a business raises capital	9	10%
	b analyse sources of finance to select the most appropriate to meet business requirements		
4 Be able to use marginal costing and break-even analysis as an aid to short-term financial decision-making	a use break-even analysis to make decisions	12	13.3%
	b apply marginal costing to make decisions		
5 Understand the roles of budgets and budgetary control in the management of an organisation	a interpret simple budgets	18	20%
	b explain how budgets can be used to plan and control a business		
6 Be able to assess the financial performance of a business using financial ratios	a use financial statements to make business decisions	24	26.7%
	b use financial ratios to assess the financial performance of a business		
Total		90	100%

Guidance for delivery

Teachers should resist the temptation to make the teaching of this unit overly theoretical and textbook led. Wherever possible, use should be made of Level 3 Unit 1: Business enterprise, to illustrate business finance and accounting issues. Links should also be made with other units such as Level 3 Unit 2: Business communication and administration, Level 3 Unit 4: Effective marketing and sales for business, Level 3 Unit 5: Managing a project, and Level 3 Unit 8: Planning for my career and financial success.

Use should be made of printed media such as local and national newspapers and suppliers' catalogues as well as online resources such as suppliers', computer software and company websites. Newspapers and television websites also provide newsworthy items relating to business finance and accounting that can form the basis of case studies or as a starting point for research. Libraries have access to online databases that provide useful and up-to-date data regarding published accounts.

Practical demonstrations of software should be used. In addition to spreadsheet packages there are free software packages such as Microsoft Accounting Express that can be downloaded.

Where possible, learners should be given the opportunity to be reflective eg, researching, adopting and 'investing' in a company, and to review its success as an investment at the end of the learning period.

Opportunities for applied learning

The study of business finance and accounting could be the start of a future career for learners. In terms of application to their future careers and studies, learners can be given opportunities to investigate the job market for accounting related jobs. There are many opportunities to investigate the job market, including:

- local and national newspapers
- the websites of professional accounting bodies.

Learners could prepare a 'wage watch' in their local area and produce a mini career plan based on meeting job requirements.

The teacher could provide advertisements for accounting jobs from local and national newspapers (these can include advertisements from public, private and not for profit businesses) and learners could relate the finance and accounting content of their classroom studies to the requirements, perhaps in the form of a short presentation.

Learners could prepare comparison tables involving internet research for different types of financial software, identifying features and cost. They could be given business scenarios and asked to suggest suitable software to purchase.

Break-even charts could be constructed using spreadsheets, allowing learners to run 'what if?' scenarios to illustrate the effects of changes in prices and costs. Learners could be asked to provide suitable contingencies to deal with changes in costs and prices. A similar approach can be taken with cash-flow forecasts, with learners using spreadsheets to produce a cash-flow forecast and making appropriate suggestions for dealing with cash-flow problems in the context of a given business situation or context.

Simple budgeting software (such as the free download software 'Budget Yourself' from www.funderfinder.org.uk – aimed at not for profit groups) can be used to give learners the experience of building a budget.

Teachers can identify a newspaper or internet article on a business currently in the news, perhaps a business in difficulty or one that has announced very good results. Learners can be given simplified final accounts of the business (over two years), but without revealing the business name. They can calculate the ratios (or be provided with them) and produce their own analysis of what the ratios suggest. The name of the business can then be revealed and learners can try and put their findings into context. Finally, learners can be provided with the newspaper or internet article on the business to see how their financial analysis related to the actual business situation. Information on published accounts can be provided from the Financial Analysis Made Easy (FAME www.bvdep.com) database that is available in some FE Colleges and most large public libraries.

Alternatively or in addition, the teacher could identify a news item relating to a business and provide the learners with the accounts and ratios for that business and those of a close competitor. Learners can perform their own inter-firm analysis. Once again the business names and news item can be gradually revealed.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- identifying the key requirements of a computerised accounting system before comparing computerised accounting packages
- analysing and evaluating information when considering costing decisions
- supporting conclusions, using reasoned arguments and evidence when presenting feedback on choosing accounting software, costing decisions and budget recommendations

Creative thinkers

- suggesting alternatives to planned courses of action in pricing products

Reflective learners

- assessing their own performance after using break-even analysis and marginal costing to make decisions
- reviewing budgets and suggesting alternatives

Effective participators

- presenting and discussing findings and making a persuasive case for change in plans in budgets.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

There are considerable opportunities for reading and writing skills development in this unit when examining the range of business documentation associated with finance and accounting. However, even more numerous are the opportunities to develop a range of mathematical skills. For example, the use of addition, subtraction, multiplication and division using whole numbers can be used when identifying profitability, drawing up budgets and making financial forecasts. The topics of loans and VAT will also provide opportunities to use fractions, decimals and percentages.

Suggested learning resources

Teachers should ensure that learners can access a wide range of resources including textbooks, journals, regulatory authority publications, and local and national newspapers. Electronic resources in the form of financial accounting databases and websites should also be available.

Books

Surridge, M.; Chapman, T.; Cornelius, D.; Merrills, S. (2005). *Applied Business AS for AQA: Student's Book*. Published: Collins Educational. ISBN: 978-0007201402.

Chapman, T.; Surridge, M.; Merrills, S.; McGuire, G.; Buchanan, N. (2006). *Applied Business A2 for AQA: Student's Book*. Published: Collins Educational. ISBN: 978-0007201426.

Austen, D.; Hailstone, P. (2008). *AQA Accounting AS: Student's Book*. Published: Nelson Thornes. ISBN: 978-0748798698.

Journals and magazines

- Accountancy Age
- Accounting Technician

Websites

- The Association of Accounting Technicians www.aat.org.uk
- Accountancy Age www.accountancyage.com
- AccountingWEB www.accountingweb.co.uk
- Financial Services Skills Council www.aosg.org
- Bank of Scotland www.bankofscotland.co.uk
- BBC GCSE Bitesize: Business Studies www.bbc.co.uk/schools/gcsebitesize/business
- Biz/ed www.bized.co.uk
- Bureau van Dijk Electronic Publishing www.bvdep.com
- The Charity Commission www.charity-commission.gov.uk
- Charity Finance www.charityfinance.co.uk
- The Chartered Institute of Management Accountants www.cimaglobal.com
- The Chartered Institute of Public Finance and Accountancy www.cipfa.org.uk
- FunderFinder www.funderfinder.org.uk
- The Guardian www.guardian.co.uk
- HM Revenue & Customs www.hmrc.gov.uk
- HSBC: Business Banking www.hsbc.co.uk/1/2/business/home
- The Institute of Chartered Accountants in England and Wales www.icaew.co.uk
- The Independent www.independent.co.uk
- Lloyds TSB: Business Banking www.lloydstsbbusiness.com
- Management Accounting for Non-Governmental Organisations www.mango.org.uk
- Microsoft Office Accounting Express 2008 Overview www.msofficeaccounting.co.uk/express.aspx
- NatWest www.natwest.com

- Osborne Books www.osbornebooks.co.uk
- QuickBooks 2008 www.quickbooks-software.co.uk
- Quicken® Software www.quicken.com
- The Royal Bank of Scotland www.rbs.co.uk
- Sage (UK) Limited www.sage.co.uk
- The Telegraph www.telegraph.co.uk
- TESconnect Resources www.tes.co.uk/resources
- The Times Online www.timesonline.co.uk
- tutor2u www.tutor2u.net

Level 3 Unit 4: Effective marketing and sales for business

What is this unit about?

This unit will encourage learners to use and question the knowledge they have gained through exposure to marketing activities in daily life. Learners will develop an understanding of marketing concepts and principles, and how they are applied in business. Learners will also be aware of the role of the media, advertising, and marketing techniques in creating demand for goods and services.

Sales and marketing is an exciting and dynamic challenge, and one that is often attractive to a young, upwardly mobile workforce. Through this unit, some learners will get their first taste of this stimulating topic, and see that it adds a new dimension to the operation of a successful business. For many of these learners, the idea that they can influence people's choices is inspiring and adds tremendously to the interest in the job.

Learners will develop their understanding of ways in which businesses identify customer needs, and ways in which they promote their products and services to meet these needs. This is transferable knowledge that can be applied to businesses in a wide range of sectors. The unit will allow learners to develop a range of Personal, Learning and Thinking Skills (PLTS) that they will be able to apply in both theoretical and practical situations.

Learners will benefit from work-related experiential learning throughout this unit as the majority of material used will be drawn from, or related to, business in its broadest sense. The skills developed throughout this unit will assist the learner in relating the importance of the sales and marketing activity to all other operational areas and in understanding the importance of sales and marketing to the success of any business.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- reflective learners
- self-managers.

Guided learning hours

This unit has 60 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are shown in the Assessment section of this unit. Overall information on controls is on pages 124–128 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the role of marketing in a business	a explain the key marketing concepts and principles and their business application	
	b describe the role of advertising and the media in stimulating the demand for goods and services	
	c explain how marketing techniques are used to increase the demand for goods and services	
2 Know how different markets operate	a describe the similarities and differences in the operation of local, national and international markets	
	b explain the maintenance factors and security considerations of online marketing	
3 Understand selling techniques	a explain the importance of preparing for a sale	
	b explain the sales sequence	
	c explain the common communication strategies, techniques and skills underpinning effective personal selling	
4 Know the principles of competition analysis	a describe the purpose of competition analysis	
	b describe how competition analysis is carried out	
5 Be able to carry out marketing analysis of a new company	a collate and interpret marketing information from primary and secondary sources, judging its relevance and value	IE4
	b carry out competition analysis for a new company	
	c justify the most effective ways of fighting competition	
6 Be able to carry out marketing and selling	a undertake online marketing, making provision for maintenance and security	
	b demonstrate effective selling techniques, building and maintaining relationships	SM7
	c evaluate the effectiveness of sales, identifying improvements for future progress	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

3

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

Learning outcome 1

Learners must be taught key marketing concepts and principles, and how they are applied in business.

They must also be taught the use of marketing terminology, principles and practice in business, to include:

- advertising
- promotion
- brands
- discounts
- marketing mix
- communication mix
- joint marketing activity
- business to business
- business to consumer
- above the line
- below the line.

Teachers should explain that most physical and virtual space can accommodate advertising, but must highlight the most common methods of advertising to learners:

- billboards, posters, flyers and advertisements in public spaces
- radio, television and cinema features and advertisements
- newspaper and magazine features and advertisements
- advertisements placed in and on transport vehicles
- advertisements at events and in sports venues
- web advertising through banners, pop-ups and email
- postal, telephone and mobile phone advertising
- product placement in television shows, films and video games.

Learners will need to understand that advertising and the media stimulate demand for goods and services by:

- reaching large numbers of people
- targeting particular audiences and grabbing their attention
- creating and reinforcing brand image
- permeating everyday life and public and private spaces
- influencing individuals, often on an unconscious, emotional level
- offering a desirable, though not necessarily achievable, lifestyle and concept of self alongside the products they promote
- making the advertisement entertaining or artistic enough to become popularized in its own right.

Learners must be taught how marketing techniques are used to increase the demand for goods and services.

Learning outcome 2

Learners must be made aware of the similarities and differences in the operation of local, national and international markets.

The maintenance factors and security considerations involved in online marketing must be explained to learners, to include:

- internet portals
- desktop marketing
- data collection
- research
- mobile technology
- maintenance of data and functions
- security of personal data
- retention of commercial advantage.

Learning outcome 3

Learners must be taught the importance of preparing for a sale, in terms of:

- gaining the customer's attention
- finding out the customer's needs
- offering possible products to meet the customer's needs.

Learners will need to know the sales sequence.

Learners must be taught about the following common communication strategies, techniques and skills underpinning effective personal selling:

- how to approach and engage in conversation with the customer
- questioning techniques
- recognising the customer's level of interest in and knowledge of the product
- product offers
- pricing offers
- selling additional related products
- up-selling.

Learning outcome 4

Learners must be taught the principles of competition analysis in terms of its purpose and how it is carried out, covering:

- the assessment of competitors' strengths and weakness, and any threats, obstacles or opportunities created by these
- scanning the media for advertisements or relevant features
- creating profiles of competitors.

Learning outcome 5

Learners must be supported in developing skills to collate and interpret marketing information from primary and secondary sources, judging its relevance and value. This must involve teaching learners the following processes and concepts:

- market analysis
- target market
- customer satisfaction
- market research.

Learners must be taught how to carry out competition analysis for a new company.

The most effective ways of fighting competition must be explained.

Learning outcome 6

Learners must be shown how to apply the knowledge gained through Learning outcome 2 to undertake online marketing, making provision for maintenance and security.

Learners must be supported in developing the skills to demonstrate effective selling techniques, building and maintaining relationships, both with customers and suppliers.

Learners must be advised to evaluate the effectiveness of sales, identifying improvements for future progress. This must include:

- new markets
- increased revenue
- successful promotional campaigns
- data comparison.

The combined activities in use to support the advertising and marketing effort in the promotion and sales of products and services in the business must include at least the following:

- branding
- discounts
- offers
- displays
- coupons
- group rates
- early booker offers
- late offers.

In order for learners to carry out the necessary research to establish customer needs and to broaden the market, learning must cover:

- assessment of customer relationships
- key drivers of customer values
- establishment of customer relationships
- customer loyalty
- customer satisfaction surveys
- environmental analysis
- competitor analysis
- demographic trends
- lifestyle segmentation.

Learners must be given sufficient information to produce a marketing plan for a given establishment for the promotion and sales of products and/or services which must include as a minimum:

- clear and measurable targets
- environmental analysis
- marketing mix strategy
- joint marketing proposals
- contingency plans.

Learners must be supported in interpreting marketing plans and using information, to include:

- marketing mix strategy
- joint marketing activity
- contingency plans
- environmental analysis.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

The learner will complete an assignment which will be based on the marketing of a product or service and will carry the process through from generation of ideas to evaluation of the marketing campaign and its related sales activity. It will be advantageous if the work devoted to this assignment could link to the assessment processes for other units such as Level 3 Unit 1: Business enterprise, Level 3 Unit 2: Business communication and administration, or Level 3 Unit 3: Business finance and accounting.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Market research and competition analysis	The following must be provided: <ul style="list-style-type: none">report or notes or presentation	LO1, 2, 4, 5
Marketing plan	The following must be provided: <ul style="list-style-type: none">written or electronic plan	LO1, 2
Personal selling and online marketing	The following must be provided: <ul style="list-style-type: none">witness statements, documented record and/or video recordingWritten or electronic evaluation	LO3, 6

Duration

The assignment will take approximately 5 of the 60 guided learning hours available for this unit.

Sector relevant purpose

Learners will gain experience of marketing and personal selling. These skills are essential to all businesses.

Demand

Learners' research and analysis should be drawn from primary and secondary sources and should relate to local, national, international and online markets.

Marketing plans should show segmentalisation, branding and techniques to be used, and should cover a range of product or services within a brand.

One product or service should be selected for selling.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 124–126 of the specification.

If part of this assignment is taking place as group work, the learner must present their own evidence and be able to identify the exact work which they have carried out. This identification should be submitted with the evidence.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the role of marketing in a business	12	13.3%
2 Know how different markets operate	6	6.7%
3 Understand selling techniques	12	13.3%
4 Know the principles of competition analysis	6	6.7%
5 Be able to carry out marketing analysis of a new company	27	30%
6 Be able to carry out marketing and selling	27	30%
Total	90	100%

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
1 Understand the role of marketing for a business	<p>Offered a basic explanation of some key marketing concepts and principles, and their business application.</p> <p>Described in outline the role of advertising and the media in stimulating the demand for goods and services.</p> <p>Offered a basic explanation of how marketing techniques are used to increase the demand for goods and services.</p>	<p>Offered a detailed explanation of the key marketing concepts and principles, and their business application, using some relevant examples.</p> <p>Described with some detail the role of advertising and the media in stimulating the demand for goods and services.</p> <p>Offered a detailed explanation of how marketing techniques are used to increase the demand for goods and services, using some relevant examples.</p>	<p>Offered an in-depth explanation of the key marketing concepts and principles, and their business application, using consistently relevant examples.</p> <p>Described fully the role of advertising and the media in effective stimulation of the demand for goods and services.</p> <p>Offered an in-depth explanation of how marketing techniques are used to increase the demand for goods and services, using consistently relevant examples.</p>
	0 to 2 marks	3 to 4 marks	5 to 6 marks
2 Know how different markets operate	<p>Described in basic terms some similarities and differences in the operation of local, national and international markets.</p> <p>Explained basic maintenance factors and security considerations of online/e-marketing.</p>	<p>Described the similarities and differences in the operation of local, national and international markets.</p> <p>Explained a range of maintenance factors and security considerations of online/e-marketing, using some relevant examples.</p>	<p>Described in detail the similarities and differences in the operation of local, national and international markets.</p> <p>Explained in detail a range of maintenance factors and security considerations of online/e-marketing, using consistently relevant examples.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Understand selling techniques	<p>Explained, in basic terms, preparation for sales, showing limited recognition of its importance.</p> <p>Given a limited explanation of the sales sequence.</p> <p>Given a limited explanation of the communication strategies, techniques and skills that underpin effective personal selling.</p>	<p>Explained in detail the importance of preparing for a sale, using some relevant examples.</p> <p>Given a standard explanation of the sales sequence.</p> <p>Given a standard explanation of the communication strategies, techniques and skills that underpin effective personal selling. Examples given were standard.</p>	<p>Offered an in-depth explanation of the importance of preparing for a sale, using consistently relevant examples.</p> <p>Given an in-depth explanation of the sales sequence giving examples.</p> <p>Given an in-depth explanation of the communication strategies techniques and skills that underpin personal selling given examples that exemplify this.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 2 marks	3 to 4 marks	5 to 6 marks
4 Know the principles of competition analysis	<p>Described, with limited clarity and accuracy, the purpose of competition analysis.</p> <p>Given a limited description of how competition analysis is carried out.</p>	<p>Described, with some clarity and accuracy, the purpose of competition analysis.</p> <p>Given a description of how to carry out competition analysis that showed adequate knowledge of the process.</p>	<p>Described, with consistent clarity and accuracy, the purpose of competition analysis.</p> <p>Given a detailed description of how competition analysis is carried out and given examples to exemplify this.</p>
	0 to 9 marks	10 to 18 marks	19 to 27 marks
5 Be able to carry out marketing analysis of a new company	<p>Collated and stated in simple terms the significance of some marketing information from primary and secondary sources.</p> <p>Carried out basic competition analysis and evaluated some of the existing competition.</p> <p>Offered a basic justification of a way of fighting the competition.</p>	<p>Collated and interpreted routine and complex marketing information from primary and secondary sources.</p> <p>Carried out competition analysis and evaluated most existing competition.</p> <p>Offered a sound justification of effective ways of fighting the competition.</p>	<p>Collated systematically and interpreted in detail routine and complex marketing information from primary and secondary sources, fully indicating its significance.</p> <p>Carried out competition analysis, fully evaluating the existing competition.</p> <p>Convincingly justified the most effective ways of fighting the competition, giving examples.</p>
	0 to 9 marks	10 to 18 marks	19 to 27 marks
6 Be able to carry out marketing and selling	<p>Undertaken basic online marketing, making some provision for maintenance or security.</p> <p>Demonstrated some basic personal selling techniques from preparation to close, using basic communication skills.</p> <p>Evaluated the effectiveness of sales, showing limited self-awareness and identifying improvements for future progress, some of which are relevant.</p>	<p>Undertaken online marketing, making some provision for maintenance and security.</p> <p>Demonstrated selling from preparation to close, using communication skills and personal selling techniques.</p> <p>Evaluated the effectiveness of sales, showing self-awareness and identifying generally relevant improvements for future progress.</p>	<p>Undertaken online marketing, showing some development and making provision for appropriate maintenance and effective security.</p> <p>Demonstrated effective selling from preparation to close, using developed communication skills and a range of personal selling techniques.</p> <p>Evaluated the effectiveness of sales, showing a high level of self-awareness and identifying consistently relevant improvements for future progress.</p>

Guidance for delivery

Although they may not have had direct prior experience of sales and marketing, all learners will have been exposed to marketing in some form. This could form the basis of an early class discussion, comparing the memorable campaigns with those that were less successful. Learners at Level 3 are likely to have had some work experience, or they may have part-time jobs that can be used to illustrate the importance of defining what makes a business successful. They may also be familiar with new brands such as the growth of the café society: this can also be addressed as a marketing experience. Learners' experience as customers can be developed to examine the sales and marketing strategies which they have encountered.

It will be helpful for learners to use their existing knowledge to investigate and explore through research, discussion and a series of visits to businesses. In this unit, the material used should be drawn from business. Visits and external speakers are an essential part of the unit. When teaching this topic, it is essential to refer to up-to-date issues, newspaper or journal articles and relevant websites. Learners should be encouraged to research on their own to compile their personal 'online reference library'.

Teachers may wish to make use of practical activities when covering, for example, market research. They could assist learners in compiling surveys that could be conducted using school or college publicity, and could include an analysis of:

- demographic characteristics
- who the customers are
- what they buy
- competitiveness
- average spend
- whether the product is good value in the market

Customer satisfaction research could include the following:

- questionnaires
- satisfaction surveys
- guest feedback
- focus groups.

When interpreting a marketing plan or compiling one for a given situation, teachers may find it helpful to teach this area using PEST and SWOT analysis to encourage learners to think of factors that may affect the marketing plan.

Learners will need to appreciate the importance of this unit, since without the appropriate publicity a business will not be successful, but it is also important that they realise that this is a skill that can be easily transferred to other industries. Any exposure to real-life situations will be beneficial to the learners.

Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit through:

- experience as customers
- experience as internet users
- work experience and part-time employment
- realistic business services
- themed events and fundraising events
- visits to business establishments
- visiting speakers from business
- carrying out market research and competition analysis
- working with real marketing information from primary and secondary sources
- undertaking online marketing
- demonstrating personal selling techniques
- considering the ways in which products they like are marketed and sold.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- identifying the questions they should ask when undertaking market research
- exploring issues and problems from a number of different perspectives when producing a marketing plan
- considering how circumstances and the beliefs and feelings of customers influence decisions, events and the business

Creative thinkers

- generating ideas and exploring possibilities during discussions
- asking questions to extend their thinking when producing information for sales and marketing activities

Reflective learners

- setting goals with success criteria when creating marketing plans
- inviting feedback on their personal selling, and dealing positively with praise, setbacks and criticism
- evaluating their experiences of marketing and sales throughout the unit, learning to inform future progress

Team workers

- reaching agreement and managing discussions in class
- adapting behaviour to suit different roles and situations, including sales situations
- taking responsibility for personal selling, showing confidence in themselves and their contribution

Self-managers

- organising time and resources, learning how to prioritise actions when conducting research

Effective participators

- trying to influence customers during personal selling activities, negotiating and balancing diverse views to close sales
- acting as an advocate for differing beliefs and views when debating how to sell a product in class.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

Since marketing and sales are main themes within this unit, there are opportunities for learners to develop speaking and listening skills, particularly around market research and personal selling. The researching of these topics and the collection and analysis of marketing information provide opportunities to develop reading and writing skills. The interpretation of market research information will require the understanding of information presented on tables and charts and potentially some mathematical analysis.

Suggested learning resources

Books

Roman, K.; Maas, J.; Nisenholtz, M. (2005). *How to Advertise: What Works, What Doesn't, and Why*. Published: Kogan Page. ISBN: 978-0749444624.

Berry, M. (1998). *The New Integrated Direct Marketing*. Published: Gower. ISBN: 978-0566079603.

Websites

- LearnMarketing.net: Promotion Strategies www.learnmarketing.net/promotion.htm
- LearnMarketing.net: image bank www.learnmarketing.net/images.htm
- Intute: Virtual Training Suite www.vts.intute.ac.uk/
- Quality Improvement Agency: Excellence Gateway <http://excellence.qia.org.uk/home>
- Quality Improvement Agency: Teaching and Learning Programme <http://teachingandlearning.qia.org.uk>

Level 3 Unit 5: Managing a project

What is this unit about?

The purpose of this unit is to enable learners to experience the stimulation that working as part of an effective and successful team can bring. By working as part of a team to plan and manage a real event, learners will gain first-hand knowledge of how a group of people can collaborate and use each other's strengths to successfully bring a project to completion. The unit will give them the opportunity to become effective team workers through exploring issues associated with working in teams, examining team dynamics and gaining an understanding of the impact of team working on organisational performance. Learners will analyse their own contribution to a team, maximise its effectiveness through providing feedback and support to other team members, and develop their ability to deal with conflict and difficult situations. They will also consider the difference between leadership and management as well as the variety of management and leadership styles and their impact on the team and on individuals.

Learners will also develop skills in project management, learning how to resource, plan, report on, monitor, review and close a project. They will gain an appreciation of the importance of setting clear and appropriate business objectives for individuals, teams, departments and organisations, and of evaluating progress towards those objectives and identifying areas for improvement. It is expected that, in covering this topic, learners will use ICT-based rather than manual systems whenever a disability does not prevent them from doing so.

This unit will enable learners to develop and apply a range of effective administrative, project and event management skills, which will help them in their future lives and prepare them for work in business, administration and finance.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- reflective learners
- team workers
- self-managers
- effective participators.

Guided learning hours

This unit has 60 GLH assigned to it, of which 4 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are shown in the Assessment section of this unit. Overall information on controls is on pages 124–128 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the essential characteristics of a team	a explain the roles, responsibilities and interrelationships of an effective team	
	b explain the techniques of leadership and management	
	c analyse the team dynamics against performance	
2 Understand the principles of managing teams	a explain the methods of setting clear and appropriate goals	
	b explain how effective team working contributes to organisational performance	
	c explain different management methods	
	d summarise the advantages and disadvantages of being managed by different styles	
	e explain the means of monitoring team performance	
3 Understand the principles of project management	a explain how to resource and plan a project	
	b explain methods of reporting on a project	
	c explain how to monitor a project	
	d explain how to review and close a project	
4 Be able to manage a team project for a business purpose	a plan and prioritise teams activities to meet set deadlines	SM3
	b use principles and techniques of project management, including negotiating and balancing conflicting views, to reach workable project objectives	EP5
	c contribute effectively to the team's achievement of objectives	TW5
	d motivate and support team members, providing constructive support when dealing with problems	TW6
	e review progress of the team, communicating the findings in a relevant manner	RL3, RL6
	f evaluate the effectiveness of the project, identifying opportunities and achievements	RL1

3

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

The emphasis of the teaching programme for this unit will be in developing the learners' awareness of their own role and contribution to team working in a variety of contexts in school/college, in work experience and in leisure pursuits.

Learning outcome 1

When learning about the roles, responsibilities and interrelationships in teams, learners must be made aware of the role of managers and their responsibilities, as well as the nine key team roles as defined by Belbin and the characteristics of her observations in defining team roles. Teaching must cover the factors that make teams work well, and the role and responsibilities of the individual within the team and the relationships between peers and leaders. Learners must also be taught how the dynamics of a team can affect its success, and methods of motivation. These may be monetary or non-monetary, eg incentive, recognition, empowerment. Learners must be taught when these may be used, eg when meeting urgent targets.

Leadership must be considered in terms of position, personality and expertise or experience. Learners must be taught:

- the role of team leaders and differences between leadership and management
- the differences between proactive and reactive work management eg anticipating problems, identifying risks, reacting to a situation, lack of planning
- how different styles of management compare and how and when they should be used:
 - democratic
 - autocratic
 - laissez faire.

Learning outcome 2

Learning how to set, monitor and work to objectives must cover why organisations set objectives and how the team's achievement of its goals and targets feeds into this. Learners must be taught about the purpose of a mission statement to define the overall direction of the organisation, allowing objectives to then be established and ensuring employees and customers are aware of the organisation's purpose.

Learners will need to be taught how to set goals and targets using SMART techniques.

Learners must be made aware of the relationship of the team outputs with the organisation's overall performance, and how team collaboration can maximise this.

When learning about methods used to manage teams, consideration must be given to other methods of working such as:

- remote working
- virtual teams.

Teaching must also cover the role of technology in managing such methods:

- email and internet/intranet
- file sharing
- videoconferencing.

Learners must be made aware of the advantages and disadvantages to both the individual and the organisation of these models.

Advantages:

- remote working
 - reduce office costs
 - increased productivity
 - environmentally friendly due to low travel and premises costs
- virtual teams
 - low premises costs
 - no travel costs
 - excellent for global or long distance teamwork.

Disadvantages:

- remote working
 - requires self motivaton
 - isolation
 - potential lack of support
- virtual teams
 - requires self motivaton
 - relies on excellent communication.

Learners must be taught about the techniques available for managing and monitoring achievement of objectives, including:

- Management by objectives (MBO) which uses set targets to monitor progress towards overall objectives
- Management Information Systems (MIS)
- team/project meetings
- progress reports
- Key Performance Indicators (KPIs).

Learning outcome 3

Learners must be taught how to resource and plan a project.

Learners must be taught methods of reporting on a project.

Learners must be taught how to monitor a project.

Learners must be taught how to review and close a project.

Learning outcome 4

Learners must be taught the different techniques used to prioritise and plan pieces of work to enable the meeting of targets and deadlines:

- the use of meetings, planners, charts, diaries and schedulers (both manual and electronic)
- the different styles of negotiation and their appropriate use eg to reach a compromise, to confirm a decision
- negotiating priorities with team members and others and to identify when to refer to the teacher for advice and support.

Learners must be taught the principles and techniques to plan and manage both simple projects and large corporate events. It is expected that IT will be a major aspect of this unit and learners must be made aware of the features of a software package such as Microsoft Project, as well as planning tools such as Gantt charts and critical path analysis. Teachers should draw learners' attention to the existence of other methodologies such as Prince 2.

In order that learners can work as effective and supportive team members, the importance of the following must be emphasised:

- creating and maintaining effective working relationships
- co-operating with others to work towards agreed common goals
- adapting behaviour to suit different situations and individual roles
- showing fairness and consideration to other team members
- fulfilling own responsibilities and obligations
- communicating clearly and effectively with members of the team to achieve clarity of information, to confirm understanding, and to communicate progress and problems
- negotiating and balancing conflicting views to reach workable project objectives.

In order that learners can motivate and support team members, they must be taught:

- how formal and informal feedback can be used to develop and motivate
- how to convey constructive feedback to others and how to receive and act on feedback
- how to identify the signs of conflict within a team, how this can be managed and the implications of non-action.

Learners must be advised to use SWOT techniques to assess and then evaluate their role and how they contribute to the team, identifying opportunities and achievements.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

The aim of this assignment is to enable the learner to demonstrate the ability to work effectively as part of a team in order to achieve an objective. The learner will complete a practical project management-based task leading to a real event. The learner will show an understanding of the different elements of a team and how the dynamics are influenced by types of individual and allocation of roles. They will demonstrate how they have participated as a supportive and effective team member and evaluate how the work of the team influences the overall success of the event.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Management of a team project for a business purpose	The following must be provided: <ul style="list-style-type: none">• project plan and• witness testimony or video and• evidence of monitoring progress	LO1, 2, 3, 4
Review	The following must be provided: <ul style="list-style-type: none">• reflective account	LO1, 3, 4

Duration

The assignment will take approximately 10 of the 60 guided learning hours available for this unit.

Sector relevant purpose

The assignment will require learners to apply project management and teamwork skills which are valuable in all areas of business, administration and finance.

Demand

Learners should select an event that will allow the delegation of roles and the planning and monitoring of the task against set timeframes to demonstrate effective administrative, event management and project management skills. There should be the opportunity for each learner to demonstrate a supportive team role by actively giving feedback to team members and dealing effectively with conflict within the team.

The project plan must include the roles and responsibilities for individuals in the team in relation to Belbin's nine team roles; an explanation of the anticipated styles of leadership and management to be used; the team's agreed goals; and how the project will be monitored.

Witness testimonies or videos must show how individuals have worked in a team to resource and plan their project, report on it, monitor it, and close it.

The reflective account may be in the form of a diary, log book, or agendas and minutes from team meetings. This must be completed alongside the project itself, and should include how well the team met its objectives, how team members worked together, the individual's contribution, feedback and its impact, problems and obstacles encountered, and opportunities and achievements.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 124–126 of the specification.

Though this assignment is taking place as group work, the learner must present their own evidence and be able to identify the exact work which they have carried out. This identification should be submitted with the evidence.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the essential characteristics of a team	18	20%
2 Understand the principles of managing teams	27	30%
3 Understand the principles of project management	12	13.3%
4 Be able to manage a team project for a business purpose	33	36.7%
Total	90	100%

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 6 marks	7 to 12 marks	13 to 18 marks
1 Understand the essential characteristics of a team	<p>Briefly explained the different types of team member and the nine different roles as defined by Belbin, including leaders/managers.</p> <p>Briefly explained the difference between leadership and management.</p> <p>Briefly analysed the team dynamic and a possible impact on its success.</p>	<p>Explained the different types of team member and their suitability for the nine different roles as defined by Belbin, including leaders/managers.</p> <p>Explained the difference between leadership and management.</p> <p>Analysed the team dynamic and how it impacts on its success in achieving objectives.</p>	<p>Explained in detail the different types of team member and their suitability for the nine different roles as defined by Belbin, identifying how they may combine as a successful team, including leaders/managers.</p> <p>Fully explained the difference between leadership and management.</p> <p>Analysed in detail the team dynamic and how it impacts on its success in achieving objectives, using examples.</p>
	0 to 9 marks	10 to 18 marks	19 to 27 marks
2 Understand the principles of managing teams	<p>Explained methods of setting goals.</p> <p>Briefly explained how team working contributes to the achievement of organisational objectives.</p> <p>Briefly explained the different management styles and techniques.</p> <p>Given a summary of the advantages and disadvantages of being managed by different styles.</p> <p>Explained some methods of monitoring team achievement of objectives and the basic use of information technology in managing teams and individuals.</p>	<p>Explained why goals are set and methods of setting them.</p> <p>Explained how team working contributes to the achievement of organisational objectives.</p> <p>Explained the different management styles and techniques, using examples.</p> <p>Given a standard summary of the advantages and disadvantages of being managed by different styles.</p> <p>Explained methods of monitoring team achievement of objectives and the role of information technology in managing teams and individuals, including those working remotely.</p>	<p>Explained in detail why it is important to set clear and appropriate goals and the methods of setting them.</p> <p>Explained how effective team working contributes to and maximises the achievement of a range of organisational objectives, using examples.</p> <p>Explained the different management styles and techniques, using realistic and relevant examples.</p> <p>Given a comprehensive and logical summary of the advantages and disadvantages of being managed by different styles, using examples.</p> <p>Explained a range of methods of monitoring team achievement of objectives and explained the role of technology in managing teams and individuals.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 marks	5 to 8 marks	9 to 12 marks
3 Understand the principles of project management	<p>Explained, in basic terms, aspects of resourcing and planning a project.</p> <p>Explained, in basic terms, aspects of reporting on a project.</p> <p>Explained, in basic terms, aspects of monitoring a project.</p> <p>Explained, in basic terms, aspects of reviewing and closing a project.</p>	<p>Explained how to resource and plan a project, using examples.</p> <p>Explained how to report on a project, using examples.</p> <p>Explained how to monitor a project, using examples.</p> <p>Explained how to review and close a project, using examples.</p>	<p>Explained in full how to resource and plan a project, using relevant examples.</p> <p>Explained in full how to report on a project, using relevant examples.</p> <p>Explained in full how to monitor a project, using relevant examples.</p> <p>Explained in full how to review and close a project, using relevant examples.</p>
	0 to 11 marks	12 to 22 marks	23 to 33 marks
4 Be able to manage a team project for a business purpose	<p>Planned in outline and prioritised some activities and met some set deadlines.</p> <p>Made an attempt to use principles and techniques of project management to reach project objectives.</p> <p>Demonstrated a contribution to the team's achievement of its objective.</p> <p>Provided some feedback, motivation and support to team members and attempted to deal with conflict.</p> <p>Reviewed the progress and performance of the team, including own contribution to the team.</p>	<p>Planned and prioritised a range of activities and agreed and met most set deadlines.</p> <p>Used principles and techniques of project management to reach project objectives; shown some attempt at negotiating between conflicting views.</p> <p>Demonstrated an effective contribution to the team's achievement of its objective.</p> <p>Provided constructive feedback, motivation and support to team members and dealt with conflict.</p> <p>Reviewed the progress and performance of the team, relating this to own contribution to the team and communicated the findings.</p>	<p>Thoroughly planned and prioritised a varied range of activities in order to meet agreed deadlines.</p> <p>Used the principles and techniques of project management to reach workable project objectives; shown excellent negotiation skills when balancing conflicting views.</p> <p>Demonstrated consistent and effective contribution to the team's achievement of its objective.</p> <p>Provided constructive feedback, motivation and support to team members to maximise team effectiveness, and dealt effectively with conflict.</p> <p>Reviewed the progress and performance of the team in detail, relating this to own contribution to the team and communicated the findings in an appropriate manner.</p>

Guidance for delivery

This unit aims to enable learners to become effective team workers supporting business functions in order to achieve objectives. The assignment proposes planning an event to encourage the development of team building and organisational skills. For this unit, teachers should use a variety of different techniques, including case studies, lectures, class discussions, involvement of employers, guest speakers, DVDs/videos, role play, brainstorming exercises and supervised practical sessions. It is recommended that personality and aptitude quizzes are used to develop self-knowledge and to encourage discussion of the implications of the mix of personalities and skills available in any one activity, and the advantages and disadvantages they have.

Learning within this unit should be as experiential as possible in order that learners have plenty of opportunities for co-operative working and reflection on this. In carrying out work necessary for achievement of the Learning outcomes, such as research on team and management theories, small group work should be used as much as possible and the groups varied to encourage reflection and review and to help learners analyse how they work best in a team and why this is so. Practical, team building tasks can be used in this respect.

Whilst it is expected that learners will research management styles and project management techniques, teachers should arrange visits to local businesses or guest speakers so that this subject is brought to life. It would be useful if a local business could present to the class, demonstrating how they manage their team. The teacher could use TV resources from such programmes as 'The Apprentice' to encourage class discussion on different team roles. This would also help with organising how the task will be planned and with illustrating management styles to the class.

The core focus of this unit is in planning and managing an event through teamwork. The type of event must be realistic in that it may be carried out, whilst providing enough opportunity for learners to use planning and monitoring techniques. Types of event could be fundraising, or link into the functioning of the educational institution. The class may form a single team arranging a single event or may be broken into smaller teams arranging different events. Teachers must ensure that there is the scope for all learners to demonstrate their planning, prioritising and managing skills, as well as their teamwork skills.

Teachers must discuss the importance of setting clear and appropriate personal and team goals towards achieving the overall objective. Learners must be encouraged to negotiate realistic deadlines using SMART techniques and to analyse and assess both themselves and the team using SWOT techniques.

This unit has links with Level 3 Unit 1: Business enterprise, and Level 3 Unit 2: Business communication and administration. Benefits can be obtained by co-teaching and linking into the enterprise activity which will provide a very good context for the content of this unit. However, learners' awareness can be raised through recognition of concepts and their application in a wide range of learners' activities, both formal and informal.

Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit by:

- carrying out work experience
- taking part-time employment
- providing realistic business services
- using skills to prioritise and plan other areas of personal work
- personal goal setting
- supporting and motivating peers
- dealing with difficult working situations and areas of conflict
- participating in peer group activities
- organising other events, eg fundraising events
- taking part in team meetings
- questioning guest speakers from local businesses on the importance of strong management and effective teams in their organisation
- visiting local businesses to see how teams work effectively to meet project objectives.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- identifying the questions they should ask when acting in a team
- exploring issues and problems from a number of different perspectives when producing a project plan
- considering how circumstances, beliefs and feelings influence decisions, events and the business, and what allowances may need to be made in planning and monitoring

Creative thinkers

- generating ideas and exploring possibilities during discussions
- asking questions to extend their thinking when producing information for project/event activities
- questioning their own and others' assumptions when evaluating project plans

Reflective learners

- setting goals when creating project plans
- analysing team dynamics
- analysing their own team role

Team workers

- reaching agreement and managing discussions in class
- co-operating to achieve team objectives
- supporting and motivating peers with feedback, showing fairness and consideration

Self-managers

- organising time and resources, learning how to prioritise actions when researching, planning and carrying through assignments or projects

Effective participators

- acting as an advocate for differing beliefs and views when debating issues in class
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements to plans and performance.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The exploration of the theories of teamwork and the different roles within teams provides opportunities for the development of reading and writing skills. The topic is also conducive to the development of discursive skills when identifying the role of teamwork within particular tasks.

Suggested learning resources

Teachers should ensure that learners can access a wide range of resources, including textbooks, journals, industry literature, government and regulatory publications. Electronic media resources in the form of CD-ROMS, DVDs and videos and suitable online internet applications should also be made available.

Books

Verzuh, E. (2008). *The Fast Forward MBA in Project Management*. Published: John Wiley & Sons. ISBN: 978-0470247891.

Belbin, M. (1996). *Team Roles at Work*. Published: Butterworth-Heinemann Ltd. ISBN: 978-0750626750.

Carysforth, C. (1998). *Communication for work*. Published: Heinemann Education. ISBN: 978-0435455422.

CDs, CD-ROMs and DVDs

- *The Apprentice* TV programme (UK or USA episodes)
- *Dragons Den* TV programme (UK episodes)

Journals and magazines

- Business Review Magazine. Philip Allan Updates

Websites

- About.com: Human Resources www.humanresources.about.com
- Towards a better future: the works of Manfred Davidmann www.solhaam.org/
- Learn Management www.learnmanagement2.com
- Edward de Bono & Robert Heller's Thinking Managers www.thinkingmanagers.com
- Management-Resources www.management-resources.org
- Team Technology www.teamtechnology.co.uk
- Project Smart www.projectsart.co.uk
- Ten3 Business e-Coach www.1000ventures.com
- EffectiveMeetings.com www.effectivemeetings.com
- Directgov www.direct.gov.uk
- Business Link www.businesslink.gov.uk
- The Myers & Briggs Foundation www.myersbriggs.org
- Belbin ® Team Roles www.belbin.com

Level 3 Unit 6: Customer service for business

What is this unit about?

People are the main component of any business, whether they are customers or employees. Without 'people-oriented' staff, there would be no customers and, consequently, no business.

The purpose of this unit is to expand the learners' understanding of the provision of effective customer service and its effect upon both the customers themselves and the business or service being provided. The unit also covers the laws and regulations that protect the customer, and how these impact on customer service. Learners will also gain an appreciation of how customer service differs in online environments, and how customer service has changed as a result of outsourcing and globalisation.

Learners will develop and apply customer service skills, including handling difficult customers, within a business environment. They will learn to modify their behaviour to suit individual customers and different situations.

In addition to gaining experience of this fundamental element of business, learners will gain transferable skills which will be of value to them in the world of business, administration and finance. It may help them to obtain and keep part-time employment, but will also assist them in general life by developing their communication skills and making them more aware as consumers. Learners will build their confidence, appreciate the importance of customer service, use research techniques, work in teams, and assess themselves and others.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers
- reflective learners.

Guided learning hours

This unit has 60 GLH assigned to it, of which 5 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are shown in the Assessment section of this unit. Overall information on controls is on pages 124–128 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand customer service and customer care	a explain effective customer service skills	
	b explain the psychology of customer behaviour, including difficult customers and cultural differences	
	c explain the importance of product knowledge to customer satisfaction	
	d identify the components of a customer service policy	
	e explain the differing needs of internal and external customers	
2 Know the laws and regulations relating to customer service	a identify the laws and regulations protecting the customer	
	b identify the impact of customer services laws and regulations on businesses	
3 Understand the impact of customer service	a explain the impact of positive and negative customer service and customer satisfaction on a business	
	b explain the effectiveness of a customer service policy	
	c explain the use of benchmarking by organisations to improve customer services	
	d explain the challenges of providing good customer services in an online environment	
	e analyse the advantages and disadvantages of outsourcing customer services	IE4
	f explain how globalisation has impacted on customer service	
4 Be able to demonstrate effective customer service in a range of situations	a compare and contrast customer buying experiences from a range of businesses, using reasoned arguments and evidence	IE6
	b demonstrate effective customer service skills, including dealing with difficult customers equitably	
	c evaluate customer service skills and reflect on possible improvements for future performance	RL5

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

Learning outcome 1

Learners must be taught the range of customer services that exist within businesses:

- customer service agreements or charters
- complaints procedures
- customer services departments
- returns and refunds
- ordering services.

Learners must be taught the psychology of customer behaviour, including difficult customers and cultural differences.

Learners must be made aware of the importance of product knowledge to customer satisfaction.

Learners must be shown the components of a customer service policy.

- objectives
- policy
- customer service principles and standards
- measures
- responsibilities

The differing needs of internal and external customers must be highlighted to learners.

Learning outcome 2

Laws and regulations protecting the customer must be outlined to learners, including:

- Consumer Protection Act (1987)
- Misrepresentations Act (1967)
- Sale of Goods Act (1979)
- General Product Safety Regulations (2005)
- Unfair Contract Terms Act (1977)
- Electronic Commerce Regulations (2002)
- Consumer Protection (Distance Selling) Regulations (2000)

Learners must be taught how laws and regulations concerning customer service impact on businesses.

Learning outcome 3

Learners must be taught about the impact of positive and negative customer service on the financial success of a business in terms of:

- positive effects:
 - increased profits
 - attracting new customers
 - improving customer loyalty and generating repeat business
 - improving the business's reputation
 - getting an edge over the competition
- negative effects such as poor reputation leading to financial loss and even eventual closure.

Learners must be taught about the effectiveness of a customer service policy, to cover:

- standard operating procedures
- company policy
- staff development
- loyalty schemes
- quality of service and product.

The use of benchmarking by organisations to improve customer services must be explained.

Learners must be taught the challenges of providing good customer services in an online environment.

Learners must be made aware of the advantages and disadvantages of outsourcing customer services.

Learners must be taught how globalisation has impacted on customer service.

Learning outcome 4

Learners must be supported in comparing and contrasting customer buying experiences from a range of businesses, using reasoned arguments and evidence.

In order for learners to demonstrate effective customer service skills, including dealing with difficult customers equitably, they must be advised to consider:

- personal presentation
- attitude to customers, colleagues and supervisors
- knowledge of service, facilities, special offers and events
- positive body language
- supporting colleagues
- promoting teamwork
- communication skills.

Learners must be advised to evaluate their customer service skills and reflect on possible improvements for future performance.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

This assignment provides the learner with the opportunity to research and also to experience customer service. Whether this is a good or poor service, it will leave a lasting impression upon the learner who can then apply the learning to their own behaviour.

A practical component will afford the learner the chance to investigate customer feedback on the customer service of two existing businesses and eventually set performance standards for their own business which can be monitored and measured. Upon evaluation of the results, the learner will be able to make recommendations for improvement to their own and their colleagues' customer service provision.

The learner at Level 3 must also be able to experience working independently and be responsible for resolving issues such as a difficult customer, and understanding the requirements of a customer care policy.

The practical activities may be linked to other units such as: Level 3 Unit 1: Business enterprise. The learner could devise a customer charter for the business which they are running in Unit 1.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Analysis and evaluation of customer service in business	The following must be provided: <ul style="list-style-type: none"> a report 	LO1, 2, 3
Delivery of efficient and effective customer service	The following must be provided: <ul style="list-style-type: none"> witness statements, sound or video recordings or written documentation such as letters and emails 	LO4
Review	The following must be provided: <ul style="list-style-type: none"> written review of individual performance 	LO4

Duration

The assignment will take approximately 5 of the 60 guided learning hours available for this unit.

Sector relevant purpose

Business relies to a great extent on attracting customers and ensuring that they keep current customers whilst gaining new ones. The assessment will allow the learner to evaluate the effect of good and bad customer service and also to practise skills themselves that would assist them in a business context.

Demand

Two businesses must be studied for the customer service evaluation.

The businesses chosen must have at least three departments in order for the learner to comment effectively on internal customer service. They can be local or national businesses and, if the latter, then a visit to a branch is sufficient rather than a visit to head office. One of the businesses will also need to have an online presence, and teachers must ensure that there is enough web-based information available on one of the businesses to allow for a variety of comparisons to be made about online versus in-situ customer service. The two businesses should be from different sectors.

The learner must demonstrate customer service on a minimum of three different occasions. One of the customers dealt with must be a difficult customer with a complaint. This part of the assessment may be simulated. One of the occasions must demonstrate internal customer service.

Task taking

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 124–126 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand customer service and customer care	18	20%
2 Know the laws and regulations relating to customer service	12	13.3%
3 Understand the impact of customer service	15	16.7%
4 Be able to demonstrate effective customer service in a range of situations	45	50%
Total	90	100%

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 6 marks	7 to 12 marks	13 to 18 marks
1 Understand customer service and customer care	<p>Explained effective customer service skills, with partial accuracy.</p> <p>Explained the psychology of customer behaviour, with partial accuracy.</p> <p>Explained the importance of product knowledge to customer satisfaction, with partial accuracy.</p> <p>Identified components of a customer service policy, with partial accuracy.</p> <p>Explained the differing needs of internal and external customers, with partial accuracy.</p>	<p>Offered a generally accurate explanation of effective customer service skills, with examples.</p> <p>Offered a generally accurate explanation of the psychology of customer behaviour, with examples.</p> <p>Offered a generally accurate explanation of the importance of product knowledge to customer satisfaction, with examples.</p> <p>Identified components of a customer service policy, with general accuracy.</p> <p>Offered a generally accurate explanation of the differing needs of internal and external customers, with examples.</p>	<p>Offered a full and consistently accurate explanation of effective customer service skills, with relevant examples.</p> <p>Offered a consistently accurate explanation of the psychology of customer behaviour, with relevant examples.</p> <p>Offered a consistently accurate explanation of the importance of product knowledge to customer satisfaction, with relevant examples.</p> <p>Identified components of a customer service policy, with consistent accuracy.</p> <p>Offered a consistently accurate explanation of the differing needs of internal and external customers, with relevant examples.</p>
	0 to 4 marks	5 to 8 marks	9 to 12 marks
2 Know the laws and regulations relating to customer service	<p>Identified laws and regulations protecting the customer, with partial accuracy.</p> <p>Identified the impact of customer service laws and regulations on businesses, with partial accuracy.</p>	<p>Identified the laws and regulations protecting the customer, with general accuracy.</p> <p>Identified the impact of customer service laws and regulations on businesses, with general accuracy.</p>	<p>Identified the laws and regulations protecting the customer, with consistent accuracy.</p> <p>Identified the impact of customer service laws and regulations on businesses, with consistent accuracy.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Understand the impact of customer service	<p>Explained the impact of positive and negative customer service and customer satisfaction on a business, with partial accuracy.</p> <p>Explained the effectiveness of a customer service policy, with partial accuracy.</p> <p>Explained the use of benchmarking by organisations to improve customer services, with partial accuracy.</p> <p>Explained the challenges of providing good customer services in an online environment, with partial accuracy.</p> <p>Offered a limited analysis of the advantages and disadvantages of outsourcing customer services, attempting to draw reasonable conclusions.</p> <p>Explained how globalisation has impacted on customer service, with partial accuracy.</p>	<p>Offered a generally accurate explanation of the impact of positive and negative customer service and customer satisfaction on a business, with examples.</p> <p>Offered a generally accurate explanation of the effectiveness of a customer service policy, with examples.</p> <p>Offered a generally accurate explanation of the use of benchmarking by organisations to improve customer services, with examples.</p> <p>Offered a generally accurate explanation of the challenges of providing good customer services in an online environment, with examples.</p> <p>Analysed in detail, the advantages and disadvantages of outsourcing customer services, drawing reasonable conclusions.</p> <p>Offered a generally accurate explanation of how globalisation has impacted on customer service, with examples.</p>	<p>Offered a consistently accurate explanation of the impact of positive and negative customer service and customer satisfaction on a business, with relevant examples.</p> <p>Offered a consistently accurate explanation of the effectiveness of a customer service policy, with relevant examples.</p> <p>Offered a consistently accurate explanation of the use of benchmarking by organisations to improve customer services, with relevant examples.</p> <p>Offered a consistently accurate explanation of the challenges of providing good customer services in an online environment, with relevant examples.</p> <p>Analysed in detail, the advantages and disadvantages of outsourcing customer services, drawing insightful conclusions.</p> <p>Offered a consistently accurate explanation of how globalisation has impacted on customer service, with relevant examples.</p>
	0 to 15 marks	16 to 30 marks	31 to 45 marks
4 Be able to demonstrate effective customer service in a range of situations	<p>Compared and contrasted customer buying experiences from different businesses, using reasoned arguments and evidence on occasion.</p> <p>Demonstrated customer service skills, with some prompting.</p> <p>Offered a basic evaluation of customer service skills and reflected on partially relevant possible improvements for future performance.</p>	<p>Compared and contrasted customer buying experiences from different businesses, using reasoned arguments and evidence to draw conclusions.</p> <p>Demonstrated effective customer service skills, with minimal prompting.</p> <p>Offered a detailed evaluation of customer service skills and reflected on relevant possible improvements for future performance.</p>	<p>Compared and contrasted customer buying experiences from different businesses, using reasoned arguments and evidence to draw strong conclusions.</p> <p>Demonstrated effective customer service skills, including dealing with difficult customers equitably. No prompting.</p> <p>Offered an in-depth evaluation of customer service skills, linking them to relevant possible improvements for future performance.</p>

Guidance for delivery

This unit will prove invaluable for developing the learners' awareness of the importance of customer care in general, but specifically as it applies to the business environment. It will help to prepare learners to accept responsibility for certain supervisory aspects of customer care provision.

Observations made during visits, and possibly experiences gained if in employment within business establishments, will assist the learner to develop a real understanding of the importance of providing good customer service. This and also the real-life experiences of staff from other businesses will assist learners when they are preparing themselves for their provision of customer service. Guest speakers will also add realism to theoretical aspects of this subject.

All learners will have experience of customer service from the customer's point of view, and this will be extremely beneficial for them when undertaking this unit. Learners may be asked to keep a log of every time they come into contact with customer service over a given period, and their experience of it. They may compare different businesses in terms of their customer service provision, and identify the impact of their viewpoint as a customer upon the business's success. Learners might also be given a 'mystery shopper' activity whereby they rate the customer service they receive against given criteria.

Learners will benefit from research into the responsibilities of personnel within businesses and know the impact which they have on customer service provision. Learners may also wish to look at call centre customer service versus online or in-store.

An understanding of the use of customer survey tools will help learners to appreciate the information that can be gained, and how these tools are used for the improvement of customer service.

Wherever possible, learners should be given opportunities to develop their skills in work related activities, preferably through part-time employment, work experience, work placement or role play that involves dealing with colleagues and customers. Within these opportunities the learner's Personal, Learning and Thinking Skills may be developed and enriched, so that the learner may understand that working within business, administration and finance will rely on teams working together to deliver excellent customer service.

This unit has links with Level 3 Unit 1: Business enterprise. Learners could devise a customer charter for the business which they are running in the enterprise unit.

Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit through:

- work experience
- voluntary or part-time work
- role plays
- practical customer service situations eg refund for faulty goods, mistake in an order
- observing customers in a real-life situation to understand the psychology of customers
- questioning guest speakers on customer service within their businesses, and the impact of legislation and regulation
- contacting customer service representatives based in stores, in call centres, or online, with a query, to compare how it is handled in each case
- interviewing family and friends about their experiences of good and poor customer service.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- identifying questions to ask and problems to resolve when handling customer queries and complaints
- planning and carrying out research to investigate customer service provision
- exploring customer service issues and problems from the perspective of the customer, the employee and the business
- considering the influence of positive and negative customer service provision in different businesses

Creative thinkers

- generating ideas and exploring possibilities when considering how globalisation has impacted on customer service
- asking questions of guest speakers to extend their thinking
- connecting their own and others' ideas about, and experiences of, good and poor customer service in inventive ways
- trying out alternatives or new solutions and following ideas through when dealing with challenging customer service situations

Reflective learners

- assessing their own and others' customer service provision, identifying opportunities and achievements
- inviting feedback on their customer service skills, dealing positively with praise, setbacks and criticism
- communicating their product knowledge in relevant ways for different types of customer

Team workers

- adapting and demonstrating appropriate conduct and behaviour and communicating effectively in practical situations
- reaching agreements with difficult customers, managing discussions to achieve results
- showing fairness and consideration to customers
- taking responsibility for providing good customer service, showing confidence in themselves and in their contribution

Self-managers

- working towards personal goals, showing initiative, commitment and perseverance

Effective participators

- discussing issues of concern with a supervisor in customer service situations, seeking resolution where needed
- trying to influence customers, negotiating and balancing diverse views to reach workable solutions.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

With customer service at the heart of this unit, opportunities to develop speaking and listening skills can be central activities: for example, role plays involving negotiation with difficult customers. Also, in order for learners to understand the range of customer services offered across different businesses, reading skills can be developed and appropriate exemplar policies devised.

Suggested learning resources

Books

Hayes, J. and Dredge, F. (1998). *Managing Customer Service*. Published: Gower Publishing Ltd. ISBN: 978-0566080050.

Goodman, G. (2000). *Monitoring, Measuring and Managing Customer Service*. Published: Jossey Bass. ISBN: 978-0787951399.

Websites

- Institute of Customer Service www.instituteofcustomerservice.com
- Cabinet Office: Charter Mark www.cabinetoffice.gov.uk/chartermark.aspx

Others

- There are many television documentaries which are well suited to the subject of customer service
- The BBC's Learning Zone frequently features programmes on Customer Service – information can be found at www.bbc.co.uk/education/lzone
- Commercially made videos are available such as *Who Cares Wins — Customer Care* (available from BBC for Business) and *Serving Your Best Interests*, which is available from the Confederation of British Industry (CBI).

- Institute of Customer Service

The Institute of Customer Service offers a number of products that support the delivery of this unit, including:

- Coaching – Knock Your Socks Off Service
- Customer Service for Dummies
- Telephone Tactics
- The Big Book of Customer Games
- The Customer Service Handbook

Level 3 Unit 7: Managing business in a changing world

What is this unit about?

Corporate social responsibility (CSR) is an important and fascinating area of business. It relates to pressing local and global issues, and the power of businesses to influence these issues is huge. In recent years, CSR policies have gone from being the exception to being the norm within larger UK and multinational businesses, and responsible business practices are now considered essential for long-term financial sustainability.

This unit enables learners to explore CSR in some depth, and the pertinent ethical issues surrounding it. It looks at the concept of CSR, including sustainability, the issues facing business today and in the future, and the principles underpinning business practices. It also affords the opportunity for learners to examine how organisations can invest financially and non-financially in the local, national and global community, and the benefits that both the business and the community derive from such an investment.

Not only does the unit explore the historical relationship between business and society in the United Kingdom, but it also extrapolates ethical issues facing the global economy today and in the future. The unit looks at principles and practices, including the promotion of diversity and inclusion, and encourages learners to think about the difference between ethical and unethical business practices. Learners will assess the impact of ethical and unethical corporate practices on business and communities nationwide and internationally.

The other key area of this unit is that of change. The unit aims to enable learners to understand change as a recurring feature of today's business world and the inevitability of change in the future. Learners will appreciate the importance of responding to change in positive ways. They will explore the drivers of change in business, the main current theories of change and the impact that change can have on people and organisations.

The knowledge and understanding gained through this area of the unit will also enable learners to evaluate the success of the implementation of change by an organisation, and to analyse their own attitude and reaction to change and identify ways of managing it.

Both key areas of this unit require the learner to seek entrepreneurial ways of responding to challenges, that both maximise business profits – the central driver of commercial organisations – and maximise benefits in social enterprises. This unit provides a valuable insight into how business interacts with people and the environment; an insight which young people can use in the future, whether as employees, entrepreneurs or as consumers.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- independent enquirers.

Guided learning hours

This unit has 60 GLH assigned to it, of which includes any time needed for assessment preparation. Learners will sit an examination lasting 1.5 hours.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand ethical and unethical business practices within the context of corporate social responsibility (CSR) locally, nationally and globally	a describe the key ethical issues currently facing businesses and assess the likely ethical issues that may be faced in the future	
	b identify the principles underpinning ethical corporate practices and differentiate between 'ethical' and 'unethical' business practices	
	c explain the purpose of codes of corporate practice, external kite marks and external accreditation of organisations as a means of securing competitive advantage, and the benefits of these	
	d analyse the impact of ethical and unethical corporate practices on business and communities nationwide and internationally	IE3
2 Understand the impact of change on organisations	a explain the internal and external factors that can drive change in a business	
	b explain the main current theories of change management	
	c assess the impact which change can have on the organisation	
	d identify how individuals respond to change and explain their part in making the implementation successful	IE5
3 Be able to evaluate how responsible businesses fulfil their corporate social responsibility	a evaluate why CSR is an important issue	
	b assess how the relationship between business and society in the United Kingdom has evolved over time	
	c evaluate ways in which businesses can invest in their local community	
	d evaluate different types of responsible business practice, including sustainability, which contribute towards CSR	
	e evaluate the impact on business performance of implementing responsible business practices, including promoting diversity and inclusion	

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

Learning outcome 1

Learners must be given an overview of the following ethical issues facing, and likely to face, businesses:

- environmental issues:
 - energy eg involvement in the nuclear power industry
 - climate change eg fossil fuels, carbon emissions
 - pollution eg manufacture and/or disposal of toxic or harmful chemicals or substances
 - waste eg recycling
 - destruction of habitats and natural resources eg land use, mining, undermining biodiversity through over-fishing etc
- human issues:
 - human rights eg oppressive regimes, security forces, land rights, the arms trade
 - employee rights in the UK and throughout the supply chain eg intimidation, forced labour and child labour, minimum wages, hours of work, discrimination, unions, working conditions
 - responsible marketing
- animal rights issues:
 - animal testing eg testing on animals or using ingredients tested on animals
 - involvement in factory farming
 - fur, skin, etc
 - the use of animals for entertainment or advertising
- political issues:
 - donations to political parties
 - lobbying for free trade
 - consumer boycotting
 - financial activities likely to cause harm eg tax evasion, bribery, corruption
- transparency.

Examples must be used in order that learners can differentiate between 'ethical' and 'unethical' business practices. Learners must be taught about the impact of 'unethical' business activities in terms of their potential effects – in the UK and internationally – on:

- | | |
|---------------------|--------------|
| • the environment | • animals |
| • employees | • consumers |
| • human communities | • democracy. |

Learners must be taught that the basic principle of ethical corporate practices is that businesses should be accountable for the impact of their operations on people and the environment. CSR goes beyond compliance with legislation and is voluntary and business-focused. Learners must be told about the 'Triple Bottom Line' of social, environmental and financial performance (or people, planet and profit).

Learners must be taught that codes of corporate practice define organisations' ethical standards and are voluntary. Their application in reality depends on how transparent they are, how they are enforced, and the consequences of non-compliance.

Learners must be made aware that external kite marks and external accreditation of organisations exist:

- to ensure quality
- to prevent fraud
- to provide guidelines on ethical and sustainable business practices
- to help consumers to make informed choices and to empower them to influence businesses
- to secure competitive advantage for businesses that meet certain standards.

Certification marks that learners must be made aware of are those relating to:

- animals and animal welfare, eg Vegetarian Society, Dolphin safe tuna, British Union for the Abolition of Vivisection (BUAV), RSPCA Freedom Food
- trade and exploitation, eg Fairtrade
- the environment, eg Rainforest Alliance, Forest Stewardship Council, Marine Stewardship Council
- organic produce, eg Soil Association.

Learning outcome 2

Learners must be taught about internal and external factors that affect change in businesses, including:

- technology eg the business implements new systems, utilises new technologies or adapts to changes in the market that are driven by technological developments
- regulation eg legislation demands changes in the organisation
- staff eg teams lose or gain new members and people find ways of working with each other; new young entrants to the workforce change from generation to generation
- leadership eg changes are instigated by a new person taking responsibility for the business
- activities of competitors
- activities of vendors and suppliers
- economic factors eg population, unemployment, inflation, exchange rates, interest rates, taxation, global trends, subsidies
- consumer choices and spending habits
- political climate
- environment and availability of materials and resources
- major events, eg natural disasters, disease outbreaks.

Learners must be taught about the following change management theories:

- Kurt Lewin – Unfreeze → Change → Refreeze
- Gleicher's Formula – $D \times V \times F > R$ (Dissatisfaction with the current situation \times Vision of how things might be \times First steps that may be taken towards the vision $>$ Resistance)
- Kübler-Ross model – Denial → Anger → Bargaining → Depression → Acceptance.

Learners must be made aware of the impact which change can have on:

- an organisation as a whole
- management structures
- departments within an organisation
- individuals
- employees in teams
- customers
- competitors.

It must be explained to learners that organisational change is only as successful as the response of individuals within the organisation to the change. Learners must be made aware that individuals respond differently and may experience some of the following feelings:

- shock and/or denial
- distrust
- anger
- guilt
- depression
- anxiety and/or fear
- stress and/or discomfort
- regret
- acceptance
- hope
- excitement and/or expectation.

Learners must be taught about Prosci's ADKAR model for individual change management, which shows how individuals can contribute to making the implementation of changes successful:

- Awareness – of why the change is needed
- Desire – to support and participate in the change
- Knowledge – of how to change
- Ability – to implement new skills and behaviours
- Reinforcement – to sustain the change.

Learning outcome 3

Learners must be taught about why CSR is an important issue, including:

- the influence of corporations in a globalised, capitalist world, and therefore the importance of their co-operation in dealing with environmental and social issues
- the market power of consumers who are increasingly aware of how products are sourced and manufactured, and how services are delivered
- the importance of a positive reputation in business, including amongst staff and prospective employees
- the role of CSR in branding (eg The Body Shop)
- the long-term benefits of sustainable and socially responsible business practices for individual businesses and national and global economies.

Learners must also be made aware of possible problems with, and criticisms of, CSR, including:

- the potential conflict between CSR and the business principle of duty to maximise returns to shareholders at any cost
- the idea that CSR is a barrier to free trade
- questionable motives for CSR programmes eg corporations using CSR as a 'smokescreen' to distract from unethical business practices, or simultaneously engaging in CSR and unethical practices
- the idea that corporations are not able to carry out activities that should be the responsibility of democratically elected governments, and that instead the government needs to regulate business activities more
- the argument that corporations pay tax to governments in order that governments can protect society and the environment.

Learners must be taught how the relationship between business and society in the United Kingdom has evolved over time. This will partly have been covered in Learning outcome 1. Learners must be made aware that issues surrounding this relationship date back to the use of slaves in Britain in Roman times, the transatlantic slave trade, the East India Company (1600), and the Industrial Revolution. Learners must also be taught about:

- how globalisation and technological advancements have led to an increase in products from outside the UK, and in people's awareness of the global impact of UK businesses
- the influence of governmental regulations and restrictions
- increased pressure on natural resources eg higher consumption coupled with a greater awareness of the social and environmental impact of business activities
- the effect of changes in communication – particularly the rise of the internet – on social awareness and consumer behaviour
- the impact of disasters, crises, unions and strikes
- the effect of large companies on individual livelihoods (farmers, small shop-owners, etc).

Learners must be taught about the following ways in which businesses can invest in their local communities:

- sponsorship of local schools, local environmental projects, etc
- getting involved in training and work experience programmes for young people
- staff volunteering days
- reducing their impact on the environment through recycling initiatives, etc
- developing products and services that meet the needs of the local community
- sourcing products and materials from local suppliers
- financial investment.

In order for learners to evaluate different types of responsible business practice, they must be instructed to consider the economic, social and environmental benefits of the practice (the 'Triple Bottom Line'). Learners must also be taught that the success of CSR activities depends on:

- the robustness of the policy
- compliance with the policy
- transparency
- meaningfulness eg not offering paid time for voluntary activities when a culture of working excessive overtime is encouraged in the organisation; not promoting sports activities for young people whilst marketing unhealthy food and drink to children.

Learners must be taught that implementing responsible business, including promoting diversity and inclusion, can help businesses to:

- cut costs and increase efficiency, for example by conserving energy
- minimise risk of losses or damage to the reputation of the business
- recruit and retain employees more easily
- build staff skills, productivity and morale
- develop a varied workforce made up of people of different genders, ages and cultures, with diverse skills, understanding and ideas
- gain positive publicity
- anticipate future issues, avoiding future costs
- gain a strong understanding of the market and potential opportunities for products and services
- attract potential investors.

Assessment

This unit is assessed through an external examination set and marked by AQA-City & Guilds.

Learners will sit a written long answer test under controlled conditions. They will be allowed 1 hour and 30 minutes to complete the paper.

Examination specification

Duration: 1.5 hours

Assessment type: Written long answer test

Number of marks: 90

Learning outcomes	Assessment criteria	Total marks	Weighting
1 Understand ethical and unethical business practices within the context of corporate social responsibility (CSR) locally, nationally and globally	a describe the key ethical issues currently facing businesses and assess the likely ethical issues that may be faced in the future	27	30%
	b identify the principles underpinning ethical corporate practices and differentiate between 'ethical' and 'unethical' business practices		
	c explain the purpose of codes of corporate practice, external kite marks and external accreditation of organisations as a means of securing competitive advantage, and the benefits of these		
	d analyse the impact of ethical and unethical corporate practices on business and communities nationwide and internationally		
2 Understand the impact of change on organisations	a explain the internal and external factors that can drive change in a business	27	30%
	b explain the main current theories of change management		
	c assess the impact which change can have on the organisation		
	d identify how individuals respond to change and explain their part in making the implementation successful		
3 Be able to evaluate how responsible businesses fulfil their corporate social responsibility	a evaluate why CSR is an important issue	36	40%
	b assess how the relationship between business and society in the United Kingdom has evolved over time		
	c evaluate ways in which businesses can invest in their local community		
	d evaluate different types of responsible business practice, including sustainability, which contribute towards CSR		
	e evaluate the impact on business performance of implementing responsible business practices, including promoting diversity and inclusion		
Total		90	100%

Guidance for delivery

This unit offers a tremendous opportunity for engaging in a very practical way with local businesses and the local community, enabling learners to step outside the classroom and learn in realistic work environments. It will also encourage learners to reflect on their own attitudes and beliefs.

Some aspects of the unit would best be delivered by a variety of local practitioners through talks, discussions, seminar work or structured visits to businesses which the teacher could use to highlight other areas as the learning develops. A wide range of visiting speakers could make a valuable contribution to the learning experience – from local business employers and employees, as well as any communities strongly affected by local business activity, or campaigners.

As well as looking at local examples of businesses which engage in CSR, learners should be given the opportunity to investigate case studies of global brands and the ways in which they engage with communities on an international level. Learners should also be given examples of organisations which have acted unethically and be encouraged to view the consequences this has had. There will be a wide variety of case studies detailing both large and smaller companies, where their decisions have had both positive and negative impacts on the local community and the wider global community.

Learners might be asked to consider advertisements based on CSR, where companies use ethical business practices as a branding and marketing tool. Possible reasons for doing this, and the effects of this type of advertising, could be discussed.

There are opportunities for learners to appreciate a range of information-gathering techniques such as paper-based research through business publications and newspapers, IT-based research using the web, face-to-face interviews through discussions with parents, relatives and neighbours and experiential research through part-time work and visits.

The internet offers a wealth of resources on CSR and ethical consumerism. Learners should be encouraged to look at case studies from different points of view and compare the conflicting information on company websites and activists' websites. They may also examine news items covering high-profile cases, which may be more neutral. Learners should be aware that in many cases it is difficult to establish the 'truth' about a business's activities and their impact: this is why responsible business is such an interesting and tricky issue.

The use of IT will be central for writing-up reports, producing statistics, preparing tables and graphs and for display work.

There are opportunities for learners to work as part of a team to gather, analyse and report on information.

This unit has links with Level 3 Unit 1: Business enterprise. Benefits can be obtained by learners establishing a CSR policy for the enterprise that they will be running in Unit 1.

Opportunities for applied learning

Learners will be able to apply the skills and knowledge gained in this unit by:

- looking at real world examples of businesses which have strong ethical standing within a community. Learners may also benefit by looking at case studies of companies which do not have a very good track record in their ethical behaviour and examining the consequences that this had within the community and for the company itself
- looking at businesses which adhere to CSR and respond to change in a positive manner
- examining a business's CSR report and how it might be applied in practice
- asking representatives from any business, either large or small, about how their company invests in the local community
- comparing statements released by corporations and by activists boycotting them on an ethical basis, discussing the conflicting information and how to make sense of it. There are numerous case studies available on the internet which relate to UK and international CSR concerns
- trying to adopt aspects of 'ethical consumerism' for a limited period of time to see the challenges involved in producing and consuming goods and services without causing, or potentially causing, any social or environmental harm
- interviewing a representative of a local business to track one of their products and its materials from its origins to the point of sale
- holding a debate about ethical business practices
- thinking about how a small local business that does not currently have a CSR policy could implement one
- interviewing employees at different levels of a local business to find out how they coped with a change in the organisation
- looking at a change in their own lives – in their personal lives, at school or college, or in a workplace – and considering how they reacted to it and if/how change management strategies could apply to it.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- exploring ethical issues from the perspectives of the business, its employees, its customers, its suppliers, and the environment
- exploring organisational change from the perspective of different people within the organisation
- analysing and evaluating information relating to the corporate social responsibility of local, national and international businesses

Creative thinkers

- generating ideas and exploring possibilities for how businesses can operate ethically whilst maximising profits
- connecting their own and others' ideas about, and experience of, change when considering change management within organisations

Reflective learners

- evaluating the learning gained through this unit to inform future behaviour, whether as part of business or as consumers

Effective participators

- presenting a persuasive case for how a business can invest in its local community
- proposing practical ways in which an organisation could deal with a change, breaking these down into manageable steps.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

This unit offers opportunities for the learner to develop their English skills by practicing communicating the ideas of change and having discussions around the resistance to change.

The internet as well as newspapers and journals offer opportunities for the learner to develop their English as well as ICT skills.

Suggested learning resources

Books

Clark, D. (2007). *The Rough Guide to Ethical Shopping*. Published: Rough Guides Ltd.
ISBN: 978-1843537922.

CDs, CD-ROMs and DVDs

- Achbar, M. (2003). *The Corporation*. ASIN: B000P1KTEQ.

Journals and magazines

- Ethical Consumer
- Ethical Corporation
- International Institute for Environment and Development – Corporate Social Responsibility at a Crossroads: Futures for CSR in the UK to 2015 available at www.iied.org/pubs/pdfs/16019IIED.pdf
- The Business Case for Corporate Responsibility available at www.bitc.org.uk/resources/business_case_for_responsible_business/responsiblebusiness.html

Websites

- Better World Links www.betterworldlinks.org
- Big Barn www.bigbarn.co.uk
- Business Balls www.businessballs.com
- Business Green: How to... decipher food labels www.businessgreen.com/business-green/analysis/2223209/decipher-food-labels
- Business & Human Rights Resource Centre www.business-humanrights.org
- Business in the Community www.bitc.org.uk/
- Business Link: Environment and Efficiency www.businesslink.gov.uk/bdotg/action/layer?topicId=1079068363&r.s=tl
- Corporate Critic www.corporatecritic.org
- Corporate Critic categories www.corporatecritic.org/info/categorydefinitions.aspx
- Corporate Register www.corporateregister.com
- Corpwatch www.corpwatch.org
- Department for Environment, Food & Rural Affairs www.defra.gov.uk/
- DEFRA: A Shopper's Guide to Green Labels www.defra.gov.uk/ENVIRONMENT/consumerprod/pdf/shoppers-guide.pdf
- Environment Agency: Business & Industry www.environment-agency.gov.uk/business
- Ethical Consumer www.ethicalconsumer.org
- Ethical Corporation www.ethicalcorp.com
- ethiscore www.ethiscore.org
- The Fairtrade Foundation www.fairtrade.org.uk
- Forest Stewardship Council www.fsc.org

- Human Rights Watch: Business & Human Rights www.hrw.org/doc/?t=corporations
- Marine Stewardship Council www.msc.org
- Office of Government Commerce – Managing change www.ogc.gov.uk/delivery_lifecycle_managing_change_.asp
- RSPCA Freedom Food www.rspca.org.uk/servlet/Satellite?pagename=RSPCA/FreedomFood/FreedomFoodHomepage
- The Small Business Journey www.smallbusinessjourney.com
- The Soil Association www.soilassociation.org
- UK Government: CSR www.csr.gov.uk
- The World Bank www.worldbank.org

Level 3 Unit 8: Planning for my career and financial success

What is this unit about?

The purpose of this unit is to help learners plan how to achieve and finance their chosen career pathway. On completion of this unit, the learner will be better prepared to meet the requirements of their choice of career.

Learners will explore how their financial needs will differ at various points in their lives to enable them to plan for their medium- to long-term future. They will research and make decisions about a range of financial products and services and explore a range of ethical attitudes in order to examine their own attitudes towards risk and their behaviour as consumers.

Learners will explore career pathways in business. They will look at performance management as a tool for measuring employees' performance, and will examine the implications, for both employer and employee, of a range of statutory and contractual rights and responsibilities.

Finally, learners will develop the skills and practical knowledge required to successfully take part in and evaluate interviews for work or further study. They will develop a career plan which will help them in the future and may also go towards any university applications they may be required to complete in the future. Acquisition of interview skills is included as part of this development to help learners gain a competitive edge within the job application process.

Through analysis of their own skills, learners will identify skills gaps and plan how to develop further, in order to get a job and to advance in their career in business.

This unit is about individual learners planning their future and will be practical in both its delivery and its assessment.

This unit has particular emphasis for the following Personal, Learning and Thinking Skills (PLTS):

- reflective learners
- self-managers
- effective participators.

Guided learning hours

This unit has 90 GLH assigned to it, of which 10 hours will be needed for the assessment. Details of specific controls needed in relation to the internal assessment are shown in the Assessment section of this unit. Overall information on controls is on pages 124–128 of this specification.

Content details

Learning outcomes The learner will:	Assessment criteria The learner can:	PLTS
1 Understand the importance and financial benefits of career planning	a illustrate the required skills, knowledge, personal attributes, behaviours and attitudes of a chosen career pathway	
	b illustrate likely key financial decisions associated with their chosen career pathway	
2 Know the processes used by business for recruitment and how to apply for a job and prepare for an interview	a describe common recruitment processes and the purpose of job descriptions and person specifications	
	b describe how to produce an appropriate CV, covering letter and application form for a specific job	
	c describe effective interview techniques and how to prepare effectively for an interview	
3 Know the financial products and services available to support personal career development	a identify the financial services and products required by their chosen career pathway	
	b describe the purpose and features of different financial products, including insurance, and the advantages and disadvantages of purchasing these on the internet	
4 Be able to assess their own skills and development requirements and evaluate potential career choices	a assess own skills and skills gaps in relation to their chosen career pathway, drawing on own working experience	RL1
	b assess the suitability of financial services and products required to support their chosen career pathway	
	c evaluate the risks associated with their career route, including the risk of getting into debt	SM4
5 Be able to develop a plan to achieve own career goals and use this effectively in an interview for a job	a develop a personal plan to achieve progression within their chosen career pathway	RL2, SM2
	b present a persuasive case for why, in an interview situation, they should be selected for a specific job	EP2

Where the Assessment criteria show a direct link to an area of the PLTS framework, it is referenced here. Further information on PLTS is available on pages 10–12 of the specification and also within this unit in the section on Personal, Learning and Thinking Skills.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit, to ensure that all the Learning outcomes can be met. This includes examples relating to breadth and depth where applicable.

Learning outcome 1

Learners must be supported in determining the required skills, knowledge, personal attributes, behaviours and attitudes of their chosen career pathway, advising them to take into account:

- the behaviours, attitudes and self-presentation appropriate for work:
 - punctuality
 - personal hygiene
 - appropriate dress
 - appropriate language
 - ability to work as part of a team
 - accepting constructive criticism
- the key implications for the employer and the employee of statutory and contractual rights and responsibilities:
 - contracted hours
 - holiday entitlements
 - periods of notice
 - disciplinary procedures
 - appeals procedures
 - minimum wage
 - employment legislation
 - equal opportunities legislation
 - disability discrimination
- the importance of planning how to develop skills, knowledge, personal attributes, behaviours and attitudes, including setting personal goals and success criteria, and reviewing their progress:
 - methods of identifying personal skills, knowledge, personal attributes, behaviours and attitudes:
 - career testing
 - psychometric testing
 - 360 degree appraisals
 - aptitude tests
 - testimonies
 - setting goals and success criteria to improve personal skills, knowledge, personal attributes, behaviours and attitudes:
 - continuing personal development:
 - identifying what needs to be developed
 - setting success criteria
 - setting timescales.
 - examination achievement
 - developmental activities:
 - work experience
 - part-time jobs
 - voluntary activities
 - joining clubs or societies.

Learners must be guided in determining the key financial decisions associated with their chosen career pathway, considering:

- the concept, purpose and sources of money:
 - the meaning of money
 - features of money
 - educational maintenance allowance (EMA)
 - earnings from employment
 - state benefits
 - borrowing, including student loans
 - pensions
- ethical attitudes and approaches to financial services and how these are formed:
 - religious and cultural beliefs
 - fair trade
 - ethical, green and political considerations
 - risk and reward
- different consumer behaviours and attitudes to risk:
 - different types of money managers
 - risk taker or risk adverse
- how learners' financial needs will vary at key points in their lives:
 - life stages and financial goals
 - life events
- the implications and risks associated with borrowing money:
 - the need to take personal responsibility for financial decisions
 - debt
 - insolvency
 - inability to get credit in the future
 - risk of debt list
- the sources of financial advice available:
 - high street banks
 - high street building societies
 - the post office
 - insurance companies
 - online sources (eg moneysupermarket.com)
 - internet banks
 - Independent Financial Advisors
 - Tied Financial Advisors
- the principles and purposes of personal financial planning:
 - matching income and expenditure in the short- to medium-term
 - identifying when extra finance will be required:
 - living and study costs
 - major purchase eg car
 - using appropriate financial services and products.

Learning outcome 2

Learners must be taught about the common recruitment processes used by employers, including:

- newspaper advertising
- recruitment agencies
- online recruitment
- headhunting.

Learners must also be made aware of the purpose of job descriptions and person specifications, and show them how CVs, covering letters and application forms are produced and tailored to specific roles.

Learners must be taught the importance of preparing for interviews, including:

- researching the business
- finding out what the job involves
- identifying questions to be asked
- taking into account the behaviour, attitudes and self-presentation appropriate for an interview, including:
 - a positive attitude
 - attentiveness
 - confidence
 - suitable style of language
 - active listening
 - responding to questions
 - dealing with difficult questions
 - asking appropriate questions.

Learners must also be made aware of interview techniques used by both the interviewer and the interviewee:

- individual or group interview
- presentations
- psychometric testing
- formal or informal
- dealing with stress
- assessing the potential employer.

When preparing information for interviews for work or further study in the context of their chosen career pathway, learners should consider:

- the sources of information and advice about occupational and career pathways in business
 - school and college
 - websites
 - careers service
 - newspapers
 - job centres
 - employment agencies
 - Business Link
- performance management as a tool to measure employees' performance:
 - probationary period
 - appraisals.

Learning outcome 3

Learners must be made aware of available financial services and products in order that they can identify those required by their chosen pathway. Teaching must cover:

- the common types of financial service and product:
 - current and savings accounts
 - ISAs
 - overdrafts
 - loans:
 - student loans
 - secured loans
 - unsecured loans
 - mortgages
 - insurance:
 - new for old insurance
 - replacement
 - third party
 - fully comprehensive
 - travel
 - health
 - critical illness
 - redundancy
 - death
 - payment protection
- the main providers of financial services and products:
 - banks
 - building societies
 - insurance companies
 - supermarkets
 - online
- how to assess financial advice:
 - biased
 - unbiased
 - industry regulation
- different types of financial transaction:
 - cash:
 - cheques
 - debit cards
 - credit:
 - credit cards
 - overdrafts
 - hire purchase.

Learners must be taught the purpose and features of different financial products, including insurance. This must include the advantages and disadvantages to consumers of buying financial services and products on the internet:

- advantages:
 - convenience
 - increased choice of financial services and products
- disadvantages:
 - security
 - fraud.

Learning outcome 4

Learners must be taught how to assess their own skills and skills gaps in relation to their chosen career pathway, drawing on own working experience.

Learners must be made aware of the suitability of financial services and products for different purposes, in order that they can assess them in relation to their chosen career pathway. Learners' attention must also be drawn to:

- how foreign currency exchange rates affect consumers worldwide:
 - holiday spending power
 - favourable/adverse implications for imports
 - favourable/adverse implications for exports
- the risks associated with investing on the stock market and their impact on financial products:
 - adverse effect of the national and global economic climate
 - loss of investments.

In order for learners to evaluate the risks associated with their career route, they must be advised to consider:

- the likelihood of success in achieving chosen career:
 - qualifications required
 - availability of jobs
- costs involved in achieving chosen career:
 - costs of study
 - duration of study
 - the risk of getting into debt.

Learning outcome 5

Learners must be supported in developing a personal plan to achieve progression within their chosen career pathway, taking into consideration factors that can have a significant financial impact on individuals, including:

- | | |
|--------------|------------------|
| • redundancy | • study |
| • recession | • death |
| • pregnancy | • house purchase |
| • marriage | • retirement. |

Learners must be taught how to present a persuasive case, in order that, in an interview situation, they can justify why they should be selected for a specific job.

Assessment

This unit is assessed through a centre set and marked assignment. Internal assessments are subject to moderation by AQA-City & Guilds.

The learner will complete an assignment based on their own chosen career pathway. The assignment will include a written career progression plan using research from analysis of personal skills gaps and risk assessments.

The assignment will also include evidence that the learner has prepared for and taken part in an interview. The learner will also have to choose financial services and products suitable to their chosen career pathway will be chosen.

Task setting

Internal assessments must aim to be holistic in nature and encourage learners to produce evidence to cover the Assessment criteria.

The assignment set must cover the tasks as set out in the table below.

Task	Form(s) of evidence	LO mapping
Career progression plan for chosen area of employment	The following must be provided: <ul style="list-style-type: none">• career progression plan in a suitable electronic format and• financial plan	LO1, 3, 4, 5
Job interview	The following must be provided: <ul style="list-style-type: none">• plan for interview and• observation sheet completed by interviewer and• evidence of feedback from the interviewer and• evaluation	LO2, 5

Duration

The assignment will take approximately 10 of the 90 guided learning hours available for this unit.

It is not expected that the interview would last more than 45 minutes, including time for questions.

Sector relevant purpose

This assignment gives learners the opportunity to clarify possible career and study routes relevant to their own skills, abilities and interests, and to understand the financial needs, risks and rewards of their chosen career path. It will prepare learners to develop skills, personal attributes, attitudes and knowledge relevant to the sector, and to communicate these effectively in interview situations.

Demand

The learner's career progression plans should include assessment of their own skills gaps and development needs, as well as a risk assessment. Financial plans must relate to the career progression plans.

Any materials used to prepare for the interview must be submitted with the plan for interview.

Questions asked in interviews must be open, and not leading, questions.

At Level 3, questions should be complex and interviewees should be encouraged to give examples. Statements made by interviewees may be challenged.

The learner's evaluation should cover their own performance as interviewee, including next steps.

Task taking

The interviewer should be briefed on the requirements for the interview, and understand the importance of giving feedback to the learner.

Interview may be for work or further study and should ideally be for a real purpose, however, may be simulated. Interviews with learners should be conducted with teachers or employers in the role of interviewer. If employers interview learners, the teacher must be present or the interview must be filmed for the teacher to mark at a later date.

Details of controls that should be applied during the taking of the assessment tasks are set out on pages 124–126 of the specification.

Weighting of Learning outcomes

Learning outcomes	Marks	Weighting
1 Understand the importance and financial benefits of career planning	12	13.3%
2 Know the processes used by business for recruitment and how to apply for a job and prepare for an interview	12	13.3%
3 Know the financial products and services available to support personal career development	15	16.7%
4 Be able to assess their own skills and development requirements and evaluate potential career choices	24	26.7%
5 Be able to develop a plan to achieve own career goals and use this effectively in an interview for a job	27	30%
Total	90	100%

Assessment grid

Please note that the descriptions in this marking grid relate to the top of each band. Further guidance on using marking grids is available in the Assessment section of this specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 4 to marks	5 to 8 marks	9 to 12 marks
1 Understand the importance and financial benefits of career planning	<p>Illustrated the required skills, knowledge, personal attributes and attitudes of their chosen pathway.</p> <p>Illustrated aspects of the likely key financial decisions associated with his/her chosen career pathway.</p>	<p>Illustrated, using realistic examples, the required skills, knowledge, personal attributes and attitudes of their chosen pathway.</p> <p>Illustrated, using realistic examples, features of the likely key financial decisions associated with his/her chosen career pathway.</p>	<p>Illustrated, using realistic and detailed examples, the required skills, knowledge, personal attributes and attitudes of their chosen pathway.</p> <p>Illustrated, using realistic and detailed examples, features of the key financial decisions associated with his/her chosen career pathway.</p>
	0 to 4 to marks	5 to 8 marks	9 to 12 marks
2 Know the processes used by business for recruitment and how to apply for a job and prepare for an interview	<p>Described, in basic terms, common recruitment processes and the purpose of job descriptions and person specifications.</p> <p>Described, in basic terms, how to produce an appropriate CV, covering letter and application form.</p> <p>Described techniques for interviews and interview preparation, some of which are efficient.</p>	<p>Offered a generally accurate description of common recruitment processes and the purpose of job descriptions and person specifications.</p> <p>Described how to produce an appropriate CV, covering letter and application form, relating this to a specific job.</p> <p>Described generally efficient techniques for interviews and interview preparation.</p>	<p>Offered an accurate and comprehensive description of common recruitment processes and the purpose of job descriptions and person specifications.</p> <p>Described how to produce an appropriate CV, covering letter and application form, relating this to a specific job, in clear enough terms that somebody else could follow their instructions.</p> <p>Described efficient techniques for interviews and interview preparation.</p>
	0 to 5 marks	6 to 10 marks	11 to 15 marks
3 Know the financial products and services available to support personal career development	<p>Identified, with limited accuracy, financial services and products required by their chosen career pathway.</p> <p>Described, with limited accuracy, the purpose and features of different financial products, and the advantages and disadvantages of purchasing financial products in general on the internet.</p>	<p>Identified generally appropriate financial services and products required by their chosen career pathway.</p> <p>Offered a generally accurate description of the purpose and features of different financial products, and the advantages and disadvantages of purchasing these on the internet.</p>	<p>Identified appropriate financial services and products required by their chosen career pathway.</p> <p>Offered a detailed and highly accurate description of the purpose and features of different financial products, and the advantages and disadvantages of purchasing specific products on the internet.</p>

Assessment grid (continued)

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	0 to 8 marks	9 to 16 marks	17 to 24 marks
4 Be able to assess their own skills and development requirements and evaluate potential career choices	<p>Accurately identified own skills gaps in relation to their chosen career pathway.</p> <p>Undertaken a limited assessment of financial services and products required by their chosen career pathway.</p> <p>Completed aspects of a personal risk and reward assessment within their career route.</p>	<p>Accurately analysed own skills gaps in relation to their chosen career pathway.</p> <p>Assessed the suitability of financial services and products required by their chosen pathway based on a general comparison of costs and benefits.</p> <p>Completed a relevant personal risk and reward assessment within their career route.</p>	<p>Accurately identified own skills gaps in relation to their chosen career pathway based on a comprehensive analysis of own performance in working environments.</p> <p>Assessed the suitability of financial services and products based on a detailed comparison of cost and benefits.</p> <p>Completed a relevant and appropriately detailed personal risk and reward assessment within their career route.</p>
	0 to 9 marks	10 to 18 marks	19 to 27 marks
5 Be able to develop a plan to achieve own career goals and use this effectively in an interview for a job	<p>Completed elements of a plan to achieve progression within their chosen career pathway.</p> <p>Taken part in an interview as interviewee.</p>	<p>Completed a relevant plan to achieve progression within their chosen career pathway.</p> <p>Taken part in an interview, demonstrating appropriate conduct, giving a case for why they should get the position.</p>	<p>Completed a relevant and coherent plan to achieve progression within their chosen career pathway.</p> <p>Taken part in an interview, demonstrating effective preparation and appropriate conduct throughout, giving a persuasive case for why they should get the position.</p>

Guidance for delivery

This unit has links with Level 3 Unit 1: Business enterprise.

Whilst the timing of work experience can be tailored to meet centre requirements, work experience will need to have taken place before this unit is completed.

A learner at Level 3 may have some awareness of personal income and taxation through, for example, part-time employment. They will need to widen their awareness through looking at state benefits, borrowing and pensions, and considering ethical and cultural attitudes and approaches to money.

An initial research task can be provided, in which learners will need to establish potential career options through research using a range of sources including newspapers, job centres, contact with employers in the sector regarding job opportunities, online sources and employment agencies. Exploring career options available locally, nationally or globally will show learners the variety of employment opportunities available to them. This will enable them to illustrate the required skills, knowledge, personal attributes and attitudes required for their chosen pathway. From this research, the learner may establish which route they may take to obtain employment in their chosen pathway, and to establish their financial needs throughout this period of time, including their financial requirements for further study.

The results of this research could be provided in the form of a presentation, with supporting notes.

The second task presented to learners will involve further research into financial services and products that would meet their needs at key points in their life. This may come through a range of sources eg visiting speakers, financial advisers, banks, building societies, insurance companies and the internet. This would enable learners to have a practical view of the various sources they may refer to when considering their future financial needs. They may, for example, need finance to support them through further study at university. This might include the need for a student bank account, and access to a range of sources of finance through a range of government loans or grants. In addition, they need to consider the insurance they need whilst studying, and to consider their future needs for different financial products. The research will develop awareness of the common types and main purposes and providers of financial services and products. Learners will need to develop their understanding of other financial products, including insurance, stocks and shares, and foreign currency exchange rates.

Learners will then be able to produce comparison tables and ranking tables to enable them to compare and select the most appropriate products and services that meet their individual future needs. They will need to consider the risks and rewards associated with each product or service, including debt management and protection that may be available for some products. Learners may consider their views on buying financial services and products on the internet – this could take the form of an in-class debate. This research will be used by the learner to help them to select those which are most appropriate and suitable for their own needs.

Learners can then start to prepare for employment. Developing awareness of people issues in work would be most usefully carried out through visiting speakers from representative organisations, such as professional and trade bodies, and trade unions who could explain the key implications of statutory and contractual rights and responsibilities between employer and employee in work. Learners could examine other issues such as the role of performance management in work. Guidance may be given on interview techniques which are commonly used by both the interviewer and the interviewee, helping the learner to prepare and develop their interview skills.

Using this information, the learner can follow through the process of applying for a job (or work experience or further study). This process would include application for an interview for the business or for the work experience placement itself. From job search data collected, learners may consider the skill requirements of their chosen career pathway, evaluating their own skills against the job requirements through analysis of a completed 360 degree appraisal.

Following the completion of a covering letter, CV and an application form, with guidance on how to tailor these to meet specific job requirements, learners can prepare for their interview by producing an interview 'checklist'. This may be used after the interview to reflect on their own performance in terms of their preparation for, and conduct during, their interview. Having prepared for work and/or further study, the learner can then participate in either a role play or an actual interview, as interviewee. Preparation for this may take place in the centre, placing the learner in a role play situation as an interviewer, which may help them to reflect on what the interviewer may be looking for when they themselves participate as interviewee.

Following the application and interview process, learners will complete an analysis of their own performance as a job applicant and of the completed recruitment documentation, and identify any skills gaps they may have in relation to their chosen pathway.

The final outcome would be to develop a relevant and coherent plan to achieve progression within their chosen pathway.

Learners would be required to demonstrate their planning skills, considering all the information that they have gathered relating to progression towards their chosen career pathway, and the associated financial needs. The learner will need to complete a personal risk and reward assessment, to consider the time spent working against the pay they may receive and other benefits, and the risks of continuing education against the rewards they may receive later. They will need to consider whether their financial plans would adequately meet the requirements of their proposed career plan. Learners can consider their own ethical and/or cultural views on money and how these might affect their future plans.

The career development plan should identify learners' own skills against the requirements of the job, and how they might address any skills gaps. Realistic personal goals should be set, with timescales. An evaluation of the career development plan following a period of work experience will highlight areas that the learner may still have to develop, and any skills or experience they have successfully managed to achieve in preparation for their future.

Opportunities for applied learning

Planning for, and progression in, work is central to every learner's life, and it is anticipated that the learner will have the opportunity to recognise and to develop the skills they will require when they begin to apply for work or embark on self-employment or further study.

Learners should consider the personal finance implications of their chosen career pathway, whether that be employment, self-employment or further study, gaining the knowledge they need to plan and manage their personal financial needs at key points in their lives, and to avoid getting into debt. There are many opportunities to engage with the financial services sector and consider financial products and services by use of internet research, visiting banks as potential consumers and through visiting speakers from financial institutions. In groups, learners can survey businesses of the financial service sector and produce best-buy guides or make presentations to their class group.

ICT can be incorporated into considerations of financial capability through the construction of electronic spreadsheets based on the financial requirements of learners' career plans. The use of templates will provide the opportunity for 'what if?' analysis.

Learners can identify the generic skills and personal attributes, attitudes and knowledge required for work and the specific skills and competencies required for particular careers. There are opportunities to use external speakers from those careers identified by learners and also to make presentations on the requirements of different careers.

Learners will be aware of the gaps in their skills and personal attributes, attitudes and knowledge and they can take advantage of work experience and opportunities presented by their course of study to address these gaps.

Visits to and from representative organisations, such as professional and trade bodies and trade unions, will be invaluable in introducing learners to common human resources practices, establishing the requirements of employers. Following these links through to the completion of recruitment documentation. Participation in role play interviews would help in providing the learner with a 'real' interview experience. In preparation for work, this will assist the learner in their awareness of different employers' requirements.

Personal, Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through the Assessment criteria alone.

Alternative approaches could be selected.

The learner could develop PLTS by:

Independent enquirers

- researching and selecting financial services relating to their career choice
- investigating the skills, knowledge, personal attributes, behaviours and attitudes associated with career pathways
- analysing information on financial services and products to assess suitability in line with chosen career pathway

Creative thinkers

- generating ideas and exploring possibilities for ways in which to achieve their career goals
- adapting their attitude towards money as they learn more about financial planning and personal finance

Reflective learners

- creating an action plan to address gaps in personal skills and attributes, identifying opportunities and achievements
- recognising positive and negative features of own performance as an interviewee and during work experience, learning to inform future progress
- setting goals with success criteria for their development and work
- reviewing progress following a period of work experience, and acting on the outcomes

Self-managers

- organising time and resources and prioritising actions when planning for the future
- anticipating risks associated with their career route
- planning and preparing for interview

Team workers

- adapting behaviour to suit the roles of interviewer and interviewee during role plays
- providing constructive support and feedback to interviewees when acting as interviewer during role plays

Self-managers

- organising time and resources and prioritising actions when planning for the future
- anticipating and managing risks when developing their financial plan

Effective participators

- presenting a persuasive case, in an interview situation trying to influence others to select them
- proposing a practical career plan, breaking it down into manageable steps.

Opportunities for Functional Skills development

This unit and its associated learning activities will provide the learner with opportunities to develop and use English, mathematics and ICT in a number of ways.

The content of this unit allows opportunities for the development of a range of English skills. The topic of employee rights and responsibilities will require research and involve learners accessing a range of written texts. A further theme is self-evaluation in preparation for job-seeking. This provides opportunities for the development of a range of writing activities using a variety of formats such as letter writing, CV preparation and form-filling.

Suggested learning resources

Books

Tyson, E. (2006). *Personal Finance for Dummies*. Published: John Wiley & Sons; 5th edition. ISBN: 978-0470038321.

White, J. (2003). *Investing in Stocks and Shares*. Published: How To Books Ltd; 6th edition. ISBN: 978-1857038477.

Keown, A. (2006). *Personal Finance – Turning Money into Wealth and Student Workbook*. Published: Pearson Education; 4th Edition. ISBN13: 978-0131742819.

CDs, CD-ROMs and DVDs

- The Standard Deviants: Learn Personal Finance
- Studio: Cerebellum Corp – ASIN: B0000694W7

Journals and magazines

- Financial pages from weekend newspapers.
- Money Matters – Claire Whyley, Elaine Kempson and Alicia Herbert. Policy Studies Institute

Websites

- AdviceOnline www.adviceonline.co.uk
- Ask CEeRIC: Consumer Education Resource and Information Centre www.askcedric.org.uk
- Astute Investor www.astute-investor.co.uk
- The Basic Skills Agency at NIACE <http://archive.basic-skills.co.uk/>
- The Basic Skills Agency: Financial Literacy <http://archive.basic-skills.co.uk/ouractivities/financialliteracy/>
- BBC GCSE Bitesize www.bbc.co.uk/gcsebitesize/business
- biz/ed www.bized.co.uk
- Bradley CVs www.bradleycvs.demon.co.uk
- Business Link www.businesslink.gov.uk
- Careers A-Z www.careersa-z.co.uk
- Careers Wales Online/Gyrfa Cymru Ar-Lein www.careerswales.com
- Connexions www.connexions.gov.uk
- Cooltests.com www.cooltests.com
- Directgov jobs and skills search www.worktrain.gov.uk
- *doughuk www.doughuk.com
- EcoCities: Finance www.ecocities.net/links/finance.html
- Financial Services Authority www.fsa.gov.uk
- Guardian Jobs Advice <http://jobsadvice.guardian.co.uk/>
- IFA Promotion www.unbiased.co.uk
- Inside Careers www.insidecareers.co.uk
- Jobcentre Plus www.jobcentreplus.com

- [learndirect](http://www.learndirect.co.uk)
- [Learning and Skills Council](http://www.lsc.gov.uk)
- [Money Matters To Me](http://www.moneymatterstome.co.uk)
- [Moneysupermarket](http://www.moneysupermarket.com)
- [MySkillsProfile](http://www.myskillsprofile.com)
- [National Institute of Adult Continuing Education](http://www.niace.org.uk/)
- [Personal Finance Education Group](http://www.pfeg.org)
- [totaljobs](http://www.totaljobs.com)
- [topjobs](http://www.topjobs.co.uk)
- [Which?](http://www.which.net)
- [workthing](http://www.workthing.com)
- [Youth Information](http://www.youthinformation.com)

4 Assessment guidance

The following guidance is applicable to all lines of learning and at all levels. The guidance will be available within the specifications and contained in other relevant publications that support Diploma qualifications made available to consortia/centres.

4.1 Task setting

Guidance

Each internally assessed unit has guidance related to task setting within the Assessment section.

Clear guidance, with exemplars of suitable internal assessment, is available to all consortia centres in order to ensure that suitable tasks are set. AQA-City & Guilds will give extra guidance on task setting through its moderators and they will review a selection of proposed tasks to check that these are suitable at the early advisory visits.

The teacher at a centre with overall responsibility for internal standardisation is also responsible for the standardisation of task setting.

Guidance is provided on the total amount of time that a task should take, on the amount of time that specific activities within a task should take and on the form of supervision expected.

The Assessment structure within each unit clearly states what must be covered in the assessment and must be used in order to set appropriate assignments. The units also give details of the demand expected in each assessment task and the overall sector purpose that must be adhered to.

The Weighting of Learning outcomes in relation to marking should also be used as guidance in task setting, so that teachers can allocate appropriate depth and breadth to different areas of the assignment.

Moderation

All centres will receive an early visit by their moderator, which will include guidance on assignment/task setting for internally set and marked units. This visit will also include guidance on marking.

Centres will also receive detailed feedback following moderation of any units, which includes appropriateness of the task set.

4.2 Task taking

Internal assessment

Control criteria for internally assessed assignments

The internal assignments must all be taken using controls where appropriate. The forms of evidence required in a unit will drive the controls needed. The following controls should be in place for certain forms of assessment. Where there is specific guidance required beyond that stated below, it will be found in the Assessment section of the unit concerned.

Form of evidence	Method of control									
	Attendance by moderator or Video/DVD recording	Photographs to confirm individual work or product	Witness statement	Bibliography or list of sources	Signed notes evidencing questions asked by teacher	Transcript or audio recording	Log or journal event/business with financial record if applicable	Learner's own record	Supervision	Submission of artefact or product
Performance	1		2							
Research of relevant sources of material				1	2					
Record of interviews with business, industry or third party representatives			2 with learner's own record			1 with evidence of permission		2 with witness statement		
Artefact or Production	2	2	2			2			1*	1*
Practical assignment/experiment	2	2	2			2			1*	1 if possible
Set up and run an event or business			3				2	2	1*	
Portfolio of evidence										1*
Presentation of ideas			2			1				
Report					2 where applicable					1*
Career plan/personal development plan										1*
Witness statement										1*
Job application										1*

Please note:

Control methods rated 1 must be used. Those rated 2 may be used if employing the favoured method is not practical and has been agreed with the centre's moderator. They may also be used as a way of providing additional evidence of the learner's having met the Assessment criteria. Those rated 3 are optional forms of control that may be employed.

*Where the number 1 is followed by an asterisk, this indicates that any other control methods may accompany but not substitute the use of this method.

4

Supervision of learners' work

Learners' work for assessment should be carried out under direct supervision when this is appropriate to the task. Some items of work must use direct supervision as per the controls table. Where direct supervision is not practical the table above shows the controls that would need to be in place and therefore allow the teacher to authenticate that the work is the learner's own.

All learners must sign that the work submitted is their own and teachers/assessors must confirm that the work assessed is solely that of the learner concerned and was conducted under the conditions required by the specification.

Guidance by the teacher

The work assessed must be solely that of the learner concerned. Any assistance given to an individual learner which is beyond that given to the group as a whole must be recorded.

External assessment

Timing of external assessments

The external assessments will be timetabled twice a year, in January and June and the dates will be published at the start of the academic year.

4.3 Task marking

Guidance on applying the unit Assessment grid

When assessing learners' work, teachers/assessors should consider the level of attainment demonstrated in four broad areas within the demands and context of the specific unit being assessed:

- the depth and breadth of understanding
- the level of skills
- the level of synthesis, analysis and evaluation
- the level of independence and originality.

In the Assessment grid for each unit, mark ranges are specified for each Learning outcome. When assessing a learner's work, teachers/assessors should use their professional judgement to identify, for each Learning outcome, the mark band description within which that work falls and then the mark within that range that best describes the depth and quality of the work. To achieve the higher mark bands, learners should show greater depth and breadth of understanding, higher level skills, higher levels of synthesis, analysis and evaluation and higher levels of independence and originality. Work that clearly meets all the requirements of the mark band description should be awarded the maximum mark identified.

Aspects of the work that might fall short of meeting the description in full, but which do not, in the judgement of the teacher/assessor sufficiently influence the overall level of achievement to merit the work being assigned to a lower mark band, will reduce the mark awarded within the identified range available. This can be expressed as identifying the 'best-fit' approach, where the areas of strength in the work submitted by the learner can be allowed to compensate for weaknesses in other areas.

Assessors will use archived exemplars as they become available as a reference point. By comparing their own learners' work with archive work which has an assessment commentary attached, the assessor will be able to position the work either on a higher or lower point.

Moderators will also use exemplar work in their early advisory visits to consortia/centres to aid in the consistent application of the marking grids.

Assessment of group work

Group work is a useful way of obtaining information for some activities but it is important that individual learners meet the Assessment criteria requirements. Teachers/assessors assessing the evidence will need to be convinced of its individual authenticity. Questioning can be used in order to clarify the validity, authenticity and sufficiency of evidence and, under these circumstances, the teacher/assessor may wish to include a dated witness statement detailing this evidence. It is expected that the use of such statements will be kept to a minimum so that they constitute a very minor part of the submitted evidence.

Annotation of written/photographic evidence can also be used to detail an individual's contribution.

It is recognised that there can be instances where learners are required to carry out tasks as part of a group and the group-working skills are an integral part of the assessment requirements. In such cases this general guidance on group work will be superseded by the specific requirements and instructions of the individual unit(s).

Internal standardisation of marking

The centre is required to standardise the assessment across different teachers and teaching groups, within and across units, to ensure that all work at the centre has been judged against the same standards. If two or more teachers are involved in marking units, one teacher must be designated as responsible for internal standardisation.

Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA-City & Guilds. The centre is required to send to the moderator a signed Centre Declaration Sheet (confirming that the marking of work at the centre has been standardised). If only one teacher has undertaken the marking, that person must sign this form.

Claiming and moderation of internal assessment

Claiming and moderation of internal assessment will only be available in the summer term at fixed dates that will be published at the start of the academic year.

Unfair practice

At the start of the course, the supervising teacher is responsible for informing learners of the AQA-City & Guilds Regulations concerning malpractice. Learners must not take part in any unfair practice in the preparation of work to be submitted for assessment, and must understand that to present material copied directly from books or other sources, without acknowledgement, will be regarded as deliberate deception. Centres must report suspected malpractice to AQA-City & Guilds.

Authentication of learners' work

Both the learner and the teacher are required to sign declarations confirming that the work submitted for assessment is the learner's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

Work other than that of the learner can be utilised in coursework for research and reference, but must be fully acknowledged.

Malpractice

Learners must **not**:

- submit work which is not their own
- lend work to other learners
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners may not lend their books to another learner, but learners should be prevented from plagiarising other learners' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolios is identified by a centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA-City & Guilds at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (www.jcq.org.uk/).

Malpractice in coursework/portfolios discovered prior to the learner signing the declaration of authentication need not be reported to AQA-City & Guilds, but should be dealt with in accordance with the centre's internal procedures. AQA-City & Guilds would expect centres to treat such cases very seriously. Details of any work which is not the learner's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

Moderation

A moderator will be assigned to each consortium for each line of learning. The moderator, through AQA-City & Guilds' processes check the setting, taking and marking of internal assessments.

Moderation has two stages. The first is the technical advisory visit to check matters such as coverage of applied learning, understanding of controlled conditions, coverage of PLTS and arrangements for internal standardisation, including use of the marking grids. There is also a requirement at the advisory visits for moderators to see examples of assessment tasks that will be used for internal assessment.

The second stage of moderation is to check the taking and marking of assessments. This stage will take place at fixed times in the academic year, and may be through postal moderation or through a visit to a consortia/centre. This will depend on the line of learning and the type of evidence submitted. The moderator will review a sample of units and the marks awarded by the consortium, in line with national standards. The consortium may be asked to review its marking following this process. In extreme cases, the work of all learners will be re-marked by the moderator.

5 Administration

5.1 Availability of Principal Learning units

All internally assessed Principal Learning units for this specification are available to claim once a year in June, commencing 2010. External assessments will be timetabled twice a year, in January and June, and the dates will be published at the start of the academic year.

5.2 Centre registration

Centres wishing to prepare learners for this specification should apply for approval to offer Principal Learning before teaching begins. Completed application forms should be submitted to Centre Registration, AQA, Stag Hill House, Guildford, Surrey, GU2 7XJ. Applications can only be considered from centres which have received approval through the Gateway process to offer Level 3 Principal Learning in Business, Administration and Finance. Further details of the approval process are available on the website at: www.diplomainfo.org.uk

5.3 Centre requirements

Resources

Centres must have access to sufficient equipment in the centre or in other centres within the consortium to ensure that learners have the opportunity to cover all the practical activities. Any requirement for specialised equipment is to be found in the description of the units themselves.

Health and safety

The importance of safe working practice and the demands of the Health and Safety at Work Act 1974 must be stressed to all learners. Learners have responsibilities for maintaining the safety of others as well as their own. Anyone behaving in an unsafe fashion must be stopped and a suitable warning given by the teacher responsible. It is essential that all learners acquire habits required to promote health and safety in the workplace and that their learning avoids potentially unpleasant or dangerous consequences.

Centre staff

Centre staff should be technically competent in all the areas for which they are delivering education and training and/or should also have relevant experience of providing the necessary practical training.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and skills in the vocational area remain current and take account of any national or legislative developments.

5.4 Entries

Please refer to the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the Principal Learning units:

Unit 1 (BAF3U1)

Unit 2 (BAF3U2)

Unit 3 (BAF3U3)

Unit 4 (BAF3U4)

Unit 5 (BAF3U5)

Unit 6 (BAF3U6)

Unit 7 (BAF3U7)

Unit 8 (BAF3U8)

5.5 Quality assurance

Internal quality assurance

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by AQA-City & Guilds and the centre's and/or consortium's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and AQA-City & Guilds is responsible for external quality assurance.

National standards and rigorous quality assurance are maintained by the use of:

- AQA-City & Guilds external examinations
- AQA-City & Guilds externally set briefs or assignments
- internal quality assurance
- AQA-City & Guilds external moderation.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- the setting of appropriate tasks (see Section 4.1)
- the application of appropriate control of tasks (see Section 4.2)
- training in the use of the Assessment grid (see Section 4.3)
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place (see Section 4.3)
- the completion by learners and teachers/assessors of the record form for each learner's work (see Section 4.3).

External quality assurance

External quality assurance is provided by the two stage moderation system described in Section 4.3. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that national standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. AQA-City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up-to-date, to ensure standardisation of all assessments and to share good practice.

External moderators:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling
- regularly visit centres to ensure that they continue to meet the centre registration requirements of AQA-City & Guilds
- provide feedback to centres and to AQA-City & Guilds.

In order to monitor compliance with JCQ requirements, particularly for administering external tests, JCQ inspectors will regularly visit centres.

AQA-City & Guilds requires the Head of Centre to:

- facilitate any inspection of the Centre which is undertaken on behalf of AQA-City & Guilds
- make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of AQA-City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the learners to their despatch to AQA-City & Guilds.

5.6 Irregularities

Centres must inform AQA of any irregularity, including any learner who arrives late for a test. For detailed instructions please refer to the current JCQ *Instructions for Conducting Examinations* which is available to view or to download from the JCQ's website:

www.jcq.org.uk

5.7 Awarding grades and reporting results

The Advanced Diploma in Business, Administration and Finance will be reported on a six-grade scale: A*, A, B, C, D and E. Learners who fail to reach the minimum standard for grade E will be recorded as U (Unclassified) and will not receive a qualification certificate.

The Principal Learning and Level 3 Extended Project will be graded separately and will use the same grading system as the Diploma. Principal Learning and the Level 3 Extended Project will be separately certificated but learners will not receive individual certificates for units of Principal Learning.

5.8 Certification of the Diploma

AQA-City & Guilds is a registered Diploma Awarding Body and will certificate the Diploma in accordance with the requirements and timetable to be published separately by QCA. AQA conducts the administration of the Principal Learning units for this specification on behalf of AQA-City & Guilds.

5.9 CABs, DABs and the Diploma aggregation service

AQA is recognised as a Component Awarding Body and offers the widest range of GCE and GCSE qualifications of any unitary awarding body in the UK. These are listed in QCA's Diploma Catalogue. Similarly, City & Guilds is recognised as a Component Awarding Body and offers the widest range of NVQ, VRQ and City & Guilds' own brand qualifications, which are listed in QCA's Diploma Catalogue.

AQA-City & Guilds has been recognised as a Component Awarding Body to certificate Business, Administration and Finance Principal Learning and Project qualifications for Diplomas.

AQA-City & Guilds has been recognised as a Diploma Awarding Body by QCA in order to certificate whole Diploma qualifications for the Diploma in Business, Administration and Finance at all three levels.

Learners who have registered for Diploma awards with AQA-City & Guilds will on completion receive a Diploma certificate and a Diploma transcript. The transcript will conform to QCA's specification in terms of the design and information included. The data for the transcript will be supplied by the Diploma aggregation service which is designed to enable the data sharing, results aggregation and grading supporting functions required for the operation of the Diploma as a composite qualification.

5.10 Enquiries about results

The services available for enquiries about results include a clerical check, re-mark of external assessments and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the JCC *Post-Results Services* booklet.

5.11 Re-sits and shelf-life of unit results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification.

Learners will be graded on the basis of the work submitted for assessment.

5.12 Access arrangements and special consideration

We have taken note of the provisions of the Disability Discrimination Act (DDA) 1995 in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration*. This is published on the JCQ website:

www.jcq.org.uk/access_arrangements/

or you can follow the link from our website:

www.aqa.org.uk/admin/p_special_3.html

Access arrangements

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a learner with visual impairment.

Special consideration

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for either access arrangements or special consideration should be submitted to AQA-City & Guilds by the Examinations Officer at the centre.

5.13 Language of examinations

We will provide units for this specification in English only.

5.14 Qualification titles

The qualification based on this specification is:

AQA-City & Guilds Level 3 Principal Learning in Business, Administration and Finance.

Appendix A

Connections to other qualifications

The Advanced Diploma in Business, Administration and Finance incorporates the following qualifications:

Functional Skills qualifications in English, mathematics and ICT

For details of the AQA Functional Skills specifications please go to:

www.aqa.org.uk/qual/gcse/functional_skills.php

For details of the City & Guilds Functional Skills specifications please go to:

www.cityandguilds.com/functionalskills

The Level 3 Extended Project qualification

For details of the AQA-City & Guilds Level 3 Extended Project specification go to:

www.diplomainfo.org.uk/aboutdiplomas/projects.html

Appendix B

Additional and Specialist Learning for the Advanced Diploma in Business, Administration and Finance

The complete list of accredited qualifications which has been recognised as eligible for Additional and Specialist Learning for the Advanced Diploma in Business, Administration and Finance is published on the National Database of Accredited Qualifications. Visit:

www.accreditedqualifications.org.uk

AQA and City & Guilds qualifications which have been recognised as eligible for Additional and Specialist Learning for the Diploma in Business, Administration and Finance are also published on:

www.diplomainfo.org.uk

Appendix C

Other issues

European Dimension

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA-City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education* 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA-City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

Level 3 – Principal Learning

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