Business Administration and Law

all you need to know.

Qualification Specification

NCFE Level 2 Certificate in Principles of Business Administration (601/7071/2)

Issue 4.1 January 2020

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4 July 2018). Please check the qualification page on our website for the most recent version.

- Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 14).

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Principles of Business Administration.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our dedicated qualifications website www.qualhub.co.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Principles of Business Administration.

Things you need to know

Qualification number (QN)	**601/7071/2**
Aim reference	60170712
Total qualification time (TQT)	170
Guided learning hours (GLH):	155
Level	2
Assessment requirements	internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/7071/2.

This qualification forms part of a suite of knowledge-based qualifications. This qualification has been developed to enable learners to progress into employment in a business administration role or onto higher level studies.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Aims and objectives of this qualification

This qualification aims to:

- provide learners with the underpinning knowledge that is required by employees to work in a range of different environments in a business administration role.

The objectives of this qualification are to help learners to:

- develop essential knowledge of how to carry out administrative tasks such as how to manage information and supporting events
- know how to apply their knowledge in a variety of industries and job roles.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Principles of Business Administration, learners are required to successfully complete the 5 mandatory units and 2 optional units.

This qualification consists of 5 mandatory units:

Unit No	Unit title
Unit 01	Principles of providing administrative services
Unit 02	Principles of business document production and information management
Unit 03	Understand communication in a business environment
Unit 04	Understand employer organisations
Unit 05	Understand how to develop working relationships with colleagues

and 16 optional units:

Unit No	Unit title
Unit 06	Understand how to carry out business administration tasks
Unit 07	Understand how to provide administrative support for meetings
Unit 08	Understand how to prepare text
Unit 09	Understand how to store, retrieve and archive information
Unit 10	Understand the administration of human resource records
Unit 11	Understand how to use and maintain supplies and office equipment
Unit 12	Understand customer service
Unit 13	Understand the use of research in business

Unit 14	Principles of customer relationships
Unit 15	Know how to publish, integrate and share using social media
Unit 16	Exploring social media
Unit 17	Understand the safe use of online and social media platforms
Unit 18	Principles of equality and diversity in the workplace
Unit 19	Principles of marketing theory
Unit 20	Principles of digital marketing
Unit 21	Principles of team leading

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 2 Certificate in Principles of Business Administration, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

A unit certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Entry guidance

This qualification is designed for learners aged 19+ who want to progress into employment in the first instance, or further learning, depending on their own needs and interests.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Entry is at the discretion of the centre. However, learners must be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Certificate in Principles of Business Administration
- NCFE Level 2 Apprenticeship in Business Administration
- NCFE Level 3 Apprenticeship in Business Administration
- NCFE Level 3 Diploma in Skills for Business: Human Resources
- NCFE Level 4 NVQ Diploma in Business Administration

It may also be useful to learners studying qualifications in the following sector areas:

- Travel and Tourism
- Sport, Leisure and Recreation
- Retail
- Health, Public Services and Care
- Arts, Media and Publishing.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Degree in a business administration-related subject
- A-level in a business administration-related subject
- Level 3 NVQ in Business Administration

Examples of work experience

- staff must have recent and relevant experience of working in a business administration role
- teaching specialist in a business administration discipline
- staff must hold or be working towards an Assessor qualification. Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably qualified Assessor/Verifier.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Resource requirements

The units in this qualification have been mapped against those of the NCFE Level 2 Diploma in Business Administration (601/3964/X). Please see the mapping document for further information, which is available on the qualification page of our dedicated qualifications website www.qualhub.co.uk.

Support for learners

Learner's Evidence Tracking Log (LETL)

This gives information about this qualification and can help learners keep track of their work. This document can be downloaded free of charge from Here's How www.heres-how.org.uk/. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website www.qualhub.co.uk or can be requested from the Customer Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Centre Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email service@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers - including learners - who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our dedicated qualifications website www.qualhub.co.uk.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on our dedicated qualifications website www.qualhub.co.uk.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Third-party products

Products to support the delivery of this qualification/these qualifications are offered by the following third-party suppliers:

- The Skills Network
- Learning Curve Group

For more information about these resources and how to access them please visit our website.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page of our dedicated qualifications website www.qualhub.co.uk

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit 01 Principles of providing administrative services (A/507/5881)

Unit summary	This unit will enable learners to develop the knowledge of a range of administrative support tasks. Learners will be able to describe the different types of meetings and develop an understanding of how to organise travel and accommodation. Learners will be able to describe the different mail services available and understand the impact of delivering poor customer service.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

The learner will:

1 Understand the organisation and administration of meetings

The learner can:

1.1 Describe the features of **different types of meetings**
1.2 Outline the different ways of providing administrative support for meetings
1.3 Explain the steps involved in organising meetings

The learner will:

2 Understand the organisation of travel and accommodation

The learner can:

2.1 Describe the features of **different types of business travel and accommodation**
2.2 Explain the purpose of confirming instructions and requirements for business travel and accommodation
2.3 Explain the purpose of keeping records of business travel and accommodation

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Unit 01 Principles of providing administrative services (A/507/5881) (cont'd)

The learner will:

3 Understand how to manage diary systems

The learner can:

3.1 Describe the features of hard copy and electronic diary systems
3.2 Explain the purpose of using diary systems to plan and co-ordinate activities and resources
3.3 Describe the types of information needed to manage a diary system
3.4 Explain the importance of obtaining correct information when making diary entries

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The learner will:

4 Understand how to use office equipment

The learner can:

4.1 Describe different types of **office equipment**
4.2 Explain the uses of different types of office equipment
4.3 Describe factors to be considered when selecting office equipment to complete tasks
4.4 Describe how to keep waste to a minimum when using office equipment

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The learner will:

5 Understand the use of mail services in a business context

The learner can:

5.1 Describe the types of **mail services** used in business organisations
5.2 Explain the need for different types of mail services
5.3 Explain the factors to be considered when selecting mail services
5.4 Explain the factors to be taken into account when choosing postage methods

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Unit 01 Principles of providing administrative services (A/507/5881) (cont'd)

The learner will:

6 Understand customer service in a business environment

The learner can:

6.1 Describe different types of **customers**
6.2 Describe the **impact of their own behaviour** on a customer
6.3 Explain the impact of poor customer service

Unit 01 Principles of providing administrative services (A/507/5881) (cont'd)

Key words

1.1 **different types of meetings** may include descriptions of:

- formal or informal
- internal
- external
- video conference

2.1 **different types of business travel and accommodation** may include staff travelling to meetings, conferences, seminars, sales visits, support visits as individuals or groups. This may also include travel and accommodation for events being held at the learners' organisation and therefore may involve customers

4.1 **office equipment** should include, but is not limited to:

- photocopiers
- computers
- printers
- stationery
- laminator and scanner

5.1 **mail services** may include, but are not limited to:

- electronic mail
- webmail
- postal service
- courier services

6.1 **customers** to include both internal and external

6.2 **impact of their own behaviour** - learners should consider the difference their own behaviour has on that of their customers, for example, being helpful, friendly, approachable, empathetic, efficient as opposed to being unhelpful, keeping customers waiting, appearing uninterested in the customers' needs/requirements

Unit 01 Principles of providing administrative services (A/507/5881) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–6.3		learner written statements
1.1–6.3	these should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–6.3	where oral questioning is used, the Assessor is required to record both the question and the answer	record of oral and/or written questions
1.1–6.3	centres may support their learners by providing appropriate assignments, projects and/or case studies to provide the basis for the learners' answers or learners may use their own organisation, or an organisation they are familiar with, for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 02 Principles of business document production and information management (R/507/5885)

Unit summary	This unit aims to provide learners with an understanding of how to prepare and distribute business documents and identify how information is managed in business organisations.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

The learner will:

1 Understand how to prepare business documents

The learner can:

1.1 Describe **different types of business documents** that may be produced and the format to be followed for each
1.2 Explain the use of **different types of information communication technology (ICT)** for document production
1.3 Explain the reasons for agreeing the use, content, layout, quality standards and deadlines for document production
1.4 Explain the importance of document version control and authorisation
1.5 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the production of business documents
1.6 Explain how to check the **accuracy** of business documents

The learner will:

2 Understand the distribution of business documents

The learner can:

2.1 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the distribution and storage of business documents
2.2 Describe different types of **distribution channels**

Unit 02 Principles of business document production and information management (R/507/5885) (cont'd)

The learner will:

3 Understand how information is managed in business organisations

The learner can:

3.1 Describe the **types of information** found in business organisations
3.2 Explain the need for safe storage and efficient retrieval of information
3.3 Describe the features of different types of **systems used for storage** and retrieval of information
3.4 Describe the legal requirements for storing business information

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The learner will:

4 Understand the essential requirements of business documents

The learner can:

4.1 Explain the **requirements** for language, tone, image and presentation for different documents
4.2 Explain how to integrate images into documents
4.3 Describe how corporate identity impacts upon document production
4.4 Explain the **requirements** of data protection, copyright and intellectual property legislation relating to document production
4.5 Describe organisational procedures for version control
4.6 Describe **security requirements** relating to document production

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Unit 02 Principles of business document production and information management (R/507/5885) (cont'd)

Key words

1.1 **different types of business documents** may include:
- minutes
- agenda
- memos
- letters
- presentations

1.2 **different types of information communication technology (ICT)**
- should cover ICT packages used in development of documents

1.6 technical **accuracy** as well as spelling, grammar, etc

2.2 **distribution channels** may include:
- physical (post, hand delivered)
- electronic (email, file-sharing)

3.1 **types of information** may include:
- physical (letters, paperwork, manuals)
- electronic (email, files, reports)

3.3 **systems used for storage** may include:
- physical (filing, indexing)
- electronic (computer applications, file-sharing)

4.1 **requirements** include those of the organisation and the task at hand

4.6 **security requirements** may include reference to business sensitive information in addition to data protection of customer details

Unit 02 Principles of business document production and information management (R/507/5885) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.6		learner written statements
1.1–4.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 03 Understand communication in a business environment (M/507/5893)

Unit summary	The aim of this unit is to provide learners with an understanding of the requirements of written and verbal business communication. Learners will be able to identify appropriate body language and tone of voice when communicating verbally.
Guided learning hours	10
Level	2
Mandatory/optional	Mandatory

The learner will:

1 Understand the requirements of written and verbal business communication

The learner can:

1.1 Explain why different **communication methods** are used in the business environment
1.2 Describe the communication requirements of different **audiences**
1.3 Explain the importance of using correct grammar, sentence structure, punctuation, spelling and **conventions** in business communications
1.4 Explain the importance of using appropriate body language and tone of voice when communicating verbally

Key words

1.1 **communication methods** may include, but are not limited to, face-to-face, telephone, email, letter, video conference calls

1.2 **audiences** may include, but are not limited to:
- internal – colleagues, managers, other departments
- external – individuals, companies

1.3 **conventions** refer to specific presentation styles used by an organisation or sector

Unit 03 Understand communication in a business environment (M/507/5893) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.4		learner written statements
1.1–1.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–1.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–1.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 04 Understand employer organisations (A/507/5895)

Unit summary	This unit ensures learners understand organisational structures and the differences between private, public and voluntary sectors. Learners will be able to describe the internal and external influences on organisations and why change in the business environment is important.
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory

The learner will:

1 Understand organisational structures

The learner can:

1.1 Explain the differences between the private sector, public sector and voluntary sector
1.2 Explain the functions of **different organisational structures**
1.3 Describe the features of **different types of legal structures** for organisations

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The learner will:

2 Understand the organisational environment

The learner can:

2.1 Describe the internal and external influences on organisations
2.2 Explain the use of different **models of analysis** in understanding the organisational environment
2.3 Explain why change in the business environment is important

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Unit 04 Understand employer organisations (A/507/5895) (cont'd)

Key words

1.2 **Different organisational structures** for example functional, product/activity, area – regional or geographical

1.3 **different types of legal structures,** for example sole trader, partnership, private company (ltd), public company (PLC)

2.2 **models of analysis** to include:

- SWOT (strengths, weaknesses, opportunities and threats)
- PESTLE (political, economic, social, technological, legal and environment)

Unit 04 Understand employer organisations (A/507/5895) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.3		learner written statements
1.1–2.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 05 Understand how to develop working relationships with colleagues (F/507/5896)

Unit summary	The aim of this unit is to provide learners with an understanding of the principles of effective team working. Learners will be able to identify what is expected of a buddy and techniques for providing feedback.
Guided learning hours	15
Level	2
Mandatory/optional	Mandatory

The learner will:

1 Understand the principles of effective team working

The learner can:

1.1 Outline the benefits of effective team working
1.2 Describe how to give feedback constructively
1.3 Explain **conflict management techniques** that may be used to resolve team conflicts
1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
1.5 Explain the importance of warning colleagues of problems and changes that may affect them

---

The learner will:

2 Understand how to buddy a colleague

The learner can:

2.1 Describe what is expected of a **buddy**
2.2 Explain techniques to give positive feedback and constructive criticism
2.3 Explain techniques to establish rapport with a buddy

Unit 05 Understand how to develop working relationships with colleagues (F/507/5896) (cont'd)

Key words

1.3 **conflict management techniques** may include:

- forcing
- win-win – collaborating
- compromising
- withdrawing
- smoothing

2.1 a **buddy** is any colleague a learner is teamed with in order that the learner can provide them with ongoing support, training, development, feedback, mentoring and constructive criticism. The buddy may be new to the organisation or the team or they may be an experienced member of staff with whom the learner is to work on a specific project or task

Unit 05 Understand how to develop working relationships with colleagues (F/507/5896) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.3		learner written statements
1.1–2.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 06 Understand how to carry out business administration tasks (J/507/5897)

Unit summary	This unit aims to provide learners with an understanding of how to deal with incoming and outgoing mail, and reception services. Learners will gain knowledge of diary systems management, event organisation and systems for financing in administrator roles.
Guided learning hours	30
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand how to deal with mail

The learner can:

1.1 Explain how to deal with 'junk' mail
1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
1.3 Describe how to operate a franking machine
1.4 Explain how to prepare packages for distribution
1.5 State organisational policies and procedures on mail handling, security and the use of courier services
1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures

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The learner will:

2 Understand reception services

The learner can:

2.1 Explain the receptionist's role in representing an organisation
2.2 Explain an **organisation's structure** and lines of communication
2.3 Describe an organisation's standards of presentation
2.4 Explain the health, safety and security implications of visitors to a building
2.5 Explain how to deal with **challenging people**

Unit 06 Understand how to carry out business administration tasks (J/507/5897) (cont'd)

The learner will:

3 Understand the management of diary systems

The learner can:

3.1 Explain the importance of keeping **diary systems** up to date
3.2 Describe the basis on which bookings and changes are prioritised
3.3 Explain any constraints relating to making bookings for people or facilities
3.4 Describe the types of problems that can occur when managing diaries

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The learner will:

4 Understand event organisation

The learner can:

4.1 Explain the roles, responsibilities and accountabilities of individuals involved in **the event**
4.2 Explain the purpose and features of different types of events
4.3 Describe the type of **resources** needed for different types of events
4.4 Describe the **different needs** attendees may have and how to meet these
4.5 Explain the requirements of health, safety and security when organising events
4.6 Describe the types of problems that may occur during events and how to deal with them

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The learner will:

5 Understand finance for administrators

The learner can:

5.1 Describe organisational hierarchy and levels of authority for financial transactions
5.2 Explain organisational systems for sales invoicing, purchasing, payments and receipts
5.3 Describe the use of a purchase order, invoice, receipts and expenses

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Unit 06 Understand how to carry out business administration tasks (J/507/5897) (cont'd)

Key words

2.2 **organisation's structure** to include the departments and contact points for referrals

2.5 **challenging people** should cover those who have difficult queries who require specific assistance. Challenging people could also include those who may be angry, unreasonable, confused and/or those who may have problems, questions, additional needs/requirements, poor communication skills or language barriers

3.1 **diary systems** may include:

- paper diaries
- electronic diary systems

4.1 the **event** may include, but is not limited to:

- a meeting
- an announcement
- a celebration
- a social occasion
- a product launch

4.3 **resources** may include, but are not limited to:

- human resource
- equipment
- materials
- public address systems
- information technology

4.4 **different needs** may include, but are not limited to:

- additional needs/requirements
- poor communication skills
- language barriers

Unit 06 Understand how to carry out business administration tasks (J/507/5897) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.3		learner written statements
1.1–5.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 07 Understand how to provide administrative support for meetings (L/507/5898)

Unit summary	This unit aims to ensure learners understand the administration of meetings and identify responsibilities and legal implications of formal meetings. Learners will also be able to describe the essential knowledge required to take minutes in a meeting.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand the administration of meetings

The learner can:

1.1 Describe the purpose of the meeting and who needs to attend
1.2 Explain why it is important to have a minimum number of attendees for a meeting
1.3 Explain ways to achieve maximum attendance at meetings
1.4 Explain the access, health, safety and security requirements relating to meetings
1.5 Describe how to set up the resources needed for a meeting
1.6 Explain the responsibilities of the meeting chair and meeting secretary
1.7 Explain the difference between formal and informal meetings
1.8 Explain the legal implications of formal meetings

The learner will:

2 Understand how to take minutes of meetings

The learner can:

2.1 Explain the purpose of different types of **minutes** and other **meeting records**
2.2 Explain the legal requirements of **formal minutes**
2.3 Describe **organisational conventions** for producing minutes
2.4 Describe the responsibilities of the minute taker in a meeting
2.5 Explain why it is important to maintain confidentiality of meetings, discussions and actions
2.6 Explain why it is necessary to record who proposed and seconded suggestions and changes

Unit 07 Understand how to provide administrative support for meetings (L/507/5898) (cont'd)

Key words

2.1 **minutes** are a written record of a meeting or hearing

meeting records may include, but are not limited to:

- minutes
- agendas
- audio recordings
- video recordings
- secretary's notes

2.2 **formal minutes** are a permanent, detailed record of business transacted and resolutions adopted at official meetings that must be approved at the next meeting as a true representation of the proceedings

2.3 **organisational conventions** are the way in which something is usually done within a business

Unit 07 Understand how to provide administrative support for meetings (L/507/5898) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.6		learner written statements
1.1–2.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 08 Understand how to prepare text (R/507/5899)

Unit summary	The aim of this unit is to provide learners with an understanding of how to create text from notes. Learners will be able to explain how to prepare text from recorded notes and describe organisational procedures for storing confidential information.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand how to create text from notes

The learner can:

1.1 Explain the importance of confirming the purpose of the text and intended **audience**
1.2 Describe the problems that may occur in transcribing notes written by others
1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
1.4 Explain how **technology features** can help to create, format and check the accuracy of text
1.5 Describe ways of checking produced texts for accuracy and correctness
1.6 Describe organisational procedures for the storage, security and confidentiality of information

Unit 08 Understand how to prepare text (R/507/5899) (cont'd)

The learner will:

2 Understand the preparation of text from recorded notes

The learner can:

2.1 Explain the importance of confirming the purpose of the text and intended **audience**
2.2 Describe the main features of the different **types of technology** that can be used for playing back recordings
2.3 Explain how different speaking styles of those giving dictation can affect outputs
2.4 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
2.5 Describe ways of checking produced texts for accuracy and correctness
2.6 Describe organisational procedures for the storage, **security** and confidentiality of information

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Key words

1.1 **audience** may include, but is not exclusive to: internal – colleagues, managers, other departments and external – individuals, companies

1.4 **technology features** may refer to a function of an IT application or system

2.1 **audience** may include, but is not exclusive to: internal – colleagues, managers, other departments and external – individuals, companies

2.2 **types of technology** may include, but are not exclusive to:
- analogue recording
- digital recording
- dictation software
- tape recorders
- disk recorders

2.6 **security** requirements may include reference to business sensitive information in addition to data protection of customer details

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Unit 08 Understand how to prepare text (R/507/5899) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.6		learner written statements
1.1–2.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 09 Understand how to store, retrieve and archive information (A/507/5900)

Unit summary	This unit aims to provide learners with an understanding of information storage, retrieval and archiving requirements for security and access of offsite archives.
Guided learning hours	15
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand information storage and retrieval

The learner can:

1.1 Describe **systems** and procedures for storing and retrieving information
1.2 Outline legal and organisational requirements for information security and retention
1.3 Explain how to create filing systems to facilitate information identification and retrieval
1.4 Explain how to use different search techniques to locate and retrieve information
1.5 Describe what to do when problems arise when storing or retrieving information

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The learner will:

2 Understand archiving requirements

The learner can:

2.1 Describe different ways of archiving **information**
2.2 Describe how to retrieve archived information
2.3 Describe organisational procedures for archiving, retrieving and deleting information
2.4 Explain the importance of document retention policies to organisations
2.5 Describe the security and access requirements of **offsite archives**

Unit 09 Understand how to store, retrieve and archive information (A/507/5900) (cont'd)

Key words

1.1 **systems** may include but are not limited to:

- paper
- electronic
- organisational systems

2.1 **information** could be electronic or paper based

2.5 **offsite archives** may include, but are not limited to:

- cloud
- commercial storage facilities

Unit 09 Understand how to store, retrieve and archive information (A/507/5900) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.5		learner written statements
1.1–2.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 10 Understand the administration of human resource records (J/507/5902)

Unit summary	This unit aims to provide learners with an understanding of the administration of human resource (HR) records. Learners will be able to describe features of organisational systems and identify limits of their own authority in the administration of HR records.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand the administration of human resource (HR) records

The learner can:

1.1 Explain what **HR-related information** needs to be kept and why
1.2 Explain the relationship of HR to other parts of an organisation
1.3 Describe the impact of other organisations on HR activities
1.4 Describe the features and uses of **organisational systems** for managing human resource information
1.5 Explain the requirements of confidentiality, data protection and system security
1.6 Describe the information to be provided for **different management reports**
1.7 Explain the limits of their own authority in administering HR records
1.8 Explain the **implications** of not keeping HR records up-to-date
1.9 Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data

Unit 10 Understand the administration of human resource records (J/507/5902) (cont'd)

Key words

1.1 **HR-related information** may include, but is not limited to, payroll, application forms, interview notes, statutory sick pay, statutory maternity, adoption and paternity pay, disciplinary, working time and training, retirement benefits schemes, redundancy details, health and safety records including workplace accidents

1.4 **organisational systems** may be electronic or paper based

1.6 **different management reports** will relate to the HR information in 1.1

1.8 learners' answers to include the **implications** of not complying with General Data Protection Regulation (GDPR) in addition to implications on staff records, payroll, health and safety issues

Unit 10 Understand the administration of human resource records (J/507/5902) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.9		learner written statements
1.1–1.9	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–1.9	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–1.9	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 11 Understand how to use and maintain supplies and office equipment (L/507/5903)

Unit summary	This unit aims to provide learners with an understanding of the maintenance of stationery and supplies. Learners will be able to describe how to use equipment appropriate to the task, following organisational procedures.
Guided learning hours	15
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand the maintenance of stationery and supplies

The learner can:

1.1 Describe organisational policies, procedures and levels of authority in maintaining supplies
1.2 Explain how to carry out a stock check of stationery
1.3 Describe the types of **problems** that may occur with deliveries and stock items
1.4 Explain how to deal with problems that occur with deliveries and stock items
1.5 Explain the **factors** to take into account when ordering stationery
1.6 Explain the benefits and limitations of different potential suppliers, against organisational requirements
1.7 Explain how to calculate **quantities** of stationery and supplies to be ordered
1.8 Describe how to dispose of or recycle waste

The learner will:

2 Understand how to use office equipment

The learner can:

2.1 Describe organisational policies, procedures and levels of authority in maintaining **office equipment**
2.2 Describe how to use different types of office equipment
2.3 Explain the reasons for following **manufacturer's and organisational instructions** when operating equipment
2.4 Describe the types of equipment faults likely to be experienced and the correct way of dealing with these

Unit 11 Understand how to use and maintain supplies and office equipment (L/507/5903) (cont'd)

Key words

1.3 **problems** may include late, damaged or incorrect deliveries of ordered items

1.5 **factors** may include:

- urgency
- budget
- availability of products/delivery time
- expected usage

1.7 **quantities** - learners' calculations will consider required levels based on statistical information, supply and demand estimation and consideration from others, such as managers

2.1 **office equipment** may include, but is not limited to:

- computer
- printer
- photocopier
- laminator
- scanner

2.3 **manufacturers' instructions** may include, but are not limited to:

- instruction leaflets
- safe and best practice usage guidelines

organisational instructions may include, but are not limited to:

- occupational health assessments and guidelines
- training sessions
- manager's instructions
- memoranda

Unit 11 Understand how to use and maintain supplies and office equipment (L/507/5903) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.4		learner written statements
1.1–2.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 12 Understand customer service (Y/507/5905)

Unit summary	This unit aims to provide learners with an understanding of customer service delivery and the relationship between customer service and a brand. Learners will be able to explain when and to whom to escalate problems and identify their own role in ensuring that a brand promise is delivered.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand customer service delivery

The learner can:

1.1 Explain the relationship between customers' needs and expectations and customer satisfaction
1.2 Describe the **features and benefits** of an organisation's products and/or services
1.3 Explain the importance of treating customers as individuals
1.4 Explain the importance of balancing promises made to customers with the needs of an organisation
1.5 Explain when and to whom to escalate problems
1.6 Describe **methods of measuring their own effectiveness** in the delivery of customer service

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The learner will:

2 Understand the relationship between customer service and a brand

The learner can:

2.1 Explain the importance of a **brand** to an organisation
2.2 Explain how a brand affects an organisation's customer service offer
2.3 Explain the importance of using **customer service language** that supports a brand promise
2.4 Identify their own role in ensuring that a brand promise is delivered

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Unit 12 Understand customer service (Y/507/5905) (cont'd)

Key words

1.2 **features** are characteristics, attributes and qualities of a product or service

benefits are advantages and uses of a service or product

1.6 **methods of measuring their own effectiveness** may include, but are not limited to:

- customer feedback
- peer feedback
- reviewing performance against targets

2.1 **brand** is a type of product/service provided by a particular company under a specific name

2.3 **customer service language** could include phrases such as:

- 'my pleasure'
- 'no problem'
- 'have a good day'
- 'thank you for your custom'

Unit 12 Understand customer service (Y/507/5905) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.4		learner written statements
1.1–2.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 13 Understand the use of research in business (D/507/5906)

Unit summary	This unit aims to provide learners with an understanding of the research process and how to use research in business.
Guided learning hours	40
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand the research process

The learner can:

1.1 Describe the **main stages** in the research process
1.2 Explain the importance of scoping research and setting the research objectives
1.3 Explain the importance of identifying the limitations of research methods
1.4 Explain the difference between **primary and secondary research**
1.5 Describe the difference between quantitative and qualitative research methods
1.6 Describe the advantages and disadvantages of different research methods
1.7 Describe the use of **different analytical techniques** in the research process
1.8 Explain the importance of validity and reliability in the research process

The learner will:

2 Understand how to use research in business

The learner can:

2.1 Outline the limitations of applying research outcomes
2.2 Explain why and how to use sources of current and archived business information
2.3 Explain how to validate research information
2.4 Describe the purpose and applications of research in business
2.5 Describe **organisational conventions** and formats for presenting research reports
2.6 Explain the organisational policy for acknowledging sources of information
2.7 Explain ways in which ethics can affect the conduct and use of research

Unit 13 Understand the use of research in business (D/507/5906) (cont'd)

Key words

1.1 **main stages** includes selection of research problem/topic, review of existing information/literature, research design, data collection, data analysis, testing/interpretation, reporting

1.4 **primary research** may include quantitative and qualitative data

secondary research may include statistical analysis, information research

1.7 **different analytical techniques** may include, but are not limited to:

- choice modelling
- structural equation modelling
- factor analysis
- discriminate analysis
- cluster analysis
- price sensitivity measurement

Learners should be encouraged to describe techniques relevant to their chosen industry

2.5 **organisational conventions** refer to specific styles used by an organisation or sector

Unit 13 Understand the use of research in business (D/507/5906) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.7		learner written statements
1.1–2.7	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.7	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.7	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 14 Principles of customer relationships (H/507/5907)

Unit summary	This unit aims to provide learners with an understanding of how to develop customer relationships by taking into account their wants and needs. Learners will be able to identify organisations' responses to customer relationships and the principles of customer-relationship management.
Guided learning hours	40
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand customers and their needs

The learner can:

1.1 Describe the importance of understanding customers' **wants and needs**
1.2 Explain the role of segmentation in identifying customers' likely wants and needs
1.3 Describe the factors that motivate customers to buy
1.4 Explain the importance of seeking customer feedback on performance, products and/or services

The learner will:

2 Understand an organisation's responses to customer relationships

The learner can:

2.1 Describe an organisation's **marketing objectives and activities**
2.2 Explain the importance of developing customer service plans and customer relationship plans
2.3 Describe an organisation's system for relationship management
2.4 Describe an organisation's customer care programme
2.5 Describe the system for communicating with customers
2.6 Explain the importance of a consistent level of service
2.7 Explain the link between customer satisfaction and sales growth
2.8 Explain the importance of using customer feedback to enhance performance, products and/or services

Unit 14 Principles of customer relationships (H/507/5907) (cont'd)

The learner will:

3 Understand how to develop customer relationships

The learner can:

3.1 Describe the importance of developing relationships with customers
3.2 Explain the value of customer loyalty and retention
3.3 Explain how customers' expectations may change over time
3.4 Explain the use of customer feedback as a means of developing customer relationships
3.5 Explain the limits of their own authority to make alternative service offers to customers
3.6 Describe the use of Customer Relationship Management systems and processes to meet customers' expectations
3.7 Explain the importance of regular communication in the development of both internal and external customer relationships

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Key words

1.1 **wants and needs**: learners to include both wants and needs and differentiate between the two

2.1 **marketing objectives** may include, but are not limited to:

- increase sales
- improve product awareness

marketing activities may include, but are not limited to:

- websites
- newsletters
- advertising
- the 4Ps

Unit 14 Principles of customer relationships (H/507/5907) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.7		learner written statements
1.1–3.7	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.7	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.7	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 15 Know how to publish, integrate and share using social media (K/507/5908)

Unit summary	The aim of this unit is to develop the knowledge and understanding to publish, integrate and share using social media. The learner will be able to identify the main networks and their features used in social media and why they would use them. The learner will also be able to identify the benefits and risks of networking on social media for an organisation.
Guided learning hours	40
Level	2
Mandatory/optional	Optional

The learner will:

1 Know the current social networks used to publish, integrate and share online

The learner can:

1.1 Identify the main social media networks in current use
1.2 Describe the main features of each social media network identified
1.3 Describe why they would use each of the social media networks identified
1.4 Explain the purpose of a social aggregator tool
1.5 Describe how blogs give individuals a voice on the Web
1.6 Explain how professionals make connections using social media networks

The learner will:

2 Understand how social media is used by individuals, organisations/businesses, governments and social groups

The learner can:

2.1 Describe why
- individuals
- organisations/businesses
- governments
- social groups

use social media networking sites
2.2 Explain the advantages and typical components of a social media user profile

Unit 15 Know how to publish, integrate and share using social media (K/507/5908) (cont'd)

2.3 Identify the benefits of using social media networking for:
- individuals
- organisations/businesses
- governments
- social groups

2.4 Identify the risks of using social media networking for:
- individuals
- organisations/businesses
- governments
- social groups

2.5 Describe how social media networks monitor engagement with their websites

2.6 Describe the advantages of podcasting

2.7 Explain why organisations have social media policies

The learner will:

3 Understand best practices for safe social networking

The learner can:

3.1 Describe appropriate precautions to ensure their own safety and privacy

3.2 Describe how to protect personal information when engaging with social media websites

3.3 Identify legal constraints on the uploading and downloading of software and other digital content

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The learner will:

4 Understand the need for safety and security practices

The learner can:

4.1 Describe the danger of computer viruses and how to minimise risk

4.2 Describe how to minimise threats to information security when online

4.3 Describe how to minimise the threats to user safety when online

4.4 Describe where to access online help and information when using social media networks

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Unit 15 Know how to publish, integrate and share using social media (K/507/5908) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–4.4		learner written statements
1.1–4.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–4.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–4.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 16 Exploring social media (M/507/5909)

Unit summary	The aim of this unit is to focus on the positive and negative aspects of using social media and how to minimise risks. Learners will be able to describe how businesses and organisations may use social media to communicate and promote their products and services
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand the opportunities and threats associated with using social media

The learner can:

1.1 Describe the positive and negative aspects of using social media
1.2 Describe how to minimise risks associated with using social media

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The learner will:

2 Understand the application of social media

The learner can:

2.1 Describe how various social media sites may be used by groups, individuals, businesses and organisations
2.2 Demonstrate the use of various social media sites to communicate and upload content including:
- Facebook
- blogging
- Twitter
- YouTube

2.3 Describe how businesses and organisations may use social media to promote products and services

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Unit 16 Exploring social media (M/507/5909) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.3		learner written statements
1.1–2.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 17 Understand the safe use of online and social media platforms (H/507/5910)

Unit summary	The aim of this unit is to develop the knowledge and understanding to use online and social media platforms safely. Learners will learn about the potential risks to information security and the common types of scams and frauds. Learners will also understand legal measures that address the protection of data.
Guided learning hours	50
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand that information stored on personal computers and mobile devices must be safeguarded

The learner can:

1.1 Identify the potential risks to information security of using personal computers and mobile devices for:
- using email
- web browsing
- banking online
- shopping online
- social networking

1.2 Describe the security risks associated with:
- hardware
- software
- social media networking
- access to malicious websites
- access to inappropriate material published on the Internet
- corrupted or infected email attachments

1.3 Explain the importance of controlling access to hardware, software and stored data

1.4 Describe the common types of scams and frauds:
- phishing
- pharming
- hacking

1.5 Explain the importance of developing and maintaining safe ICT user habits

Unit 17 Understand the safe use of online and social media platforms (H/507/5910) (cont'd)

The learner will:

2 Know how to select and use appropriate security methods to safeguard systems and data

The learner can:

2.1 Describe security techniques/measures that can protect personally accessed software and data, such as login identity and passwords
2.2 Describe common ways of controlling access to hardware, software and data
2.3 Identify ways to protect data and software
2.4 Describe the term 'virus' and give examples of different types
2.5 Describe the purpose of anti-virus software
2.6 Explain why anti-virus software should be regularly updated
2.7 Explain the importance of backing up and safely storing data

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The learner will:

3 Understand the threats to personal safety when using the Internet

The learner can:

3.1 Describe the forms and features of:
- cyberbullying
- grooming
- stalking
- criminal activities
- inappropriate contact
- inappropriate content

3.2 Identify when and how to report online safety issues
3.3 Describe the risks and consequences of:
- identity theft
- identity fraud

3.4 Describe how user accounts can be used as a security measure when computers are used by more than one person
3.5 Explain the importance of setting parental controls on personal computers, mobile and media devices
3.6 Explain how to set up parental controls on:
- personal computers
- tablets
- mobile phones

Unit 17 Understand the safe use of online and social media platforms (H/507/5910) (cont'd)

The learner will:

4 Know how to protect their online devices against fraud and security attacks

The learner can:

4.1 Explain how to set up security measures to protect their personal computers and mobile devices against fraud and security threats
4.2 Describe measures that can help to protect their personal information
4.3 Describe the risks posed by unsolicited email and measures that can reduce the risks
4.4 Identify the security threats when accessing public Wi-Fi networks

---

The learner will:

5 Understand the implications of entering personal information onto social media networking sites

The learner can:

5.1 Explain the concept of no 'take backs' once information is posted online
5.2 Identify who can view information posted onto social media networking websites
5.3 Explain the privacy issues of using social media websites
5.4 Describe formal and informal conventions, or netiquette, which should be observed when communicating online
5.5 Describe the potential consequences of posting their personal information onto social media websites
5.6 Identify the security risks of adding geographic identity or location to material they upload to the Internet

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Unit 17 Understand the safe use of online and social media platforms (H/507/5910) (cont'd)

The learner will:

6 Understand legal measures that address the protection of data

The learner can:

6.1 Identify relevant legislation and guidelines relating to:
- downloading images and files from the Internet
- data protection

6.2 Identify data protection issues around the use of social media

6.3 Describe what is meant by the following terms:
- copyright
- plagiarism
- intellectual property

6.4 Explain why organisations develop and adopt policies for the acceptable use of ICT

6.5 Describe the common components of an Acceptable Use Policy

Unit 17 Understand the safe use of online and social media platforms (H/507/5910) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–6.5		learner written statements
1.1–6.5	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–6.5	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–6.5	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 18 Principles of equality and diversity in the workplace (K/507/5911)

Unit summary	This purpose of this unit is to develop learners' understanding of standards and expectations for equality and diversity in the workplace. Learners will be able to identify the potential consequences for failing to comply with relevant legislation.
Guided learning hours	15
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand the implications of equality legislation

The learner can:

1.1 Define the concept 'equality and diversity'
1.2 Describe the legal requirements for equality of opportunity
1.3 Describe the role and powers of organisations responsible for equality
1.4 Explain the **benefits** of equal opportunities and diversity
1.5 Explain the potential **consequences** for an organisation of failing to comply with **equality legislation**

The learner will:

2 Understand organisational standards and expectations for equality and diversity and context in the workplace

The learner can:

2.1 Explain how organisational policies on equality and diversity translate into day-to-day activity in the workplace
2.2 Describe **their own** responsibilities for equality and diversity in the workplace
2.3 Describe behaviours that support **equality, diversity and inclusion** in the workplace

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Unit 18 Principles of equality and diversity in the workplace (K/507/5911) (cont'd)

Key words

1.4 **benefits** include those relating to the employer, employees and customers.

1.5 **consequences** could include those which are legal, reputational and relating to profits

equality legislation will include, but is not limited to:
Equality Act 2010

2.2 where AC states **'their own'**, learners may use their own organisation, an organisation they are familiar with or information within an assignment/case study

2.3 learner's examples are to include **equality, diversity and inclusion**

Unit 18 Principles of equality and diversity in the workplace (K/507/5911) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.3		learner written statements
1.1–2.3	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–2.3	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–2.3	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

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Unit 19 Principles of marketing theory (M/507/5912)

Unit summary	This unit aims to provide learners with an understanding of how to segment the market. Learners will understand the value of marketing and the principles of socially responsible marketing.
Guided learning hours	35
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand how to segment the market

The learner can:

1.1 Explain the importance of defining market segments
1.2 Describe the difference between market segments and customer classifications
1.3 Explain how to cluster customers with similar characteristics
1.4 Describe how a range of products may appeal to different market segments
1.5 Describe the importance of valid and reliable marketing data to segmenting the market
1.6 Explain the strengths and weaknesses of different marketing data collection methods
1.7 Describe the use of Customer Relationship Management (CRM) activities and systems

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The learner will:

2 Understand the value of marketing

The learner can:

2.1 Describe the role of marketing in enhancing the sale of products and/or services
2.2 Explain the significance of customer loyalty to the achievement of marketing objectives
2.3 Explain the role of performance indicators and evaluation arrangements
2.4 Describe the factors to be taken into account when assessing the cost and value of marketing activities
2.5 Explain the significance of brand and reputation to sales performance

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Unit 19 Principles of marketing theory (M/507/5912) (cont'd)

The learner will:

3 Understand the principles of socially responsible marketing

The learner can:

3.1 Explain the scope and purpose of socially responsible marketing
3.2 Explain the importance of involving stakeholders in socially responsible marketing activities
3.3 Explain how core values are expressed through coherent branding and chosen communication methods
3.4 Explain the requirements of socially responsible marketing campaigns

Unit 19 Principles of marketing theory (M/507/5912) (cont'd)
Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–3.4		learner written statements
1.1–3.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–3.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–3.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 20 Principles of digital marketing (T/507/5913)

Unit summary	This unit aims to provide learners with an understanding of the role of digital marketing and integral elements such as search engine optimisation, internet market research, digital marketing devices and technology.
Guided learning hours	40
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand the role of digital marketing

The learner can:

1.1 Explain the role of digital marketing within the overall marketing strategy
1.2 Explain the strengths and weaknesses of digital marketing
1.3 Explain the importance of targeted digital marketing
1.4 Describe the sources of data lists for use in targeting customers and potential customers
1.5 Explain the legal requirements and implications of digital marketing
1.6 Describe the importance of digital data capture systems for digital marketing

The learner will:

2 Understand the use of search engine optimisation (SEO)

The learner can:

2.1 Describe the use of SEO
2.2 Explain the importance of SEO
2.3 Explain the advantages and disadvantages of links to other websites

Unit 20 Principles of digital marketing (T/507/5913) (cont'd)

The learner will:

3 Understand the requirements of marketing research using the internet

The learner can:

3.1 Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information
3.2 Explain the advantages and disadvantages of different internet data collection sources
3.3 Explain the importance of confirming the accuracy of information retrieved from the internet

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The learner will:

4 Understand the uses of digital marketing devices and messages

The learner can:

4.1 Describe the potential uses of a Customer Relationship Management (CRM) system
4.2 Explain the importance of data cleansing
4.3 Describe the use of digital marketing devices
4.4 Describe the use of digital response systems
4.5 Explain the advantages and disadvantages of different tracking systems

---

The learner will:

5 Understand how to use digital technology for marketing purposes

The learner can:

5.1 Explain how to use a CRM system
5.2 Explain how to maintain the currency and accuracy of digital databases
5.3 Explain the advantages and disadvantages of different digital technologies
5.4 Describe the importance of tailoring messages to different digital media
5.5 Explain the potential for marketing to social networking sites
5.6 Explain how to prevent marketing messages being identified as "spam"

Unit 20 Principles of digital marketing (T/507/5913) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.6		learner written statements
1.1–5.6	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.6	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.6	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Unit 21 Principles of team leading (A/507/5914)

Unit summary	This unit aims to provide learners with an understanding of leadership styles in organisations, team dynamics, and techniques used to manage the work of teams, the impact of change management within a team and team motivation.
Guided learning hours	40
Level	2
Mandatory/optional	Optional

The learner will:

1 Understand leadership styles in organisations

The learner can:

1.1 Describe characteristics of effective leaders
1.2 Describe different **leadership styles**
1.3 Describe ways in which leaders can **motivate** their teams
1.4 Explain the benefits of effective leadership for organisations

---

The learner will:

2 Understand team dynamics

The learner can:

2.1 Explain the purpose of different **types of teams**
2.2 Describe the **stages of team development** and behaviour
2.3 Explain the concept of **team role theory**
2.4 Explain how the principle of team role theory is used in team building and leadership
2.5 Explain typical sources of conflict within a team and how they could be managed

---

The learner will:

3 Understand techniques used to manage the work of teams

The learner can:

3.1 Explain the factors to be taken into account when setting targets
3.2 Describe a range of techniques to monitor the flow of work of a team
3.3 Describe techniques to identify and solve problems within a team

Unit 21 Principles of team leading (A/507/5914) (cont'd)

The learner will:

4 Understand the impact of change management within a team

The learner can:

4.1 Describe typical reasons for organisational change
4.2 Explain the importance of accepting change positively
4.3 Explain the potential impact on a team of negative responses to change
4.4 Explain how to implement change within a team

The learner will:

5 Understand team motivation

The learner can:

5.1 Explain the meaning of the term 'motivation'
5.2 Explain factors that affect the level of motivation of team members
5.3 Describe techniques that can be used to **motivate** team members
5.4 Explain how having motivated staff affects an organisation

---

Unit 21 Principles of team leading (A/507/5914) (cont'd)

Key words

1.2 **leadership styles** may include:

- authoritarian
- paternalistic
- democratic
- laissez-faire and learners should include an explanation of the differences between leading and managing

1.3 different ways to **motivate** people may include, but are not exclusive to:

- team building
- goal setting/clear targets
- performance measurement
- encouragement and feedback
- rewarding
- inspiring
- empowering
- supporting
- coaching
- promoting creativity
- provide meaningful and challenging work
- training and development

2.1 **types of teams** may include:

- strategic
- management
- operational
- support
- temporary
- virtual

2.2 **stages of team development** eg Bruce Tuckman's Forming, Storming, Norming, performing model of group development

2.3 **team role theory**, referring to theorists including Belbin

Unit 21 Principles of team leading (A/507/5914) (cont'd)

Key words (cont'd)

5.3 different ways to **motivate** people may include, but are not exclusive to:

- team building
- goal setting/clear targets
- performance measurement
- encouragement and feedback
- rewarding
- inspiring
- empowering
- supporting
- coaching
- promoting creativity
- provide meaningful and challenging work
- training and development

Learners should also explain when their chosen motivation technique should be used

Unit 21 Principles of team leading (A/507/5914) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–5.4		learner written statements
1.1–5.4	discussions should always be planned and structured by the Assessor and learner to enable the learner to demonstrate their knowledge and understanding	record of professional discussion
1.1–5.4	where oral questioning is used, Assessors are required to record both questions and answers	record of oral/written questions
1.1–5.4	centres may support learners by providing appropriate assignments, projects or case studies to provide the basis for the learners' answers, or learners may use their own organisation (or an organisation they're familiar with) for their examples	assignments, projects and/or case studies

Assessment guidance provided is for example purposes only and is not intended to be exhaustive. Learners should always be encouraged to conduct research to identify examples relating to their chosen industry.

Section 3

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Principles of Business Administration is internally assessed and externally moderated.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 16).

The main pieces of evidence for the portfolio could include (in no particular order):

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports.

You'll also find a variety of assessment and moderation pro-formas here: www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Moderator.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Moderator will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Moderator can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Moderator to hear both the learner(s) and the Assessor (if applicable).

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points…)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our dedicated qualifications website www.qualhub.co.uk.

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000, responding to the next survey we send you, or completing this form www.ncfe.org.uk/qualifications/qualification-feedback/ - the link to this is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

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