Ascentis Level 2 Certificate, Extended Certificate and Diploma in

Business

Specification

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

▪ **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

▪ **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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ASCENTIS CERTIFICATE, EXTENDED CERTIFICATE AND DIPLOMA IN BUSINESS

Introduction

The Ascentis Level 2 Certificate, Extended Certificate and Diploma in Business are designed to help learners make an informed choice about a career in Business and Administration. Achievement of these qualifications could act as progression towards programmes of study at Level 2 or Level 3 such as an Apprenticeship programme or the Access to HE Diploma.

There are several features of these qualifications that make them very appropriate for their target learners

- Assessment is through the building up of a portfolio of evidence, allowing flexibility in terms of the learner putting together evidence most appropriate to their learning situation
- A flexible optional structure that allows learners and tutors to choose learning that is relevant to their specific needs
- Units available at both Level 1 and Level 2
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of the qualifications are to enable learners

1   To promote the skills required for learner self-confidence and further study

2   To encourage learners to consider a career in Business and Administration

3   To reward the achievement of learners for the skills that they have developed.

Target Group

These qualifications are aimed at learners wishing to develop skills in Business and Administration and may wish to go onto further study or work in this area

Ofqual Qualification Number

Certificate in Business	601/6232/6
Extended Certificate in Business	601/6237/5
Diploma	601/7945/4

Rationale for the Rules of Combination

To achieve the **Level 2 Certificate in Business** learners must achieve a minimum of 13 credits, with a minimum of 4 credits from the Personal and Social Development optional units and a minimum of 9 credits from the Business optional units. At least 7 credits must be at Level 2.

To achieve the **Level 2 Extended Certificate in Business** learners must achieve a minimum of 25 credits, with a minimum of 7 credits from the Personal and Social Development optional units and a minimum of 18 credits from the Business optional units. At least 13 credits must be at Level 2.

To achieve the **Level 2 Diploma in Business** learners must achieve a minimum of 37 credits, with a minimum of 10 credits from the Personal and Social Development optional units and a minimum of 27 credits from the Business optional units. At least 19 credits must be at Level 2.

Rules of Combination

Ascentis Level 2 Certificate, Extended Certificate and Diploma in Business				
		Certificate: 13 credits		
		Extended Certificate: 25 credits		
		Diploma: 37 credits		
Personal and Social Development Units				
Title	Level	Credit Value	GLH	Unit ref
Developing Self	Level 2	2	20	K/508/5547
Healthy Living	Level 2	3	30	A/508/5553
Individual Rights and Responsibilities	Level 2	1	10	D/508/5559
Managing Your Own Money	Level 2	2	20	M/508/5579
Identity and Cultural Diversity	Level 2	2	20	F/508/5568
Carrying Out Own Volunteering Role	Level 2	1	10	F/508/5571
Time Management	Level 2	3	24	H/508/5577
Counselling Skills and Personal Development	Level 2	4	30	J/507/7407
Research Skills for Academic Study	Level 2	2	15	M/508/5582
IT Communication Fundamentals	Level 2	2	15	T/508/5583
Database Software	Level 2	4	30	A/508/5584
Using the Internet	Level 2	4	30	F/508/5585
Presentation Software	Level 2	4	30	J/508/5586
Spreadsheet Software	Level 2	4	30	L/508/5587
Word Processing Software	Level 2	4	30	R/508/5588

Business Units				
Title	Level	Credit Value	GLH	Unit Ref
Principles of Personal Responsibilities and Working in a Business Environment	Level 2	4	32	A/508/5648
Principles of Providing Administrative Services	Level 2	4	32	T/508/2103
Principles of Managing Information and Producing documents	Level 2	3	24	M/508/5646
Principles of Supporting Change in a Business Environment	Level 2	1	8	F/508/5649
Principles of Supporting Business Events	Level 2	1	8	T/508/5650
Principles of Maintaining Stationery Stock	Level 2	1	8	A/508/5651
Principles of Working in the Public Sector	Level 2	5	40	T/508/5647
Computerised Accounting Software	Level 2	3	20	F/508/5652
The Marketing Environment	Level 2	3	24	J/508/5653
Promoting Products and Services	Level 2	3	24	L/508/5654
Understanding Online Business Activities	Level 2	4	32	R/508/5655
Creating Business Web-pages	Level 2	6	48	Y/508/5656
Using Online Systems to Develop Customer Loyalty	Level 2	3	24	D/508/5657
Understanding Finance in a Business Context	Level 2	3	24	H/508/5658
Principles of Working in Business Administration	Level 2	3	22	K/508/5659
Budgeting and Managing Money	Level 2	3	24	D/508/5660

Credits from equivalent Units
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

Credits from exemptions
Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.

For any units of the same title at different levels credit can only be taken from one of the units to count towards achievement of the full qualification.

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 87 GLH for Certificate, 174 GLH for the Extended Certificate and 291 GLH for Diploma.

Total Qualification Time

The total qualification time for the Level 2 Certificate in Business is 130.
The total qualification time for the Level 2 Extended Certificate in Business is 250.
The total qualification time for the Level 2 Diploma in Business is 370.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification.

Recommended Prior Knowledge, Attainment and / or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

These qualifications are suitable for young people aged 14 – 19 and adult learners

Opportunities for Progression

It is intended that these qualifications will help learners towards the following progression routes

- Vocational or subject specific learning at Level 2 or above. Further study at Level 2 including the Ascentis Access to HE Diploma, Apprenticeships and higher level Ascentis qualifications
- Employment

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

These qualifications are available in England, Wales and Northern Ireland. They are only offered in English. If a centre based overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition[1].* Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Overview

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the full qualifications, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are

- Records of observation
- Written or oral responses to questions
- Records of discussions
- Photographs or video
- Worksheets
- Tape recordings
- Role play

Practical activities should be appropriate to the cohorts of learners and units. Learners can carry out activities in a simulated environment as it is not a requirement for a learner to be work based.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Tracking sheets for these qualifications are available to download as a separate document from www.ascentis.co.uk .

An example Observation Record Form is found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Document section of the Ascentis website www.ascentis.co.uk

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Health and Safety

A centre must have completed a full risk assessment of all areas of activity and identified potential risks. Where a risk exists, all practicable actions must be taken to eliminate or reduce this risk so that it is as low as possible.

Personal and Social Development Units

UNIT SPECIFICATIONS

Developing Self

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 2**

Introduction

In this unit you will be introduced to ways in which you can reflect on your own personal development and how your personal skills, abilities and behaviours can be improved.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Take an active role in their self-development	1.1 Describe how they will contribute to own self-development
	1.2 Describe how their own attitudes and behaviours could be a barrier to progress in self - development
	1.3 Describe what would help to motivate them to progress in self development
	1.4 Select an area for self-development and explain how this choice will contribute to their personal development
	1.5 Agree what will show progress in the selected area for self-development
2 Be able to plan for their self-development	2.1 Agree ways to minimise barriers to self-development and to make the most of opportunities for change
	2.2 Prepare a plan for their identified area of self-development including activities, targets and timelines
	2.3 Plan how and when to review their progress towards achieving their targets
3 Review their self-development and plan for the future	3.1 Work through activities, and reflect on key experiences or incidents
	3.2 Review their self-development plan and how successful they have been in dealing with the barriers they identified before
	3.3 Suggest improvements and amendments to the plan
	3.4 Explain how they will continue with their self-development in the future

Indicative Content

Take an Active Role in Self Development

- List the things about yourself which are considered to be strengths, skills, qualities and abilities and state where these would be applied in everyday life
- Show and record how you have used these attributes on two or more occasions
- List three things which will make you want to improve your skills and abilities
- List something you think is a weakness and state why this should be changed
- State how this change could be made

Plan Self Development

- Name something which you want to improve and create an action plan with targets
- Follow the plan with regular reviews
- Keep a record of your progress

Review your Self Development Plan

- Reflect on your development plan and identify what was successful and what did not work and would need to be changed another time
- Think about how you might continue to develop yourself in the future
- Record your thoughts

UNIT SPECIFICATIONS

Healthy Living

Credit Value of Unit: 3   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

In this unit you will be introduced to ways in which you can contribute to a healthy lifestyle and be encouraged to demonstrate activities which will improve your own lifestyle.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
1 Recognise the characteristics and benefits of a healthy lifestyle	1.1	Describe the factors that may have an impact on an individual's health and well-being
	1.2	Explain the benefits of a healthy lifestyle
2 Produce and follow a plan to lead a healthy lifestyle	2.1	Describe changes in their own activities that would lead to a healthier lifestyle
	2.2	Produce an action plan to implement positive changes towards a healthier lifestyle
	2.3	Give reasons for the choice of activities
	2.4	Follow action plan
3 Review the activities undertaken	3.1	Identify successful activities and those that haven't gone well and explain the reasons for this
	3.2	Explain how the activities or lifestyle changes have had a positive effect on own well being
	3.3	Suggest further activities or lifestyle changes which could contribute to a healthier lifestyle
4 Recognise behaviours that endanger health and understand ways to manage risks to health	4.1	Describe the problems that can result from alcohol abuse
	4.2	Describe the problems that can result from drug abuse
	4.3	Describe the problems that can result from practising unsafe sex
	4.4	Describe strategies which young people can use to resist pressures to take risks with their own health
	4.5	Identify sources of help, advice and support for dealing with dangers to health

Indicative Content
Characteristics and benefits of a healthy lifestyle ▪ A balanced diet ▪ Stop smoking and drinking ▪ Regular exercise ▪ Work / life balance ▪ Reduce stress ▪ Feeling fitter ▪ Able to do more ▪ Positive outlook ▪ Ability to think more clearly ▪ More energy

Learners need to be able to produce and follow a personal action plan that will lead to a healthier lifestyle, giving reasons for their choices. They then need to review the plan and be able to explain how their choices had an effect on lifestyle and how they could improve on this.

Behaviours that endanger health

- Drinking alcohol
- Drug abuse
- Unsafe sex
- Smoking
- Over eating
- Poor diet, lack of vitamins and minerals, poor growth and bone formation

Strategies to avoid the pressures

- Be direct and confident , just say No
- Use humour, when asked if you want to smoke a quick witty response will often end the conversation, e.g. "No, I'm not a chimney", "No thanks, that cigarette doesn't go with my outfit"
- Plan with a friend what you will say and stick together
- Move to another room or move away
- Change the topic by asking an unrelated question

Sources of help, advice and support

www.thecoolspot.gov
www.stopalcoholabuse.gov
www.youthhealthtalk.org
www.nhs.uk/change4life
www.talktofrank.com

- Local GP
- Local support groups
- Family and friends

UNIT SPECIFICATIONS

Individual Rights and Responsibilities

Credit Value of Unit: 1   **GLH of Unit: 10**   **Level of Unit: Level 2**

Introduction

In this unit you will identify and be aware of rights and responsibilities as an individual.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand their individual rights	1.1 Describe their rights as an individual
	1.2 Describe barriers which may prevent them from exercising their rights
	1.3 Investigate sources of information about rights and responsibilities and present their findings
2 Understand their individual responsibilities	2.1 Describe their responsibilities to themselves
	2.2 Describe their responsibilities to others
	2.3 Identify and demonstrate how they take responsibility for themselves

Indicative Content
Personal Rights ▪ Find out what the term 'right' means ▪ List examples of your basic rights ▪ List how an individual can use their personal rights in the community ▪ List examples of barriers that might prevent you from exercising your rights ▪ Find out about the government and local council and the support services they provide ▪ List services that the government is responsible for providing ▪ List services that the local council is responsible for providing ▪ List who is responsible for helping with a range of community problems **Personal Responsibilities** ▪ Find out what the term 'responsibility' means ▪ List examples of your basic responsibilities ▪ List a range of actions or activities that show you being responsible in the community ▪ List how a person can take personal responsibility

UNIT SPECIFICATIONS

Managing Your Own Money

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 2**

Introduction

In this unit you will be introduced to the basic elements of managing your personal finances, encouraging you to prepare a personal budget and to carry out transactions capably.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Be able to produce a budget	1.1 Carry out suitable calculations to plan outgoings and income
2 Know ways to buy and invest on credit	2.1 Identify different sources of credit
3 Understand the responsibilities of using credit for outgoings and investing	3.1 Describe the responsibilities of using credit for outgoings and investing
4 Understand the potential problems of using credit	4.1 Describe the potential problems of using credit

Indicative Content
Personal Budget ▪ List a range of income and expenditure ▪ Find a way of recording income and expenditure ▪ List household expenditure items in order of priority ▪ Understand the term disposable income ▪ Find out about and list ways to save money ▪ Check your budget using a calculator ▪ Think about problems that would happen if you spend more than your income **Credit** ▪ Credit cards ▪ Bank loans ▪ Responsibilities – to pay on time, not to borrow more than you can repay ▪ Potential problems – you can easily be tempted to spend more than you can afford, inability to make repayments, high interest charges add to the amount owed

UNIT SPECIFICATIONS

Identity and Cultural Diversity

Credit Value of Unit: 2   **GLH of Unit: 20**   **Level of Unit: Level 2**

Introduction

In this unit you will learn to understand about identity and cultural diversity.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the meanings of the terms social diversity and inclusion	1.1 Describe the key features of social diversity
	1.2 Define the term social inclusion
	1.3 Describe the key features of diversity (e.g. ethnicity, gender)
	1.4 Identify bodies who work on equality / diversity issues (e.g. CEHR)
2 Understand equality, discrimination and prejudice	2.1 Give examples of inequality in a range of situations
	2.2 Explain the differences between discrimination and prejudice
	2.3 Give examples of positive and negative stereotyping
3 Understand the diversity of communities	3.1 Describe the common characteristics of a range of diverse groups in society
	3.2 Explain how society can benefit from a diverse society

Indicative Content
Key features ▪ Gender ▪ Race ▪ Language ▪ Sexual orientation ▪ Religious beliefs ▪ Ethnicity ▪ Age **Different Bodies that Work on Equality/Diversity Issues** ▪ IDEA (Improvement and Development Agency) ▪ EFLG (Equality Framework for Local Government) ▪ ACAS (Advisory, Conciliation and Arbitration Service) ▪ Skills for Business Network ▪ Investors in People ▪ EHRC (The Equality and Human Rights Commission) **Diverse cultural groups** ▪ Age and discrimination ▪ Disability ▪ Gender equality ▪ Race equality ▪ Religion and belief ▪ Sexual orientation

UNIT SPECIFICATIONS

Carrying Out Own Volunteering Role

Credit Value of Unit: 1   **GLH of Unit: 10**   **Level of Unit: Level 2**

Introduction

In this unit you will learn and understand about volunteering and carrying out a volunteering role.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand their volunteering role	1.1 Describe their responsibilities as a volunteer within the organisation or project
	1.2 Identify the person they report to and identify the agreed limits of their volunteering responsibility
	1.3 Describe the importance of working within agreed limits
2 Comply with organisational standards	2.1 Identify the policies, procedures and codes of conduct that affect their own role
	2.2 Describe how these govern their work
	2.3 Comply with organisational standards when carrying out own role
3 Carry out agreed tasks to the required standards	3.1 Check that their own tasks met the required standards
	3.2 Ask for advice or help as necessary
	3.3 Meet agreed deadlines

Indicative Content
Understanding their role and responsibilities These will depend on the type of volunteer work undertaken. The learner needs to be able to list the ones that are most appropriate to their own role. The following are common to all volunteer roles   - Show respect – for colleagues and people you are trying to help   - Be courteous, helpful, tactful, honest   - Attend training sessions   - Work as part of a team   - Be reliable   - Attend all meetings as asked   - Complete the tasks you have agreed to   - Air any grievances immediately to the appropriate person   - Provide friendship and support   - Support learning   - Identify person to report to   **Following organisational standards** **Policies and Procedures**   - Confidentiality   - Equal Opportunity   - Health & Safety   - Grievance   - Any other "role specific" policies and procedures

Dress, behaviour, timekeeping

- Find out the dress code for the organisation
- Behave in the right manner, use appropriate language, be aware that drink and drugs can affect how you work and also have legal implications
- Make sure you know your exact hours of work, start and finish times and make sure you arrive on time. Do not take holidays without first confirming it is acceptable with your supervisor
- Understand about personal hygiene

Carrying out agreed tasks to the required standards

- Confirm you understand instructions and carry them out to the expected standard
- Who to ask for advice
- When and how to ask for advice
- Make sure that all tasks are completed on time

UNIT SPECIFICATIONS

Time Management

Credit Value of Unit: 3   **GLH of Unit: 24**   **Level of Unit: Level 2**

Introduction

This unit is about understanding the principles of time management.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know how he / she spends his / her time	1.1 Estimate the number of hours he / she spends over a three-day period on the following ▪ Sleeping ▪ Eating ▪ Working ▪ Studying ▪ Socialising
	1.2 Assess each of the activities against the following criteria ▪ Productive time ▪ Maintenance time ▪ Leisure time
	1.3 Assess how he / she uses time effectivity
2 Understand time management	2.1 Describe what is meant by time management
	2.2 Illustrate how he / she uses time management skills for his / her use of time for two priorities in his / her daily life
3 Know how to use time management as a way of reducing stress	3.1 Describe two examples of physical symptoms of stress
	3.2 Describe two examples of emotional reactions to stress
	3.3 Describe examples of ways people suffering with stress behave
	3.4 Describe how time management can help reduce stress
	3.5 Assess its effectiveness

Indicative Content

How Learner Spends his / her Time

The learner must record the number of hours he / she spends

- Sleeping
- Eating
- Working
- Studying
- Socialising

The record must be clear, accurate and provide all of the above information.

The unit deals with understanding the different ways the learner can use his / her time. In order to show understanding the learner must

Give two examples of activities for each of the following uses of time

- Productive time
- Maintenance time
- Leisure time

- and also show whether these are an effective use of their time.

Understand Time Management

The learner also needs to:

Outline what is meant by time management

- Focus
- Concentration on tasks
- Prioritising
- Planning
- Distractions
- Interruptions
- Goal setting
- Contingencies
- To do lists
- Taking on too much

Identify how they use time management skills for their daily life

- Studying
- Work
- Hobbies
- Home
- Friends

Using Time Management as a way of Reducing Stress

Modern life is full of hassles, deadlines, frustrations and demands. Poor time management can result in stress. The learner must show they understand what is meant by stress and how good time management can help to reduce this. The learner must:

Give two examples of physical symptoms of stress

- Lack of energy
- Aches and pains

- Nausea
- Dizziness
- Rapid heartbeat

Give two examples of emotional reactions to stress

- Anger
- Agitation
- Aggression
- Depression
- Moody
- Irritable
- Short temper
- Sense (?)
- Loneliness
- Isolation

Give examples of ways people suffering with stress behave

- Eating more
- Eating less
- Neglecting responsibilities
- Nail biting
- Pacing the floor

Identify how time management can help reduce stress.

Outline a plan of his / her time that will avoid hectic and potentially stressful schedules, or the sense of time dragging.

UNIT SPECIFICATIONS

Counselling Skills and Personal Development

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

This unit provides learners with the opportunity to reflect on their personal and future development and identify potential sources of support.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know how to develop self-understanding.	1.1 Identify own values and beliefs
	1.2 Outline how values and beliefs could have an effect on helping relationships
	1.3 Identify own motivation for helping others
	1.4 Identify own blocks to listening and learning
	1.5 Describe benefits of giving and receiving feedback for personal development
2 Know personal qualities relevant to the helping role	2.1 Identify own personal skills and qualities which are strengths in relation to a helping relationship
	2.2 Identify areas for development in personal skills and qualities in relation to helping relationships
	2.3 Describe how to develop skills and qualities in the future
3 Know how to meet own support needs	3.1 Identify own support needs in order to contribute to a helping relationship
	3.2 Describe how to access own support
	3.3 Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills
4 Know how self-reflection contributes to personal development	4.1 Describe own observations, thoughts, feelings and concerns when using counselling skills
	4.2 Explain the benefits of self-reflection ▪ Personal development ▪ The use of counselling skills

Indicative Content
Know how to develop self-understanding Importance of self-awareness; self-counselling and becoming self-aware; analysing own beliefs and values; effects of values and beliefs on attitudes towards others; effect of making assumptions; overcoming stereotypes; own motivations for helping others (rewards and costs, impact of these on counselling (helping) relationship and on personal relationships – time etc.); importance of good listening skills; active listening; blocks to listening (psychological blocks, e.g. filtering information, judging / comparing what is being said, day dreaming, 'mind-reading', i.e. 'knowing' what is being said etc.); using feedback from others (for better self-understanding, how you appear to others); giving feedback (help others become more self-aware, practise giving feedback which will be useful in counselling). **Know personal qualities relevant to the helping role** Skills and personal qualities useful in counselling (helping) role: empathy, understanding and acceptance, being genuine, positive regard for others, respect, ability to challenge, listening skills, ability to question beliefs and attitudes, reflection and self-awareness, moral attitudes and ethics; identifying own skills and

qualities; importance of continuing development and learning; identifying areas for development; opportunities for development (courses, group work, counselling supervision, reflection, feedback).

Know how to meet own support needs

Reasons why support is needed (emotionally draining, may be stressful, to provide knowledge in new or difficult areas, to provide best service for client, professionalism, personal development etc.); defining own needs; support available (personal, professional, colleagues, supervision, own reflection, written resources etc.); issues of confidentiality linked to support mechanisms (e.g. confidentiality in supervision relationship); group and individual supervision; use of group and individual support; issues that may arise (personal, professional, requiring specialist knowledge / help etc.).

Know how self-reflection contributes to personal development

Importance of self-reflection – highlights own thoughts, feelings, attitudes, concerns and allows examination of these; keeping reflective diaries / notes; benefits to personal development – increased self-awareness, increased knowledge, improve counselling skills, become more accepting and empathetic etc.; benefits for use of counselling skills – better able to empathise and support client; better able to put aside own feelings; more knowledgeable to help clients etc.

UNIT SPECIFICATIONS

Research Skills for Academic Study

Credit Value of Unit: 2   **GLH of Unit: 15**   **Level of Unit: Level 2**

Introduction

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand how to plan research on a given topic.	1.1	Define the purpose and form of research to be undertaken
		1.2	Select a range of sources to use to carry out research.
2	Be able to assess the reliability of a range of different types of information sources.	2.1	Assess different types of information sources, commenting on their reliability
3	Know how to utilise information to inform own writing	3.1	Describe ways of using information to inform own writing.
		3.2	Describe the importance of acknowledging sources.
		3.3	Describe the use of footnotes, endnotes, references and bibliographies.
4	Be able to utilise information to inform own writing.	4.1	Use research information to inform own writing.

Indicative Content

UNIT SPECIFICATIONS

IT Communication Fundamentals

Credit Value of Unit: 2   **GLH of Unit: 15**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Select and use a variety of sources of information to meet needs	1.1 Select and use appropriate sources of IT-based and other forms of information which match requirements
	1.2 Describe different features of information
	1.3 Recognise copyright and other constraints on the use of information
2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose	2.1 Access, navigate and search Internet sources of information purposefully and effectively
	2.2 Use appropriate search techniques to locate relevant information
	2.3 Use discrimination to select information that matches requirements and is fit for purpose
	2.4 Evaluate information to make sure it matches requirements and is fit for purpose
3 Select and use IT to communicate and exchange information safely, responsibly and effectively	3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience
	3.2 Use IT tools to manage an address book and schedule activities
	3.3 Manage storage of IT-based communications
	3.4 Describe how to respond to common IT-based communication problems
	3.5 Respond appropriately to common IT-based communication problems

Indicative Content

UNIT SPECIFICATIONS

Database Software

Credit Value of Unit: 4　　　　　**GLH of Unit: 30**　　　　　**Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1　Create and modify non-relational database tables	1.1　Identify the components of a database design
	1.2　Describe the field characteristics for the data required
	1.3　Create and modify database tables using a range of field types
	1.4　Describe ways to maintain data integrity
	1.5　Respond appropriately to problems with database tables
	1.6　Use database tools and techniques to ensure data integrity is maintained
2　Enter, edit and organise structured information in a database	2.1　Create forms to enter, edit and organise data in a database
	2.2　Select and use appropriate tools and techniques to format data entry forms
	2.3　Check data entry meets needs, using IT tools and making corrections as necessary
	2.4　Respond appropriately to data entry errors
3　Use database software tools to run queries and produce reports	3.1　Create and run database queries using multiple criteria to display or amend selected data
	3.2　Plan and produce database reports from a single table non-relational database
	3.3　Select and use appropriate tools and techniques to format database reports
	3.4　Check reports meet needs, using IT tools and making corrections as necessary

Indicative Content

UNIT SPECIFICATIONS

Using the Internet

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Connect to the Internet	1.1 Identify different types of connection methods that can be used to access the Internet
	1.2 Identify the benefits and drawbacks of the connection method used
	1.3 Get online with an Internet connection
	1.4 Use help facilities to solve Internet connection problems
2 Use browser software to navigate webpages effectively	2.1 Select and use browser tools to navigate webpages
	2.2 Identify when to change settings to aid navigation
	2.3 Adjust browser settings to optimise performance and meet needs
	2.4 Identify ways to improve the performance of a browser
3 Use browser tools to search for information from the Internet	3.1 Select and use appropriate search techniques to locate information efficiently
	3.2 Describe how well information meets requirements
	3.3 Manage and use references to make it easier to find information another time
	3.4 Download, organise and store different types of information from the Internet
4 Use browser software to communicate information online	4.1 Identify opportunities to create, post or publish material to websites
	4.2 Select and use appropriate tools and techniques to communicate information online
	4.3 Use browser tools to share information sources with others
	4.4 Submit information online
5 Understand the need for safety and security practices when working online	5.2 Work responsibly and take appropriate safety and security precautions when working online
	5.3 Describe the threats to information security when working online
	5.4 Manage personal access to online sources securely
	5.5 Describe the threats to user safety when working online
	5.6 Describe how to minimise internet security risks
	5.7 Apply laws, guidelines and procedures for safe and secure Internet use
	5.8 Explain the importance of the relevant laws affecting Internet users

Indicative Content

UNIT SPECIFICATIONS

Presentation Software

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation
	1.2 Enter text and other information using layouts appropriate to type of information
	1.3 Insert charts and tables into presentation slides
	1.4 Insert images, video or sound to enhance the presentation
	1.5 Identify any constraints which may affect the presentation
	1.6 Organise and combine information of different forms or from different sources for presentations
	1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2 Use presentation software tools to structure, edit and format slide sequences	2.1 Identify what slide structure and themes to use
	2.2 Select, change and use appropriate templates for slides
	2.3 Select and use appropriate techniques to edit slides and presentations to meet needs
	2.4 Select and use appropriate techniques to format slides and presentations
	2.5 Identify what presentation effects to use to enhance the presentation
	2.6 Select and use animation and transition effects appropriately to enhance slide sequences
3 Prepare slideshow for presentation	3.1 Describe how to present slides to meet needs and communicate effectively
	3.2 Prepare slideshow for presentation
	3.3 Check presentation meets needs, using IT tools and making corrections as necessary
	3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs

Indicative Content

UNIT SPECIFICATIONS

Spreadsheet Software

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
	1.2 Enter and edit numerical and other data accurately
	1.3 Combine and link data across worksheets
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2 Select and use appropriate formulas and data analysis tools to meet requirements	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements
	2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements
	2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements
5 Select and use tools and techniques to present and format spreadsheet information	3.1 Plan how to present and format spreadsheet information effectively to meet needs
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
	3.3 Select and format an appropriate chart or graph type to display selected information
	3.4 Select and use appropriate page layout to present and print spreadsheet information
	3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary
	3.6 Describe how to find errors in spreadsheet formulas
	3.7 Respond appropriately to any problems with spreadsheets

Indicative Content

Word Processing Software

Credit Value of Unit: 4   **GLH of Unit: 30**   **Level of Unit: Level 2**

Introduction

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Be able to enter and combine text and other information within word processing documents	1.1 Identify types of information that are needed in documents
	1.2 Use appropriate techniques to enter text and other information accurately and efficiently
	1.3 Select appropriate templates for different purposes
	1.4 Use selected templates to create word processed documents
	1.5 Identify when it is would be necessary to combine and merge information from other software and/or other documents
	1.6 Combine and merge information from other software or other documents
	1.7 Use a range of editing tools to amend document content
	1.8 Store document and template files effectively
	1.9 Retrieve document and template files effectively, in line with local guidelines and conventions where available
2 Be able to create and modify layout and structures for word processed documents	2.1 Identify structure and style for the documents required
	2.2 Identify available templates and styles that would be suitable for the documents required

	2.3 Organise information by:
	    (a) creating columns, tables and forms
	    (b) modifying columns, tables and forms

	2.4 Select and apply styles to text
3 Be able to use word processing software tools to format and present documents to meet requirements	3.1 Identify how the document should be formatted to aid meaning
	3.2 Use appropriate techniques to format characters and paragraphs
	3.3 Use appropriate page and section layouts to present and print documents
	3.4 Describe any quality problems that have occurred during the production of the documents
	3.5 Check that the documents meet needs, using IT tools and making corrections as necessary
	3.6 Respond appropriately to quality problems with documents so that outcomes meet identified needs

Indicative Content

Business Units

UNIT SPECIFICATIONS

Principles of Personal Responsibilities and Working in a Business Environment

Credit Value of Unit: 4   **GLH of Unit: 32**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know the employment rights and responsibilities of the employee and employer	1.1 Identify the main points of contracts of employment
	1.2 Identify the main points of legislation affecting employers and employees
	1.3 Identify where to find information on employment rights and responsibilities both internally and externally
	1.4 Describe how representative bodies can support the employee
	1.5 Identify employer and employee responsibilities for equality and diversity in a business environment
	1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2 Understand the purpose of health, safety and security procedures in a business environment	2.1 Identify employer and employee responsibilities for health, safety and security in a business environment
	2.2 Explain the purpose of following health, safety and security procedures in a business environment
	2.3 Identify ways of maintaining a safe and secure environment in a business environment
3 Understand how to communicate effectively with others	3.1 Describe different methods of communication
	3.2 Explain how to choose the most appropriate method of communicating with others
	3.3 Describe ways of actively listening
4 Understand how to work with and support colleagues	4.1 Explain the purpose of agreeing standards for own work with others
	4.2 Explain the purpose of taking on new challenges and adapting to change
	4.3 Explain the purpose of treating others with honesty and consideration
5 Know how to plan own work and be accountable to others	5.1 Explain the purpose of meeting work standards and deadlines when completing tasks
	5.2 Identify ways of planning own work
	5.3 Compare ways of keeping other people informed about progress
6 Understand the purpose of improving own performance in a business environment and how to do so	6.1 Explain the purpose of continuously improving own performance in a business environment
	6.2 Describe ways of improving own performance in a business environment
	6.3 Identify different types of career pathways that are available
7 Understand the types of problems that may occur in a business environment and how to deal with them	7.1 Identify the types of problems that may occur in a business environment
	7.2 Explain ways of dealing with problems that may occur in a business environment

	7.3 Explain how and when to refer problems to relevant colleagues

Indicative Content

UNIT SPECIFICATIONS

Principles of Providing Administrative Services

Credit Value of Unit: 4   **GLH of Unit: 32**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand how to make and receive telephone calls	1.1 Describe the different features of telephone systems and how to use them
	1.2 Describe how to follow organisational procedures when making and receiving telephone calls
	1.3 Explain the purpose of giving a positive image of self and own organisation
2 Understand how to handle email	2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages
	2.2 Identify different internal and external mail services available to organisations
	2.3 Describe the methods of calculating postage charges for mail or packaging
3 Understand how to use different types of office equipment	3.1 Identify different types of equipment and their uses
	3.2 Explain the purpose of following manufacturer's instructions when using equipment
	3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user
4 Understand how to keep waste to a minimum in a business environment	4.1 Explain why waste should be kept to a minimum in a business environment
	4.2 Identify the main causes of waste that may occur in a business environment
	4.3 Identify ways of keeping waste to a minimum in a business environment
5 Know how to make arrangements for meetings	5.1 Identify different types of meetings and their main features
	5.2 Identify the sources and types of information needed to arrange a meeting
	5.3 Describe how to arrange meetings
6 Understand procedures for organising travel and accommodation arrangements	6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation
	6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
	6.3 Explain the purpose of keeping records of business travel or accommodation arrangements
7 Understand diary management procedures	7.1 Explain the purpose of using a diary system to plan activities
	7.2 Identify the information needed to maintain a diary system
8 Understand the purpose of delivering effective customer service and how to do so	8.1 Contrast the differences between internal and external customers in a business environment
	8.2 Explain why customer service should meet or exceed customer expectations
	8.3 Identify the purpose and ways of building positive relationships with customers

		8.4	Identify how customers demonstrate their own needs and expectations
9	Understand the purpose of reception services and how to follow reception procedures	9.1	Describe the purpose of the receptionist role as the first point of contact between the public / client and an organisation
		9.2	Explain how to present a positive image of self and the organisation and the purpose of doing so
		9.3	Explain how to carry out entry, departure, security and confidentiality procedures in a reception area

Indicative Content

UNIT SPECIFICATIONS
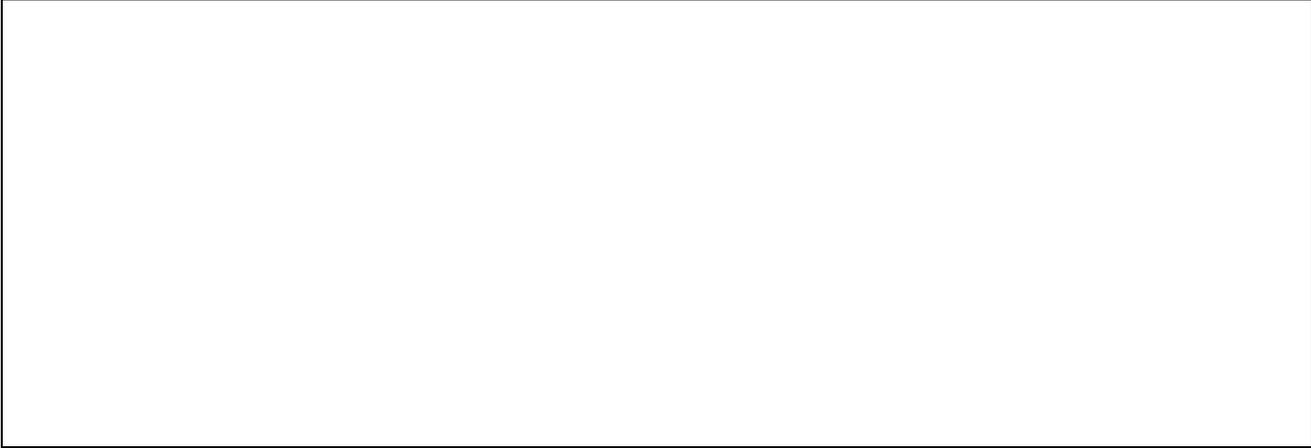
Principles of Managing Information and Producing Documents

Credit Value of Unit: 3   **GLH of Unit: 24**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the purpose of information technology in a business environment	1.1 Identify different types of information technology that may be used for work tasks
	1.2 Outline the benefits of using information technology for work tasks
2 Understand how to manage electronic and paper based information	2.1 Explain the purpose of agreeing objectives and deadlines for researching information
	2.2 Identify different ways of researching, organising and reporting information
	2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required
	2.4 Explain why confidentiality is critical when managing information
3 Understand the purpose of producing documents that are fit for purpose	3.1 Identify reasons for producing documents that are fit for purpose
	3.2 Describe different types and styles of documents and when they are used
4 Know the procedures to be followed when producing documents	4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents
	4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so
	4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents
	4.4 Compare different types of documents that may be produced from notes and the formats to be followed
	4.5 Explain the procedures to be followed when preparing text from notes

Indicative Content

UNIT SPECIFICATIONS

Principles of Supporting Change in a Business Environment

Credit Value of Unit: 1   **GLH of Unit: 8**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand why change happens in a business environment	1.1 Explain reasons for change in a business environment
2 Understand the purpose of supporting change in a business environment	2.1 Identify reasons for reviewing working methods, products or services
	2.2 Describe types of support that people may need during change
	2.3 Explain the benefits of working with others during change
3 Understand how to respond to change in a business environment	3.1 Explain the purpose of responding positively to changes in working methods, products and services
	3.2 Identify ways of responding positively to change

Indicative Content

UNIT SPECIFICATIONS

Principles of Supporting Business Events

Credit Value of Unit: 1   **GLH of Unit: 8**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand how to support the organisation of a business event	1.1 Describe the range of support activities that may be required when organising a business event
	1.2 Identify ways of providing support before, during and after a business event
2 Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so	2.1 Explain the purpose of displaying professional and helpful behaviour when supporting a business event
	2.2 Describe ways of exhibiting professional and helpful behaviour whilst supporting a business event
3 Understand how to deal with problems encountered when supporting a business event	3.1 Identify the types of problems that may occur when supporting a business event
	3.2 Identify ways of dealing with problems when supporting a business event

Indicative Content

UNIT SPECIFICATIONS

Principles of Maintaining Stationery Stock

Credit Value of Unit: 1   **GLH of Unit: 8**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand why stationery stock needs to be available	1.1 Explain the purpose of making sure stationery stock is maintained and controlled
	1.2 Describe factors that may affect the future level of demand for stationery stock
	1.3 Explain the purpose of making sure value for money is obtained when ordering stock
2 Understand how to maintain stationery stock levels	2.1 Describe how to order, receive, store and dispose of stationery items
	2.2 Explain how to carry out a stock-take of stationery stock items

Indicative Content

UNIT SPECIFICATIONS

Principles of Working in the Public Sector

Credit Value of Unit: 5   **GLH of Unit: 40**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	
1 Know the features of the public sector	1.1	Identify the type of organisations that operate within the public sector
	1.2	Identify the main differences between types of organisations that operate within the public sector
	1.3	Describe the aims of a chosen public sector organisation and the wider objectives of the public sector
	1.4	Identify how local and central government work together to provide public services
	1.5	State the major differences between the public, private and not-for-profit sectors
	1.6	Identify the key areas of legislation relating to a chosen public sector organisation
2 Understand how the public sector is structured	2.1	Describe the organisational structure of a chosen public sector organisation
	2.2	Explain how a chosen public sector organisation fits into the overall public sector
3 Understand the role of the public sector in providing services and how individual roles contribute to service provision	3.1	Identify different types of customer for a public sector organisation
	3.2	Explain why it is important to understand the needs of a public sector organisation's customers
	3.3	Describe how public service provision can adapt to changes in customer needs and type
	3.4	Explain the purpose of ensuring equality and diversity is reflected when providing public services
	3.5	Explain how individuals contribute to the work of their organisation and the wider public sector
4 Understand finances in the public sector	4.1	Identify where money to pay for public services comes from
	4.2	Identify how a chosen public sector organisation is financed
	4.3	Explain why it is important not to waste money and resources in the public sector
	4.4	Explain why prioritisation of public service provision must take place when resources are limited
5 Understand how public sector organisations work together and with other organisations	5.1	Explain the benefits of working with other organisations within and outside the public sector
	5.2	Identify organisations that a public sector organisation works with to provide public services
	5.3	Explain how a public sector organisation works with other public and non-public sector organisations
6 Explain how performance is monitored and measured in the public sector and the purpose of doing so	6.1	Explain why performance is monitored and measured in the public sector
	6.2	Outline how the performance of a chosen public sector organisation or department can be

		measured
	6.3	Explain how individual performance is monitored within a public sector organisation

Indicative Content

UNIT SPECIFICATIONS

Computerised Accounting Software

Credit Value of Unit: 3   **GLH of Unit: 20**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Access, enter and edit accounting information	1.1 Describe the sources and characteristics of accounting data
	1.2 Set up and create new accounting data records accurately to meet requirements
	1.3 Locate and display accounting data records to meet requirements
	1.4 Check data records meet needs using IT tools, making corrections as necessary
	1.5 Respond appropriately to data entry error messages
	1.6 Describe the risks to data security and procedures used for data protection
	1.7 Apply local / and or legal guidelines for the storage and use of data
2 Select and use tools and techniques to process business transactions	2.1 Select and use appropriate tools and techniques to enter and process transactions
	2.2 Review transaction process and identify any errors
	2.3 Respond appropriately to any transactions errors and problems
	2.4 Select and use appropriate tools and techniques to process period end routines
3 Produce accounting documents and summary reports to meet requirements	3.1 Describe what information is required and how to present it
	3.2 Prepare and generate accounting documents
	3.3 Prepare and generate management reports as required
	3.4 Import and export data and link to other systems and software

Indicative Content

UNIT SPECIFICATIONS

The Marketing Environment

Credit Value of Unit: 3   **GLH of Unit: 24**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the role of marketing in a business	1.1 Explain how a business uses marketing
2 Understand the term 'marketing mix'	2.1 Explain the key elements of the marketing mix
	2.2 Explain why it is important for a business to address all elements of the marketing mix in order to be successful
3 Know the importance of understanding the market place	3.1 Describe the key elements of the marketplace that a business needs to understand
	3.2 Outline why an understanding of each element is important to a business and how it affects decision-making
	3.3 Describe some key techniques for improving understanding of the marketplace
4 Know the importance of understanding buyer behaviour	4.1 Describe the typical steps taken by a buyer from identifying a need for a product or service to completing a purchase
	4.2 Explain how an organisation can use marketing activity to influence buyer behaviour at each of these stages

Indicative Content

UNIT SPECIFICATIONS

Promoting Products and Services

Credit Value of Unit: 3   **GLH of Unit: 24**   **Level of Unit: Level 2**

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the importance of promotion within the concept of the marketing mix	1.1 Identify the components of the marketing mix
	1.2 Outline the importance and impact of promotion to businesses
2 Know how businesses promote their products and services	2.1 Identify promotional methods used by businesses
	2.2 Describe on-line systems and technologies used to promote goods and services
3 Know how promotional activities influence customers	3.1 Give examples of how customer behaviour is influenced by promotion and public relations activities
4 Develop a plan to promote a product or service	4.1 Propose a plan for a promotional campaign/event to include a) aim of the promotion b) target customer c) promotional technique used

Indicative Content

UNIT SPECIFICATIONS

Understanding Online Business Activities

Credit Value of Unit: 4   **GLH of Unit: 32**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know about online business activities	1.1 Describe how different business organisations operate online
2 Understand issues related to online business	2.1 Explain the issues related to setting up online businesses
	2.2 Explain the operational risks to a business organisation operating online
	2.3 Outline the basic principles of legislation, directives and regulations related to online business
3 Know the impact of an online business presence	3.1 Describe the benefits of marketing a product or service online
	3.2 Describe any disadvantages of an online business presence
	3.3 Explain how the success of an online business presence can be measured
	3.4 Outline the impact of online businesses on society in general

Indicative Content

UNIT SPECIFICATIONS

Creating Business Web-pages

Credit Value of Unit: 6   **GLH of Unit: 48**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know key considerations when creating a website	1.1 Describe the key information needed before creating a website
	1.2 Outline the issues that will affect the type of website to be developed
2 Understand terminology relating to website development	2.1 Explain basic terminology in relation to website development
3 Create web pages or a website	3.1 Identify the kind of website or pages required to meet stated business need
	3.2 Plan the content of the pages
	3.3 Create web-pages to meet business need
4 Evaluate the process and the outcome	4.1 Evaluate the process of creating the web-pages
	4.2 Evaluate the web pages suggesting ways they could be improved

Indicative Content

UNIT SPECIFICATIONS

Using Online Systems to Develop Customer Loyalty

Credit Value of Unit: 3   **GLH of Unit: 24**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the benefits to customers of on-line sales and distribution systems	1.1 Explain the benefits to customers of different on-line sales and distribution systems
2 Know how businesses use on-line systems to promote and support loyalty schemes	2.1 Describe the benefits of customer loyalty schemes to customers and businesses
	2.2 Explain how on-line systems enhance loyalty schemes, giving examples
3 Understand how businesses use on-line methods to enhance customer awareness	3.1 Describe how social media is used to enhance customer interest in products and services
	3.2 Explain cookies and their use
	3.3 Explain the impact of viral marketing

Indicative Content

UNIT SPECIFICATIONS

Understanding Finance in a Business Context

Credit Value of Unit: 3   **GLH of Unit: 24**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know key costs and expenditure for businesses	1.1 Identify the key costs associated with running a business
	1.2 Identify different types of expenditure associated with running a business
2 Know about key records needed to manage finance in a business context	2.1 Define key business terms, for example, income, expenditure, turnover, cash flow, gross and net profit
	2.2 Describe the financial records that a business needs to keep
	2.3 Explain why financial records are important, including legal requirements
3 Know why managing cash flow is important to businesses	3.1 Explain the role and importance of cash to the operation of a business
	3.2 Describe factors that affect cash flow in a business
	3.3 Explain how cash flow problems can lead to business failure
	3.4 Describe how to monitor and manage cash flow
4 Produce and use financial documents	4.1 Produce a basic spreadsheet showing income and expenditure
	4.2 Interpret simple accounts over a specified period

Indicative Content

UNIT SPECIFICATIONS

Principles of Working in Business Administration

Credit Value of Unit: 3   **GLH of Unit: 22**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Know sources of information and advice on an industry, occupation, training and career pathway	1.1 Identify sources of information and advice on an industry, occupation, training and career pathway
	1.2 Identify potential career progression routes for a business administrator
	1.3 Describe the transferable skills of a business administrator
2 Understand the purpose and structure of business organisations	2.1 Explain the differences between the private sector, public sector and voluntary sector
	2.2 Explain the functions of different organisational structures
	2.3 Describe the role of the main functional areas of business organisations
3 Understand the role of an administrator	3.1 Explain the importance of behaving in a way that maintains organisational values and standards
	3.2 Explain how the work of an administrator can contribute to organisational growth
	3.3 Explain how the role of an administrator contributes towards the overall commercial activities of business organisations

Indicative Content

Budgeting and Managing Money

Credit Value of Unit: 3   **GLH of Unit: 24**   **Level of Unit: Level 2**

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the importance of budgeting in a business context	1.1 Describe the advantages of planning a budget in a business context
2 Understand key financial concepts	2.1 Explain the difference between price and cost and the concept of profit
	2.2 Describe how to improve profit, for example through cutting costs, improving revenue, increasing prices
3 Know about income and expenditure	3.1 Describe different kinds of business expenditure, for example fixed and variable costs
	3.2 Describe different kinds of business income
	3.3 Explain how businesses estimate income, for example forecasting sales volumes and selling prices
4 Understand how businesses manage key financial information	4.1 Explain the purpose of key financial business documents for example business plan, spreadsheets of income and outgoings, bank statements, payslips, receipts, invoices
	4.2 Explain how financial information can be checked for errors

Indicative Content

Summary Record of Achievement

Level 2 Certificate, Extended Certificate and Diploma in Business

Unit Title	Tick if unit claimed	Level / Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Personal and Social Development units					
Developing Self					
Healthy Living					
Individual Rights and Responsibilities					
Managing Your Own Money					
Identity and Cultural Diversity					
Carrying out own Volunteering Role					
Time Management					
Counselling Skills and Personal Development					
Research Skills for Academic Study					
IT communication fundamentals					
Database software					
Using the internet					
Presentation software					

Spreadsheet software				
Word Processing Software				
Business units				
Principles of personal responsibilities and working in a business environment		L2		
Principles of providing administrative services		L2		
Principles of managing information and producing documents		L2		
Principles of supporting change in a business environment		L2		
Principles of supporting business events		L2		
Principles of maintaining stationery stock		L2		
Principles of working in the public sector		L2		
Computerised accounting software		L2		
The Marketing Environment		L2		
Promoting Products and Services		L2		
Understanding Online Business Activities		L2		
Creating Business Web-pages		L2		
Using Online Systems to Develop Customer Loyalty		L2		
Understanding Finance in a Business Context		L2		
Principles of Working in Business Administration		L2		
Budgeting and Money Management		L2		

Learner Name _____Total credit value of claim _____

For the Certificate this should be 13 credits and up to a maximum of 24
For the Extended Certificate this should be 25 credits and up a maximum of 36
For the Diploma this should be 37 credits or more

Certificate ☐   Extended Certificate ☐   Diploma ☐

Please tick box as appropriate

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of optional units as specified within the Rules of Combination.

Learner Signature _____

Assessor Signature _____

Observation Record Form
Level 2 Certificate, Extended Certificate and Diploma in Business

Learner Name _____

Unit:

Level: _____

Criteria assessed through Observation (Give number(s) from the unit specification)

_____

What the learner had to do

Assessor's comments on learner performance

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature_____

Date _____

Internal Verifier (if sampled)_____

Date _____

Access to HE Diploma Pathways

Learners wishing to take the Ascentis Access to HE Diploma register on a pathway, leading to a QAA-recognised Access to HE Diploma. They are below:

1 Access to Higher Education Diploma (Allied Health Professions)

2 Access to Higher Education Diploma (Art, Design and Media)

3 Access to Higher Education Diploma (Business)

4 Access to Higher Education Diploma (Business with English)

5 Access to Higher Education Diploma (Business with Mathematics)

6 Access to Higher Education Diploma (Business with Technology)

7 Access to Higher Education Diploma (Computing)

8 Access to Higher Education Diploma (Education Professions)

9 Access to Higher Education Diploma (Engineering Science)

10 Access to Higher Education Diploma (Health and Social Care Professions)

11 Access to Higher Education Diploma (Humanities)

12 Access to Higher Education Diploma (Humanities with Mathematics)

13 Access to Higher Education Diploma (Law)

14 Access to Higher Education Diploma (Nursing and Midwifery)

15 Access to Higher Education Diploma (Primary Teaching)

16 Access to Higher Education Diploma (Science)

17 Access to Higher Education Diploma (Social Science)

18 Access to Higher Education Diploma (Sports Studies