

City & Guilds Level 2 NVQ Certificate in Marketing (7712-02)

March 2022 Version 1.1



Qualification at a glance

Subject area	Marketing
City & Guilds number	7712
Age group approved	All
Entry requirements	There are no specific entry requirements
Assessment	Portfolio of evidence
Automatic approval	Available
Support materials	Qualification handbook
Registration/ certification dates	See Online Catalogue/Walled Garden for last dates

Title and level	City & Guilds number	Accreditation number
City & Guilds Level 2 NVQ Certificate in Marketing	7712-02	600/0925/1

Version and date	Change detail	Section
V1.0 March 2011	Launch	
V1.1 March 2022	GLH and TQT clarified and highlighted	Throughout



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1 Introduction

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

Area	Description
Who is the qualification for?	For learners who work or want to work in the marketing sector. This qualification is for those working in any of the following roles or roles similar to these: <ul style="list-style-type: none"> • Marketing Assistant • Junior Account Executive • Market Research Assistant
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the marketing sector.
Is the qualification part of a framework or initiative?	It serves as a competence qualification, in the Marketing Apprenticeship framework.
Who did we develop the qualification with?	It was developed in association with the Council for Administration.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"> • Level 3 NVQ Certificate/Diploma in Marketing (7712-02/03) • Level 2/3 NVQ Diploma in Sales (6801-01/02/03/04) • Level 2/3 Certificate in Principles of Marketing (7711-02/03) • Level 2/3 NVQ Certificate/Diploma in Business and Administration (4428-02/03) • Level 2/3 Certificate in Principles of Business and Administration (4475-02/03)

Structure

Qualification	Min. no. of credits overall	Group A Mandatory (credits)	Group B Optional (credits)	Group C Optional (credits)
Level 2 NVQ Certificate in Marketing	21	12	3 (min)	6 (max)
(min of 15 credits must be at level 2 or above)				

NB: Candidates do **not** have to take any units from optional group C.

Total Qualification Time

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

TQT is comprised of the following two elements:

- 1) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 2) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training

Title and level	GLH	TQT
City & Guilds Level 2 NVQ Certificate in Marketing (7712-02)	82	210

7712 Level 2 NVQ Certificate in Marketing Units

***Excluded combination** – indicated unit(s) cannot be taken together within any one qualification

Unit Group Key:

A – Mandatory

B – Optional Group B

C – Optional Group C

City & Guilds unit number	Ofqual unit Accreditation number	Unit title	Level	Credit	GLH	Group	* Excluded combination
201	F/502/9923	Collect and organise market research data	2	3	12	A	
202	L/502/9925	Contribute to measuring the marketing response	2	4	21	A	
203	Y/601/2474	Work with other people in a business environment	2	3	10	A	
204	L/601/2469	Improve own performance in a business environment	2	2	6	A	
205	J/502/9924	Contribute to conducting direct marketing campaigns	2	3	12	B	
206	R/502/9926	Use digital and social media in marketing	2	2	7	B	
207	D/601/2508	Support the co-ordination of an event	2	3	20	B	322
301	Y/502/9927	Analyse competitor activity	3	3	3	B	
101	H/502/4553	Database software	1	3	20	C	208
102	L/502/4630	Website software	1	3	20	C	212
103	A/502/4395	Bespoke software	1	2	15	C	210
104	K/502/4621	Presentation software	1	3	20	C	211
105	A/502/4378	Using collaborative technologies	1	3	20	C	214
208	Y/500/7295	Database software	2	6	30	C	210, 101
209	T/601/1526	Develop customer relationships	2	6	40	C	
210	F/502/4396	Bespoke software	2	3	20	C	208, 103
211	M/502/4622	Presentation software	2	4	30	C	104
212	R/502/4631	Website software	2	4	30	C	102
213	R/502/4628	Word processing software	2	4	30	C	
214	F/502/4379	Using collaborative technologies	2	4	30	C	105
321	R/601/2540	Plan and organise an event	3	4	28	C	

322	Y/601/2541	Co-ordinate an event	3	4	30	C	207
329	M/601/2531	Design and produce documents in a business environment	3	4	25	C	



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 2 NVQ in Marketing (6763-02) you will have automatic approval for the new Level 2 NVQ Certificate in Marketing (7712-02)

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

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

Resource requirements

Centre staffing

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

- be occupationally competent to make Marketing assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

For imported units please refer to the relevant Assessment Strategy from the standard setting body/sector skills council:

e-skills UK: www.e-skills.com

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

Assessors and internal verifiers

- a) Centre staff should hold, or be working towards, the relevant D/A/V/T or equivalent in Scotland for their role in delivering, assessing and verifying these qualifications
- or
- b) A trainer, supervisor or manager, employed by an organisation must either:

1. hold or be working towards, the relevant D/A/V/T or equivalent in Scotland for their role in delivering, assessing and verifying these qualifications
- or
2. seek guidance and approval from City & Guilds to demonstrate that the
 - organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
 - trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based.

For imported units please refer to the Assessment strategy from the relevant sector skills council/standards setting body.

Continuing professional development (CPD)

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

Candidate entry requirements

There are no formal entry requirements for learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualification(s) successfully.

To be awarded an NVQ in Marketing, learners must demonstrate that they are able to perform the job or an appropriate task competently. Competence may be demonstrated in the private sector, not-for-profit sector or public sector. Learners may be employed as full-time, part-time, paid or voluntary members of staff.

The assessment of all units at any level of a Marketing NVQ or competence-based qualification, '... may be based on either candidate performance at work or through RWE, as necessary.'¹

As part of the assessment for this qualification, learners must have access to a work or realistic work environment (RWE).

Realistic work environments

Where the learner is subjected to a work environment and is producing performance evidence subject to all of the following conditions:

- time pressures
- work problems
- interruptions
- accountabilities
- office environment
- tools to do the job.

eg a candidate in a model or virtual office.

¹ See, CfA Assessment Strategy 2011, Marketing NOS, January 2011.

External verifiers will need to approve RWEs on an individual basis before any assessment can begin. Authenticity is essential and approval needs to be endorsed on an annual basis by the external verifier.

Simulation

If a unit or part of a unit at any level is simulated, it must be undertaken in a RWE.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

- there is a high risk to the security or safety of the learner, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating learners
- there would otherwise be a breach of confidentiality or privacy.

An example of a simulated task is one that is not going to be used by a third party but meets all the rigour of an RWE ie where the learner is subjected to work timelines, prioritising, interruptions of a working environment etc.

For imported units please refer to the Assessment strategy from the relevant sector skills council/standards setting body.

Age restrictions

These qualifications are approved for candidates aged 14 years or over.



3 Delivering the qualification

Initial assessment and induction

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

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

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

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence across all the units, this can be via a number of formats eg e-portfolio, recording forms etc.

Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their qualification within the candidate's period of registration.

Recognition of prior learning (RPL)

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

RPL for Marketing units may be evidenced from a range of activities, using valid assessment methods that meet the requirements of the assessment criteria of a unit. Evidence in support of RPL must be authentic, current, valid, relevant and sufficient.

Please refer to the relevant Assessment Strategy for guidance on RPL for imported units.



5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria.

Summary of units

Unit number	Unit title	Credits	Unit number (UAN)
101	Database software	3	H/502/4553
102	Website software	3	L/502/4630
103	Bespoke software	2	A/502/4395
104	Using collaborative technologies	3	A/502/4378
105	Presentation software	3	K/502/4621
201	Collect and organise market research data	3	F/502/9923
202	Contribute to measuring the marketing response	4	L/502/9925
203	Work with other people in a business environment	3	Y/601/2474
204	Improve own performance in a business environment	2	L/601/2469
205	Contribute to conducting direct marketing campaigns	3	J/502/9924
206	Use digital and social media in marketing campaigns	2	R/502/9926
207	Support the co-ordination of an event	3	D/601/2508

Unit number	Unit title	Credits	Unit number (UAN)
208	Database software	6	Y/500/7295
209	Develop customer relationships	6	T/601/1526
210	Bespoke software	3	F/502/4396
211	Presentation software	4	M/502/4622
212	Website software	4	R/502/4631
213	Word processing software	4	R/502/4628
214	Using collaborative technologies	4	F/502/4379
301	Analyse competitor activity	3	Y/502/9927
321	Plan and organise an event	4	R/601/2540
322	Co-ordinate an event	4	Y/601/2541
329	Design and produce documents in a business environment	4	M/601/2531

Unit 101

Database software

UAN:	H/502/4553
Level:	Level 1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 1 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills, the Sector Skills Council for Business and ICT.
Aim:	This unit is about the ability to use a software application designed to organise and store structured information and generate reports.

Learning outcome	The learner will:
1. Be able to enter, edit and organise structured information in a database	
Assessment criteria	
The learner can:	
1.1 Identify the main components of a database	
1.2 Create a database table for a purpose using specified fields	
1.3 Enter structured data into records to meet requirements	
1.4 Locate and amend data records	
1.5 Respond appropriately to data entry error messages	
1.6 Check data meets needs, using IT tools and making corrections as necessary	

Learning outcome	The learner will:
2. Be able to use database software tools to extract information and produce reports	
Assessment criteria	
The learner can:	
2.1 Identify queries which meet information requirements	
2.2 Run simple database queries	
2.3 Identify reports which meet information requirements	
2.4 Generate and print pre-defined database reports	

Unit 102

Website software

UAN:	L/502/4630
Level:	Level 1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 1 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim	This unit is about the ability to use a software application designed for planning, designing and building websites.

Learning outcome	The learner will:
	1. Plan and create web pages
Assessment criteria	
The learner can:	
1.1 Identify what content and layout will be needed in the web page	
1.2 Identify the purpose of the webpage and intended audience	
1.3 Select and use a website design template to create a single web page	
1.4 Enter or insert content for web pages so that it is ready for editing and formatting	
1.5 Organise and combine information needed for web pages	
1.6 Identify copyright and other constraints on using others' information	
1.7 Identify what file types to use for saving content	
1.8 Store and retrieve web files effectively, in line with local guidelines and conventions where available	

Learning outcome	The learner will:
	2. Use website software tools to structure and format web pages
Assessment criteria	
The learner can:	
2.1 Identify what editing and formatting to use to aid both clarity and navigation	
2.2 Select and use website features to help the user navigate simple websites	
2.3 Use appropriate editing and formatting techniques	

2.4 Check web pages meet needs, using IT tools and making corrections as necessary
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Learning outcome	The learner will:
3. Publish web pages to the Internet or an intranet	
Assessment criteria	
The learner can:	
3.1 Upload content to a website	
3.2 Respond appropriately to common problems when testing a web page	

Unit 103

Bespoke software

UAN:	A/502/4395
Level:	Level 1
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to the Level 1 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.

Learning outcome	The learner will:
	1. Input, organise and combine information using bespoke software
Assessment criteria	
	The learner can:
	1.1 Input relevant information accurately into existing templates and/or files so that it is ready for processing
	1.2 Organise and combine information of different forms or from different sources
	1.3 Follow local and/or legal guidelines for the storage and use of data where available
	1.4 Respond appropriately to data entry error messages

Learning outcome	The learner will:
	2. Use tools and techniques to edit, process, format and present information
Assessment criteria	
	The learner can:
	2.1 Use appropriate tools and techniques to edit, process and format information
	2.2 Check information meets needs, using IT tools and making corrections as appropriate
	2.3 Use appropriate presentation methods and accepted layouts

Unit 104

Using collaborative technologies

UAN:	A/502/4378
Level:	Level 1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 1 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.

Learning outcome	The learner will:
1.	Stay safe and secure when using collaborative technology
Assessment criteria	
The learner can:	
1.1	Follow guidelines for working with collaborative technology
1.2	Identify risks in using collaborative technology and why it is important to avoid them
1.3	Carry out straightforward checks on others' online identities and different types of information
1.4	Identify when and how to report online safety and security issues
1.5	Identify what methods are used to promote trust

Learning outcome	The learner will:
2.	Set up and access IT tools and devices for collaborative working
Assessment criteria	
The learner can:	
2.1	Set up IT tools and devices that will enable you to contribute to collaborative work
2.2	Identify the purpose for using collaborative technologies and

<p>expected outcomes</p> <p>2.3 Identify which collaborative technology tools and devices to use for different communication media</p> <p>2.4 Identify what terms and conditions apply to using collaborative technologies</p>
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Learning outcome	The learner will:
3. Prepare collaborative technologies for use	
Assessment criteria	
The learner can:	
3.1 Use given details to access collaborative technologies needed for a collaborative task	
3.2 Adjust basic settings on collaborative technologies	
3.3 Change the environment of collaborative technologies	
3.4 Set up and use a data reader to feed information	
3.5 Identify what and why permissions are set to allow others to access information	

Learning outcome	The learner will:
4. Contribute to tasks using collaborative technologies	
Assessment criteria	
The learner can:	
4.1 Contribute responsibly and actively to collaborative working	
4.2 Contribute to producing and archiving the agreed outcome of collaborative working	
4.3 Identify when there is a problem with collaborative technologies and where to get help	
4.4 Respond to simple problems with collaborative technologies	

Unit 105

Presentation software

UAN:	K/502/4621
Level:	Level 1
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 1 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to use software applications to produce effective presentations, which include a combination of media (eg images, animation and sound) for education, entertainment or information sharing.

Learning outcome	The learner will:
	1. Input and combine text and other information within presentation slides
Assessment criteria	
	The learner can:
	1.1 Identify what types of information are required for the presentation
	1.2 Select and use different slide layouts as appropriate for different types of information
	1.3 Enter information into presentation slides so that it is ready for editing and formatting
	1.4 Identify any constraints which may affect the presentation
	1.5 Combine information of different forms or from different sources for presentations
	1.6 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

Learning outcome	The learner will:
	2. Use presentation software tools to structure, edit and format slides
Assessment criteria	

<p>The learner can:</p> <ul style="list-style-type: none"> 2.1 Identify what slide structure to use 2.2 Select and use an appropriate template to structure slides 2.3 Select and use appropriate techniques to edit slides 2.4 Select and use appropriate techniques to format slides
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Learning outcome	The learner will:
3. Prepare slides for presentation to meet needs	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> 3.1 Identify how to present slides to meet needs and communicate effectively 3.2 Prepare slides for presentation 3.3 Check presentation meets needs, using IT tools and making corrections as necessary 	

Unit 201

Collect and organise market research data

UAN:	F/502/9923
Level:	Level 2
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 1.2.4 Collect market research data Marketing 1.2.5 Analyse market research data Marketing 5.3.3 Use IT in managing marketing data
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council For Administration, the Standard Setting Body for business skills. For those assessment criteria which are performance related the most likely form of evidence is assessor observation.
Aim:	This unit concerns being able to collect and organise market research data and use IT to manage market research data

Learning outcome	The learner will:
	1. Be able to collect market research data
Assessment criteria	
The learner can:	
1.1 Explain to research participants the purpose, use, timescale and level of confidentiality of the research	
1.2 Use data collection techniques that are consistent with the research plan	
1.3 Collect market research data within agreed timescales	
1.4 Record data collected in accordance with the research plan	
1.5 Adhere to organisational protocols and standards in the collection of market research data	
1.6 Explain the difference between primary and secondary research	

Learning outcome	The learner will:
	2. Be able to organise market research data
Assessment criteria	
The learner can:	
2.1 Validate the accuracy of the data	

- 2.2 Organise quantitative and qualitative data in accordance with the requirements of the research plan
- 2.3 Present the information in the agreed format
- 2.4 Explain the objectives of the research
- 2.5 Explain the strengths and weaknesses of a range of analytical methods

Learning outcome	The learner will:
3. Be able to use IT to manage market research data	
Assessment criteria	
The learner can:	
3.1 Maintain the currency, completeness and accuracy of market research files	
3.2 Enhance or amend files for use in targeting, segmentation and campaigns	
3.3 Explain the impact of poor market research data management on an organisation	

Unit 202

Contribute to measuring the marketing response

UAN:	L/502/9925
Level:	Level 2
Credit value:	4
GLH:	21
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 4.3.3 Implement door-drop marketing campaigns Marketing 4.3.4 Market to customers using media-inserts Marketing 4.3.5 Implement a direct-mailing marketing programme Marketing 4.3.6 Develop and implement direct-response tools within advertising Marketing 4.3.7 Execute direct mailing processes
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council For Administration, the Standard Setting Body for business skills. For those assessment criteria which are performance related the most likely form of evidence is assessor observation.
Aim:	This unit concerns being able to assess the effectiveness of marketing campaigns and understanding the principles of measuring marketing responses

Learning outcome	The learner will:
1. Be able to present information on the effectiveness of marketing campaigns	
Assessment criteria	
The learner can:	
1.1	Collect quantitative and qualitative information in accordance with the evaluation plan
1.2	Organise information to enable analysis in accordance with the evaluation plan
1.3	Analyse the quantity and quality of responses against agreed criteria in accordance with their role in the evaluation plan
1.4	Evaluate the effectiveness of the response device(s) against the campaign objectives and agreed success criteria
1.5	Present the information within the agreed timescale in accordance with the evaluation plan

1.6 Make recommendations for future improvements based on an analysis of the responses to the campaign

Learning outcome	The learner will:
2. Understand the principles of measuring marketing responses	
Assessment criteria	
The learner can:	
2.1 Explain the strengths and limitations of the campaign type, materials and response devices used	
2.2 Explain the importance of the campaign's response system to the achievement of the marketing plan	
2.3 Describe the importance of planning in successful marketing campaigns	
2.4 Describe the use of IT in capturing and interpreting response data	
2.5 Explain the legal requirements relating to data capture and subsequent use	

Unit 203

Work with other people in a business environment

UAN:	Y/601/2474
Level:	Level 2
Credit value:	3
GLH:	10
Relationship to NOS:	This unit directly relates to the Business and Administration NOS BAG1210.
Assessment requirements specified by a sector or regulatory body:	This unit has been developed by the Council for Administration.
Aim:	This unit is about working within a team, sharing responsibility with others to make sure that a team can achieve agreed goals and objectives

Learning outcome	The learner will:
1. Understand how your role fits with organisational values and practices	
Assessment criteria	
The learner can:	
1.1 Describe the sector in which your organisation operates	
1.2 Describe your organisation's missions and purpose	
1.3 Compare your organisation to other types of organisation in your sector	
1.4 Outline your responsibilities	
1.5 Describe how your role fits into your organisation's structure	
1.6 Describe how your role contributes to the organisation's operations	
1.7 Outline the policies, procedures, systems and values of your organisation that are relevant to your role	
1.8 Outline who you would consult if unsure about organisational policies, procedures, systems and values	

Learning outcome	The learner will:
2. Understand how to work as part of a team to achieve goals and objectives	
Assessment criteria	
The learner can:	
2.1 Explain the purpose of working with other people to achieve goals and objectives	
2.2 Identify situations in which working with others can achieve positive results	

2.3	Explain the purpose and benefits of agreeing work goals and plans when working with others
2.4	Describe situations in which team members might support each other
2.5	Describe ways of providing support to other people in a team
2.6	Explain the purpose of agreeing quality measures with a team

Learning outcome	The learner will:
3. Understand how to communicate as part of a team	
Assessment criteria	
The learner can:	
3.1	Explain the purpose of communicating with other people in a team
3.2	Identify different methods of communication and when to use them

Learning outcome	The learner will:
4. Understand the contribution of individuals within a team	
Assessment criteria	
The learner can:	
4.1	Explain the purpose of recognising the strengths of others
4.2	Explain the value of diversity within teams
4.3	Explain the purpose of respecting individuals working within a team

Learning outcome	The learner will:
5. Understand how to deal with problems and disagreements	
Assessment criteria	
The learner can:	
5.1	Describe the types of problems and disagreements that may occur when working with other people in a team
5.2	Describe ways of dealing with problems and disagreements when working with other people in a team

Learning outcome	The learner will:
6. Understand the purpose of feedback when working as a team	
Assessment criteria	
The learner can:	
6.1	Explain the purpose of giving and receiving constructive feedback
6.2	Describe ways of using feedback to improve own work, and a team as a whole

Learning outcome	The learner will:
7. Be able to work in a way that fits with organisational values and practices	
Assessment criteria	
The learner can:	
7.1	Follow organisational policies, systems and procedures relevant to your role

- 7.2 Apply relevant organisational values across all aspects of your work
- 7.3 Work with outside organisations and individuals in a way that protects the image of your organisation, where relevant
- 7.4 Seek guidance when unsure about organisational policies, systems, procedures and values

Learning outcome	The learner will:
8. Be able to work in a team to achieve goals and objectives	
Assessment criteria	
The learner can:	
8.1 Communicate effectively with other people in a team	
8.2 Contribute to the agreement of work objectives and quality measures with a team, to achieve a positive outcome	
8.3 Make sure work goals and objectives are achieved in a way that makes best use of own abilities in a team	
8.4 Provide support to members of a team if required	
8.5 Show respect for individuals in a team	
8.6 Make sure own work meets agreed quality standards and is on time	

Learning outcome	The learner will:
9. Be able to deal with or refer problems in a team	
Assessment criteria	
The learner can:	
9.1 Identify problem(s) or disagreement(s) in a team	
9.2 Resolve problem(s) or disagreement(s) within limits of own authority and experience	
9.3 Refer problems as required	

Learning outcome	The learner will:
10. Be able to use feedback on objectives in a team	
Assessment criteria	
The learner can:	
10.1 Contribute to providing constructive feedback on the achievement of objectives to a team	
10.2 Receive constructive feedback on own work	
10.3 Use feedback on achievement of objectives to identify improvements in own work	

Unit 204

Improve own performance in a business environment

UAN:	L/601/2469
Level:	Level 2
Credit value:	2
GLH:	6
Relationship to NOS:	This unit directly relates to the Business and Administration NOS BAA625.
Assessment requirements specified by a sector or regulatory body:	This unit has been developed by the Council for Administration.
Aim:	This unit is about identifying ways of improving performance at work by encouraging feedback from others and maintaining a learning plan to record new learning and career opportunities

Learning outcome	The learner will:
	1. Understand how to improve own performance
Assessment criteria	
	The learner can: 1.1 Explain the purpose and benefits of continuously improving performance at work 1.2 Explain the purpose and benefits of encouraging and accepting feedback from others 1.3 Explain how learning and development can improve own work, benefit organisations, and identify career options 1.4 Describe possible career progression routes 1.5 Describe possible development opportunities

Learning outcome	The learner will:
	2. Be able to improve own performance using feedback
Assessment criteria	

<p>The learner can:</p> <ul style="list-style-type: none"> 2.1 Encourage and accept feedback from other people 2.2 Use feedback to agree ways to improve own performance in the workplace 2.3 Complete work tasks, using feedback given, to improve performance
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Learning outcome	The learner will:
3. Be able to agree own development needs using a learning plan	
Assessment criteria	
<p>The learner can:</p> <ul style="list-style-type: none"> 3.1 Investigate and agree where further learning and development may improve own work performance 3.2 Confirm learning plan changes 3.3 Follow a learning plan 3.4 Review progress against learning plan and agree further learning updates, if required 	

Unit 205

Contribute to conducting direct marketing campaigns

UAN:	J/502/9924
Level:	Level 2
Credit value:	3
GLH:	12
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 4.3.3 Implement door-drop marketing campaigns Marketing 4.3.4 Market to customers using media-inserts Marketing 4.3.5 Implement a direct-mailing marketing programme Marketing 4.3.6 Develop and implement direct-response tools within advertising Marketing 4.3.7 Execute direct mailing processes
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit concerns being able to plan and conduct direct marketing campaigns

Learning outcome	The learner will:
	1. Be able to contribute to the planning of direct marketing campaigns
Assessment criteria	

<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 Agree materials that convey the marketing proposition and which comply with agreed quality and legal requirements 1.2 Identify the nature and location of target customers 1.3 Describe how their role contributes to the direct marketing campaign plan 1.4 Describe the objectives and target customers of the direct marketing campaign 1.5 Describe sources that would provide information about the nature and location of target customer groups 1.6 Explain how to reach target customers in accordance with the campaign plan 1.7 Explain the requirements of a data collection and reporting system that is capable of capturing the information required by the campaign plan

Learning outcome	The learner will:
	2. Be able to conduct direct marketing campaigns
Assessment criteria	
<p>The learner can:</p> <ol style="list-style-type: none"> 2.1 Ensure that the team is briefed on the objectives, actions and required standards of the campaign 2.2 Ensure that direct marketing materials are distributed in accordance with the campaign plan 2.3 Provide progress and variance reports in accordance with the campaign plan 2.4 Ensure that the direct marketing campaign is conducted in accordance with legal, regulatory and industry requirements and standards 2.5 Explain the importance of briefing the team on the campaign requirements 2.6 Explain the strengths and weaknesses of different types of direct marketing campaigns 2.7 Explain how to address problems in accordance with the campaign plan 	

Unit 206

Use digital and social media in marketing campaigns

UAN:	R/502/9926
Level:	Level 2
Credit value:	2
GLH:	7
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 4.3.8 Market to target customers using digital/electronic media
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit concerns understanding planning requirements for the use of digital and social media and market to target customers using digital and social media

Learning outcome	The learner will:
1. Understand planning requirements for the use of digital and social media	
Assessment criteria	
The learner can:	
1.1	Describe the importance of the objectives and budget for digital and social media marketing aligning with the marketing plan
1.2	Describe how to identify the nature and location of target customers
1.3	Describe sources of information about the nature and location of target customer groups
1.4	Explain the implications of retention and acquisition programmes as they affect the choice of digital/social media
1.5	Explain how to reach target customers in accordance with the plan
1.6	Explain the requirements of a data collection and reporting system that is capable of capturing the information required by the plan
1.7	Explain the importance of agreeing the message that conveys the marketing proposition

Learning outcome	The learner will:
	2. Be able to market to target customers using digital and social media
Assessment criteria	
The learner can:	
2.1	Ensure marketing messages are distributed in accordance with the plan
2.2	Ensure that digital/social media marketing is conducted in accordance with legal, regulatory and industry requirements and standards
2.3	Explain how to address problems in accordance with the plan

Unit 207

Support the co-ordination of an event

UAN:	D/601/2508
Level:	Level 2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit directly relates to the Business and Administration NOS BAA311.
Assessment requirements specified by a sector or regulatory body:	This unit has been developed by the Council for Administration.
Aim	This unit is about supporting the co-ordination and delivery of an event

Learning outcome	The learner will:
1. Understand the role and purpose of supporting the co-ordination of an event	
Assessment criteria	
The learner can:	
1.1	Describe the range of support activities that may be required when supporting the co-ordination of an event
1.2	Identify the responsibilities involved in supporting the co-ordination of an event
1.3	Describe the types of problems that may occur during events and how to deal with these
1.4	Describe the points to observe when clearing and vacating an event
1.5	Describe the types of follow-up activities that may be required to carry out the co-ordination of an event

Learning outcome	The learner will:
2. Be able to support the co-ordination of an event	
Assessment criteria	
The learner can:	
2.1	Contribute to the co-ordination of an event by:
a)	preparing the venue and making sure all necessary resources and supporting activities are in place
b)	arranging resources during an event, in line with agreed plans
c)	helping delegates to feel welcome
d)	meeting delegates' needs throughout an event
e)	resolving or referring problems, as required
f)	liaising with the management of the venue to make sure facility

resources are in place

- g) clearing, and vacating the venue according to the terms of the contract
- h) preparing and circulating papers, or completing other follow up actions following the event, if required

UAN:	Y/500/7295
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim	This unit is about the ability to use a software application designed to organise and store structured information and generate reports.

Learning outcome	The learner will:
	1. Know how to use a database
Assessment criteria	
	The learner can:
	1.1 Describe what types of information the database has been designed for
	1.2 Describe what types of design content are stored within the database
	1.3 Identify what characteristics in a database fields may have, such as data type, field name, field size and field format
	1.4 Describe how field characteristics can contribute to data validation
	1.5 Describe why you would use a form for entering data into a database
	1.6 Describe how to find and retrieve information from a database
	1.7 Describe how data is structured in a simple (eg single-table, non-relational) database
	1.8 Describe why it is important to maintain data integrity. What methods should be used to maintain data integrity in a simple (eg single-table, non-relational) database

Learning outcome	The learner will:
	2. Use a database
Assessment criteria	
	The learner can:
	2.1 Use techniques for entering data into databases
	2.2 Create fields for entering data with the required field

- characteristics, name, type, size and format
- 2.3 Modifying field characteristics within a simple (eg single-table, non-relational) database while maintaining the integrity of existing data, such as name, type and size
 - 2.4 Check data in databases
 - 2.5 Using automated facilities for checking data and reports (eg spell checking and sorting data)
 - 2.6 Carry out types of queries
 - 2.7 Produce & format reports
 - 2.8 Improving efficiency (eg Setting up short cuts)

Unit 209

Develop customer relationships

UAN:	T/601/1526
Level:	Level 2
Credit value:	6
GLH:	40
Relationship to NOS:	This Unit directly relates to Unit D1 of the Customer Service NOS 2010
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council for Administration

Aim

When the learner deals with their customers regularly, they want to make each occasion a good customer experience. The impression the learner creates and the way the service is delivered affects this in just the same way as when they deal with a customer only once. However, a longer-term relationship with a repeat customer also depends on building up their customer's confidence in the service that the learner offers. Loyalty and a long-term relationship rely on the customer having a realistic view of the organisation's service and being comfortable with it. The learner's customer will return to their organisation if they feel confident that they will receive excellent service because they have enjoyed good customer experiences with the learner before

Learning outcome	The learner will:
1. Build their customer's confidence that the service they give will be excellent	
Assessment criteria	
The learner can:	
1.1	Show that they behave assertively and professionally with customers
1.2	Allocate the time they take to deal with their customer following organisational guidelines
1.3	Reassure their customer that they are doing everything possible to keep the service promises made by the organisation

Learning outcome	The learner will:
2. Meet the expectations of their customers	
Assessment criteria	
The learner can:	
2.1 Recognise when there may be a conflict between their customer's expectations and your organisation's service offer	
2.2 Balance their customer's expectations with their organisation's service offer by offering an alternative or explaining the limits of the service offer	
2.3 Work effectively with others to resolve any difficulties in meeting their customer's expectations	

Learning outcome	The learner will:
3. Develop the long-term relationship between their customer and their organisation	
Assessment criteria	
The learner can:	
3.1 Give additional help and information to their customer in response to customer questions and comments about their organisation's services or products	
3.2 Discuss expectations with their customer and explain how these compare with their organisation's services or products	
3.3 Advise others of feedback received from their customer	
3.4 Identify new ways of helping customers based on the feedback customers have given them	
3.5 Identify added value that their organisation could offer to long-term customers	

Learning outcome	The learner will:
4. Know how to develop customer relationships	
Assessment criteria	
The learner can:	
4.1 Describe their organisation's services or products	
4.2 Explain the importance of customer retention	
4.3 Explain how their own behaviour affects the behaviour of the customer	
4.4 Describe how to behave assertively and professionally with customers	
4.5 Describe how to defuse potentially stressful situations	
4.6 Identify the limitations of their organisation's service offer	
4.7 Compare how customer expectations may change as the customer deals with their organisation	
4.8 Identify the cost and resource implications of an extension of the service offer to meet or exceed customer expectations	
4.9 Explain the cost implications of bringing in new customers as opposed to retaining existing customers	
4.10 Identify who to refer to when considering any variation to their organisation's service offer	

Unit 210

Bespoke software

UAN:	F/502/4396
Level:	Level 2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.

Learning outcome	The learner will:
1. Input and combine information using bespoke applications	
Assessment criteria	
The learner can:	
1.1 Input relevant information accurately so that it is ready for processing	
1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software	
1.3 Respond appropriately to data entry error messages	

Learning outcome	The learner will:
2. Use appropriate structures to organise and retrieve information efficiently	
Assessment criteria	

The learner can:	
2.1	Describe what functions to apply to structure and layout information effectively
2.2	Select and use appropriate structures and/or layouts to organise information
2.3	Apply local and/or legal guidelines and conventions for the storage and use of data where available

Learning outcome	The learner will:
3.	Use the functions of the software effectively to process and present information
Assessment criteria	
The learner can:	
3.1	Select and use appropriate tools and techniques to edit, process and format information
3.2	Check information meets needs, using IT tools and making corrections as necessary
3.3	Select and use appropriate methods to present information

UAN:	M/502/4622
Level:	Level 2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to use software applications to produce effective presentations, which include a combination of media (eg images, animation and sound) for education, entertainment or information sharing.

Learning outcome	The learner will:
	1. Input and combine text and other information within presentation slides
Assessment criteria	
	The learner can:
	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

Learning outcome	The learner will:
	2. Use presentation software tools to structure, edit and format slide sequences
Assessment criteria	
	The learner can:
	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

Learning outcome	The learner will:
	3. Prepare slideshow for presentation
Assessment criteria	
The learner can:	
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

Unit 212

Website software

UAN:	R/502/4631
Level:	Level 2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim	This unit is about the ability to use a software application designed for planning, designing and building websites.

Learning outcome	The learner will:
	1. Create structures and styles for websites
Assessment criteria	
	The learner can:
	1.1 Describe what website content and layout will be needed for each page
	1.2 Plan and create web page templates to layout
	1.3 Select and use website features and structures to help the user navigate round web pages within the site
	1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand
	1.5 Describe how copyright and other constraints may affect the website
	1.6 Describe what access issues may need to be taken into account
	1.7 Describe what file types to use for saving content
	1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available

Learning outcome	The learner will:
	2. Use website software tools to prepare content for websites
Assessment criteria	
	The learner can:
	2.1 Prepare content for web pages so that it is ready for editing and formatting
	2.2 Organise and combine information needed for web pages including across different software

- 2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation
- 2.4 Select and use appropriate development techniques to link information across pages
- 2.5 Change the file formats appropriately for content
- 2.6 Check web pages meet needs, using IT tools and making corrections as necessary

Learning outcome	The learner will:
3. Publish websites	
Assessment criteria	
The learner can:	
3.1	Select and use appropriate testing methods to check that all elements of websites are working as planned
3.2	Identify any quality problems with websites and how to respond to them
3.3	Select and use an appropriate programme to upload and publish the website
3.4	Respond appropriately to problems with multiple page websites

UAN:	R/502/4628
Level:	Level 2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to use a software application designed for the creation, editing and production of largely text-based documents.

Learning outcome	The learner will:
	1. Enter and combine text and other information accurately within word processing documents
Assessment criteria	
The learner can:	
1.1 Identify what types of information are needed in documents	
1.2 Use appropriate techniques to enter text and other information accurately and efficiently	
1.3 Select and use appropriate templates for different purposes	
1.4 Identify when and how to combine and merge information from other software or other documents	
1.5 Select and use a range of editing tools to amend document content	
1.6 Combine or merge information within a document from a range of sources	
1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available	

Learning outcome	The learner will:
	2. Create and modify layout and structures for word processing documents
Assessment criteria	
The learner can:	
2.1 Identify the document requirements for structure and style	
2.2 Identify what templates and styles are available and when to use them	
2.3 Create and modify columns, tables and forms to organise	

information
2.4 Select and apply styles to text

Learning outcome	The learner will:
3. Use word processing software tools to format and present documents effectively to meet requirements	
Assessment criteria	
The learner can:	
3.1 Identify how the document should be formatted to aid meaning	
3.2 Select and use appropriate techniques to format characters and paragraphs	
3.3 Select and use appropriate page and section layouts to present and print documents	
3.4 Describe any quality problems with documents	
3.5 Check documents meet needs, using IT tools and making corrections as necessary	
3.6 Respond appropriately to quality problems with documents so that outcomes meet needs	

Unit 214

Using collaborative technologies

UAN:	F/502/4379
Level:	Level 2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	This unit is about the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.

Learning outcome	The learner will:
1.	Stay safe and secure when working with collaborative technology
Assessment criteria	
The learner can:	
1.1	Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines
1.2	Explain what risks there may be in using collaborative technology and how to keep them to a minimum
1.3	Use appropriate methods to promote trust when working collaboratively
1.4	Carry out appropriate checks on others' online identities and different types of information
1.5	Identify and respond to inappropriate content and behaviour

Learning outcome	The learner will:
2.	Plan and set up IT tools and devices for collaborative working
Assessment criteria	
The learner can:	
2.1	Describe the purposes for using collaborative technologies
2.2	Describe what outcomes are needed from collaborative working

	and whether or not archiving is required
2.3	Describe the roles, IT tools and facilities needed for collaborative tasks and communication media
2.4	Describe the features, benefits and limitations of different collaborative technology tools and devices
2.5	Describe the compatibility issues in different combinations of collaborative tools and devices
2.6	Select an appropriate combination of IT tools and devices to carry out collaborative tasks
2.7	Connect and configure the combination of IT tools and devices needed for a collaborative task

Learning outcome	The learner will:
	3. Prepare collaborative technologies for use
Assessment criteria	
The learner can:	
3.1	Describe what access rights and issues others may have in using collaborative technologies
3.2	Assess what permissions are needed for different users and content
3.3	Set up and use access rights to enable others to access information
3.4	Set up and use permissions to filter information
3.5	Adjust settings so that others can access IT tools and devices for collaborative working
3.6	Select and use different elements to control environments for collaborative technologies
3.7	Select and join networks and data feeds to manage data to suit collaborative tasks

Learning outcome	The learner will:
	4. Contribute to tasks using collaborative technologies
Assessment criteria	
The learner can:	
4.1	Describe rules of engagement for using collaborative technologies
4.2	Enable others to contribute responsibly to collaborative tasks
4.3	Present relevant and valuable information
4.4	Moderate the use of collaborative technologies
4.5	Archive the outcome of collaborative working
4.6	Assess when there is a problem with collaborative technologies and when to get expert help
4.7	Respond to problems with collaborative technologies

Unit 301

Analyse competitor activity

UAN:	Y/502/9927
Level:	Level 3
Credit value:	3
GLH:	3
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 1.1.3 Identify and monitor competitors' marketing strategies and activity
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by the Council for Administration
Aim	This unit concerns being able to identify competitor activity and determine the nature of the threat posed by competitors

Learning outcome	The learner will:
	1. Be able to identify competitor activity
Assessment criteria	
The learner can:	
1.1 Identify organisations competing for the same customers	
1.2 Identify potentially threatening competitor activity	
1.3 Identify competitors' objectives	
1.4 Identify valid sources of information on competitors and their activity	
1.5 Explain the advantages and disadvantages of sources of information on competitors and their activity	

Learning outcome	The learner will:
	2. Be able to determine the nature of the threat posed by competitor activity
Assessment criteria	
The learner can:	
2.1 Assess the strengths and weaknesses of competitor activity against agreed criteria	
2.2 Assess the strengths and weaknesses of competitors' products and/or services against agreed criteria	
2.3 Determine the nature and extent of the possible threat posed by competitor activity and products and/or services	

Unit 321

Plan and organise an event

UAN:	R/601/2540
Level:	Level 3
Credit value:	4
GLH:	28
Relationship to NOS:	This unit directly relates to the Business and Administration NOS BAA312.
Assessment requirements specified by a sector or regulatory body:	This unit has been developed by the Council for Administration.
Aim	This unit is about planning and organising an event

Learning outcome	The learner will:
	1. Understand the role of an event organiser in planning an event
Assessment criteria	
	The learner can:
	1.1 Explain the purpose and benefits of planning an event
	1.2 Explain the role of the event organiser in: a) meeting the objectives of the event b) agreeing a brief and budget for the event
	1.3 Identify and evaluate the types of risks associated with events and explain how to minimise these
	1.4 Explain the purpose and benefits of a contingency plan for an event
	1.5 Describe the types of problems that may occur when organising an event and how to solve them
	1.6 Categorise different types of events and their main features

Learning outcome	The learner will:
	2. Understand the arrangements to be made when planning and organising an event
Assessment criteria	
	The learner can:
	2.1 Explain the role of the event organiser for a) anticipating and planning for all delegate provision and needs before and during the event, including investigating and providing for any special requirements b) meeting relevant health, safety and security arrangements c) meeting legal and organisational requirements for contracts d) organising resources and the production of event materials e) the types of activities and resources that may be needed during

<p>an event</p> <p>f) liaison with the venue and the supporting team to make sure all requirements are met and roles are understood</p>

Learning outcome	The learner will:
3. Understand the different types of venues and resources needed for different types of events	
Assessment criteria	
The learner can:	
3.1 Identify and evaluate different types of venue in terms of suitability for events and costs	
3.2 Describe a range of resources that may be needed for events and illustrate how they may be used	
3.3 Identify examples, and explain the purpose and benefits of selection criteria when choosing a venue and resources for an event	

Learning outcome	The learner will:
4. Be able to plan and organise an event	
Assessment criteria	
The learner can:	
4.1 Agree an event brief and budget	
4.2 Agree a plan for an event, which will meet agreed objectives and address any identified risks and contingencies	
4.3 Identify and agree resources and support needed for organising an event	
4.4 Agree requirements for venue(s)	
4.5 Identify venue and agree costings	
4.6 Liaise with the venue to confirm event requirements and / or any special delegate requirements	
4.7 Agree requirements for resources	
4.8 Co-ordinate resources and production of event materials	
4.9 Make sure arrangements are in place for the event to meet relevant health, safety and security requirements	
4.10 Make sure legal and organisational requirements for contracts are met	
4.11 Make sure that all those involved are briefed and trained to fulfil their roles	
4.12 Delegate functions to the event team as required	
4.13 Make arrangements for rehearsals to make sure the event runs smoothly, if required	
4.14 Make sure invitations are sent out to delegates	
4.15 Manage delegate responses	
4.16 Prepare joining instructions and event materials to be sent to delegates	

Unit 322

Co-ordinate an event

UAN:	Y/601/2541
Level:	Level 3
Credit value:	4
GLH:	30
Relationship to NOS:	This unit directly relates to the Business and Administration NOS BAA312.
Assessment requirements specified by a sector or regulatory body:	This unit has been developed by the Council for Administration.
Aim	This unit is about co-ordinating the delivery of an event.

Learning outcome	The learner will:
1. Understand the role of an event co-ordinator in managing an event to meet the objectives of the brief	
Assessment criteria	
The learner can:	
1.1 Explain the responsibilities of an event co-ordinator	
1.2 Describe the purpose of agreeing a plan that meets the objectives of the event brief	

Learning outcome	The learner will:
2. Understand the activities required when co-ordinating an event	
Assessment criteria	

The learner can:	
2.1	Explain the role of the event co-ordinator during the event for: <ul style="list-style-type: none"> a) all delegate provision and needs b) meeting relevant health, safety and security requirements c) observing legal and organisational requirements for contracts d) co-ordinating resources and the use of event materials e) liaising with the venue and supporting team during an event to make sure all requirements are met and roles are carried out f) resolving problems g) overseeing the work of key staff
2.2	Explain the role of an event co-ordinator after an event for: <ul style="list-style-type: none"> a) clearing and vacating the venue b) organising follow up papers and activities, if required c) reconciling accounts to budget d) evaluating an event and the methods that can be used to do this

Learning outcome	The learner will:
3.	Be able to co-ordinate an event
Assessment criteria	
The learner can:	
3.1	Prepare the venue and make sure all necessary resources are in place
3.2	Co-ordinate activities during an event, in line with agreed plans
3.3	Help delegates to feel welcome
3.4	Respond to delegates' needs throughout an event
3.5	Resolve problems, as required
3.6	Oversee the work of key staff during the event
3.7	Monitor compliance with relevant health, safety and security requirements
3.8	Liaise with the management of the venue to make sure facility resources are in place
3.9	Arrange clearing, and vacating the venue according to the terms of the contract
3.10	Prepare and circulate papers, or complete other follow up actions following the event, if required
3.11	Reconcile accounts to budget, if required
3.12	Evaluate an event identifying recommendations and passing these on to relevant colleagues, where relevant
3.13	Agree key learning points and use these to improve the running of future events

Unit 329

Design and produce documents in a business environment

UAN:	M/601/2531
Level:	Level 3
Credit value:	4
GLH:	25
Relationship to NOS:	This unit directly relates to the Business and Administration NOS BAA212.
Assessment requirements specified by a sector or regulatory body:	This unit has been developed by the Council for Administration.
Aim	This unit is about designing and preparing high quality and attractive documents to agreed layouts, formats and styles.

Learning outcome	The learner will:
1. Understand the purpose and value of designing and producing high quality and attractive documents	
Assessment criteria	
The learner can:	
1.1 Describe different types of documents that may be designed and produced and the different styles that could be used	
1.2 Describe different formats in which text may be presented	
1.3 Explain the purpose and benefits of designing and producing high quality and attractive documents	

Learning outcome	The learner will:
2. Know the resources available to design and produce documents and how to use them	
Assessment criteria	
The learner can:	
2.1 Describe the types of resources needed to design and produce high quality and attractive documents	
2.2 Explain the purpose and benefits of using different types of resource to design and produce high quality and attractive documents	
2.3 Describe different types of technology available for inputting, formatting and editing text, and their main features	

Learning outcome	The learner will:
3. Understand the purpose and value of following procedures when designing and producing documents	
Assessment criteria	
The learner can:	
3.1 Explain the value and benefits of agreeing the purpose, content, style, and deadlines for the design and production of documents	
3.2 Describe ways of researching and organising content needed for documents	
3.3 Describe ways of integrating and laying out text and non-text	
3.4 Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so	
3.5 Explain the purpose of storing documents safely and securely, and ways of doing so	
3.6 Explain the purpose of confidentiality and data protection when preparing documents	
3.7 Explain the purpose and benefits of meeting deadlines	

Learning outcome	The learner will:
4. Be able to design and produce documents to agreed specifications	
Assessment criteria	
The learner can:	
4.1 Agree the purpose, content, style and deadlines for documents	
4.2 Identify and prepare resources needed to design and produce documents	
4.3 Research and organise the content required for documents	
4.4 Make appropriate and efficient use of technology, as required	
4.5 Design, format and produce documents to an agreed style	
4.6 Integrate non-text objects into an agreed layout, if required	
4.7 Check texts and objects for accuracy	
4.8 Edit and correct texts and objects as required	
4.9 Clarify document requirements, if necessary	
4.10 Store documents safely and securely following organisational procedures	
4.11 Present documents to the required format, and within the agreed deadlines	



Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- old Level 2 NVQ in Marketing (6763-02)
- new 6801 & 7711 in Sales
- new 4430 & 4417 in Customer Service
- new 3412 in Contact Centres

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**
Find out how to register and certificate candidates on line

- **Events**
Contains dates and information on the latest Centre events
- **Online assessment**
Contains information on how to register for GOLLA assessments.

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Skills for a brighter future



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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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