**CAMBRIDGE INTERNATIONAL DIPLOMA
BUSINESS (ADVANCED LEVEL)
FOR ASSESSMENT IN 2007**

# IMPORTANT NOTICE

The **Cambridge International Diplomas in Business** were formerly known as the Cambridge Career Awards in Business.  Documents available from CIE may still refer to the old title in some places.

### University of Cambridge International Examinations (CIE) in the UK and USA

University of Cambridge International Examinations accepts entries in the UK and USA only from students registered on courses at CIE registered Centres.

UK and USA private candidates are not eligible to enter CIE examinations unless they are repatriating from outside the UK/USA and are part way through a course leading to a CIE examination.  In that case a letter of support from the Principal of the school which they had attended is required.  Other UK and USA private candidates should not embark on courses leading to a CIE examination.

This regulation applies only to entry by private candidates in the UK and USA.  Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

**You can find syllabuses and information about CIE teacher training events on the CIE Website (www.cie.org.uk).**

# CAMBRIDGE INTERNATIONAL DIPLOMA IN BUSINESS (ADVANCED LEVEL)

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## SECTION 1: OVERVIEW OF THE DIPLOMA

### 1.0    Introduction

The Cambridge International Diploma in Business provides a framework for developing the skills and knowledge needed for employment in the increasingly dynamic business environment.  The Diploma has been developed specifically for the international market, recognising the growing importance of employees working across geographic and cultural borders.  The Diploma aims to meet the needs of employers, employees and students, by assessing knowledge and competence in a range of Business areas.

### 1.1    The International Dimension

The standards embodied in the Cambridge International Diploma in Business are valued in countries around the world.  The syllabus and assessments provide a framework through which candidates, wherever they might be, can be reliably assessed against the performance standards.

The syllabus and assessments are available in English, Spanish and Chinese.  However, other languages may be supported, subject to demand and prior approval by CIE.  The Cambridge International Diploma does not directly assess language skills, but is designed to give candidates the opportunity to show they can apply the skills described in the syllabus specification.

### 1.2    Aims

The aim of the Diploma is to assess a candidate's competence in a range of Business skills.

The Cambridge International Diploma in Business (Advanced Level) enables students to demonstrate:

-        an understanding of the key business concepts

-        application of skills to real work environments

-        an ability to conduct independent research and analysis.

Candidates can be certificated for individual Optional Modules, the Core Certificate, or the full Cambridge International Diploma in Business.  To achieve the Cambridge International Diploma in Business at Advanced Level candidates must successfully complete **two** Core Modules and **two** from a choice of Optional Modules.

The modules available are outlined below:

| Business Organisation and Environment | Core Module | 2 hour examination (plus 15 minutes reading time) |
|---|---|---|
| Effective Business Communication | Core Module | 2 hour examination (plus 15 minutes reading time) |
| Business Finance | Optional Module | 2 hour examination (plus 15 minutes reading time) |
| Marketing | Optional Module | 2 hour examination (plus 15 minutes reading time) |
| Human Resource Management | Optional Module | 2 hour examination (plus 15 minutes reading time) |
| Interpersonal Business Skills | Optional Module | Assignment |
| Business Start-up | Optional Module | Assignment |
| Customer Care | Optional Module | Assignment |
| Organising Meetings and Events | Optional Module | Assignment |

## 1.3    Target Group

The Cambridge International Diploma in Business (Advanced Level) is aimed primarily at students or employees who are operating at a supervisory or junior management level, or who intend to progress to higher study. Candidates will need to have access to business organisations (which can include their own business or institution) in order to conduct research and gather information.

An Advanced Level Diploma enables students to demonstrate:

progression in the development of skills and knowledge

the capacity to manage complex and unfamiliar situations

the development of a problem-solving approach in real-work contexts.

There are no formal candidate entry requirements for the Cambridge International Diploma in Business, but consideration should be given to a candidate's qualification history and experience.  It is the Centre's responsibility to ensure the suitability of a candidate for entry to this course.

## 1.4    Length of Study

Each module is designed to take approximately 60 learning hours. This is a guideline only and Centres should plan the duration of courses of study based on candidate's prior qualifications and experience.

## 1.5    Tutor Support

A tutor support pack (in English only) is available for the Cambridge International Diploma in Business.  For further information please contact CIE Customer Services.

## SECTION 2: ASSESSMENT PROCEDURES

**2.0    Methods of Assessment**

**2.1    Examined Modules**

The following Core and Optional modules are assessed by examination:

- Business Organisation and Environment

- Effective Business Communication

- Business Finance

- Marketing

- Human Resource Management

Module examinations will be available in two sessions, usually in May and October.  A copy of the latest examination timetable for Cambridge International Diplomas is available through CIE administration.

**2.2    Assignment Assessed Modules**

The following modules are assessed through a centre-based assignment:

- Interpersonal Business Skills

- Business Start-up

- Customer Care

- Organising Meetings and Events

The assignment guidelines are provided by CIE, but allow candidates to adapt their work to local situations. Assignments must be submitted to CIE for external marking, but may be submitted at any time.

The assignment is an extended piece of work which brings together the various skills and knowledge contained in the module. The module syllabus for each assignment-assessed module contains the assignment guidelines and requirements.

Centres must ensure that a candidate's work is submitted in its original form.  Assignments submitted to CIE are not returned and Centres are advised to keep a copy of each candidate's submission.  Each assignment must be accompanied by a fully complete Student Assessment Record (SAR), a copy of which can be found in the syllabus and should be photocopied as necessary.  **An assignment should only be submitted to CIE for external marking when the Centre/tutor are satisfied that it is complete, and has fulfilled all of the specified criteria.** Candidates should be encouraged to complete the Assignment Coversheet for Candidates in order to ensure that the work submitted for assessment covers the required criteria.  These are available in the syllabus and can be photocopied for distribution to the candidates.

CIE reserves the right to request further evidence, or to inspect Centres, in cases where there is doubt as to the authenticity of submitted work.

Where Centres have issued a task sheet to candidates for guidance on the assignment, this should be submitted to CIE along with each candidate's assignment. Centres should ensure that each assignment is clearly labelled and accompanied by the assignment submission form.

Centres must ensure that close reference is made to the assignment guidelines for each assignment, which specify the formal requirements.

## 2.3    Results and Certification

Certification is available at a number of stages in the Diploma in Business.  Candidates who complete the two Core Modules will receive a Cambridge International Diploma Core Certificate. Completion of two additional Optional Modules leads to the Cambridge International Diploma in Business.  It is also possible to study for individual Modules, for which module certificates are awarded.

Pass, Merit and Distinction grades will be awarded.  Candidates who fail to pass an assessment are able to re-take.

## 2.4    Grade Descriptors for Examined Modules

Results for examined modules of the Diploma in Business at Standard and Advanced Levels will be graded Distinction, Merit, Pass or Fail.  The following grade descriptors are intended to provide an indication of the level of achievement required by students to achieve each grade.  The final grade awarded will reflect the overall performance in the examination.

**Distinction Level Grade Descriptor**

The candidate will have demonstrated:

- excellent knowledge, understanding and specific application of the theory and skills described in the assessment objectives
- detailed knowledge and thorough understanding of the tasks posed in the examination paper
- well structured answers which demonstrate analysis of the subject matter
- appropriate reference to relevant and specific examples
- coherent and well argued explanations including in-depth comment, comparisons and analysis, where necessary
- ability to draw relevant and substantiated conclusions in context

**Merit Level Grade Descriptor**

The candidate will have demonstrated:

- good knowledge, understanding and specific application of the theory and skills described in the assessment objectives
- a sound working knowledge and understanding of the tasks  posed in the examination paper
- structured answers which show an ability to select and use information appropriate to  the subject matter
- ability to provide general references and  examples linked to the text
- ability to extract and comment on information available in the text and in the relevant subject matter
- ability to draw relevant conclusions in context

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**Pass Level Grade Descriptor**

The candidate will have demonstrated:

- elementary knowledge, understanding and application of the theory and skills described in the assessment objectives

- relevant knowledge and understanding of the concepts and ideas of the tasks posed in the examination paper

- sequenced responses which contain a reasoned account of the subject matter

- reference to textual/relevant examples, where required

- ability to extract and present information in a logical format

**2.5    Grading Criteria for Assignment-Based Modules**

All assignment-based modules will be graded Distinction, Merit, Pass or Fail.  An assignment will not be awarded a Pass grade unless **all** Pass Level criteria have been demonstrated. To achieve a Distinction in an assignment-based module, candidates much achieve the majority of the criteria below at Distinction level, i.e. a minimum of four criteria must be achieved at Distinction level. To achieve a Merit in an assignment-based module, candidates much achieve the majority of the criteria below at Merit  level, i.e. a minimum of four criteria must be achieved at Merit or Distinction level.

**Distinction Level Criteria**

For the award of a Distinction, the candidate's assignment will have demonstrated:

- **all assessment objectives**, as stated in the syllabus

- possession of a **broad range of knowledge** which reflects the syllabus requirements and which will contribute to the role s/he can play when entering employment in business

- ability to produce a **critical account or commentary** of the work undertaken or the materials produced

- **practical skill(s) to a high level**, as required in the syllabus (e.g. making presentations, reports prepared, business plans drawn up)

- ability to **select and evaluate appropriate reference sources** to contribute to assignment work

- an **excellent understanding** of how the chosen work role or task fits into the wider context of the business environment

**Merit Level Criteria**

For the award of a Merit, the candidate's assignment will have demonstrated:

- **all assessment objectives**, as stated in the syllabus

- possession of a **good knowledge** which reflects the syllabus requirements and which will contribute to the role s/he can play when entering employment in business

- ability to produce an **analytical account or commentary** of the work undertaken or the materials produced

- **practical skill(s) to a good level**, as required in the syllabus (e.g. making presentations, reports prepared, business plans drawn up)

- ability to **select and comment on reference sources** to contribute to assignment work

- a **good understanding** of how the chosen work role or task fits into the wider context of the business environment

**Pass Level Criteria**

For the award of a Pass, the candidate's assignment will have demonstrated:

- **all assessment objectives**, as stated in the syllabus

- possession of a **range of knowledge** which reflects the syllabus requirements and which will contribute to the role s/he can play when entering employment in business

- ability to produce a **reasoned account or commentary** of the work undertaken or the materials produced

- **practical skill(s) to a level acceptable for employment**, as required in the syllabus (e.g. making presentations, reports prepared, business plans drawn up)

- ability to **select appropriate reference sources** to contribute to assignment work

- an **awareness** of how the chosen work role or task fits into the wider context of the business environment

For the award of a Pass grade **all** Pass Level Criteria must be achieved.

**Full Diploma Criteria**

A **Distinction** grade overall will be awarded for the full award at each level where candidates achieve:

- four modules at Distinction level

- three modules at Distinction level and one module at Merit level

A **Merit** grade overall will be awarded for the full award at each level where candidates achieve:

- four modules at Merit level

- three modules at Merit level and one module at Distinction or Pass level

- two modules at Merit level, one at Distinction level and one at Pass level

- three modules at Distinction level and one at Pass level

- two modules at Distinction level and two modules at Pass level

A **Pass** grade overall will be awarded for the full Diploma at each level where candidates achieve:

- four modules at Pass level

- three modules at Pass level and one module at Merit or Distinction level

- two modules at Pass level and two modules at Merit level.

## SECTION 3: SYLLABUS OVERVIEW

**3.0    Syllabus Structure**

Each module in the scheme has the following structure:

- Assessment Objectives

- Competence Criteria

- Skills and Knowledge

Assessment Objectives are outlined at the beginning of each module and in the tables following.  Competence Criteria provide the basis of assessment and give a further breakdown of the objectives.

The Skills and Knowledge section identifies the concepts and skills that a candidate will need to demonstrate in the final assessment.

## SECTION 4: MODULE CONTENT

**Business Organisation and Environment**

**Assessment Objectives**

**1.0**     Understand and describe the features and objectives of business organisations

**2.0**     Investigate and explain the internal structure of a business organisation

**3.0**     Investigate and compare employment arrangements in business organisations

**4.0**     Research and discuss the influences of the environment on business organisations

**5.0**     Investigate and understand the relationship of a business with its markets.

| 1.0 | Understand and describe the features and objectives of business organisations | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| 1.1 | demonstrate understanding of the economy and the business context | • the economy as a dynamic force; the need to encourage enterprise; the business or enterprise culture; policies to encourage the establishment of business – especially small and medium sized firms, inward investment, job creation schemes; competitiveness; the 'money cycle' or 'circular flow' |
| 1.2 | recognise and explain the objectives of business organisations | • definitions of business; business organisation<br><br>• profit: definition, justification<br><br>• market penetration; economic survival; satisfying customer demand; improving sales revenue; remaining competitive; growth; responding to changing external environmental pressures; helping to provide employment and better living standards for the community at large, product development |
| 1.3 | identify and compare forms and features of business organisations | • economic activity: primary, secondary, tertiary<br><br>• sector and type:<br>  *private*: sole trader, partnership, private company, public limited company<br>  *mutuality*: Cooperative society, Charity<br>  *public*: Local Government, Central Government, Public Corporations, nationalised industry<br><br>• other forms of business organisation: franchise, joint-venture, holding company, multi-national<br>• size: micro, small, medium, large<br>• legal requirements: features of different types of business; procedures for establishment and registration; appropriate legislation governing the conduct of business and business organisations |
| 1.4 | understand and describe the basic elements of business finance (general understanding) | • sources: shareholding (ordinary, preference); loans (debentures); ploughed-back profits; venture capital; bank loans and overdrafts; leasing; trade credit<br><br>• costs: overheads, direct and indirect, fixed and variable, marginal; budgeting; break-even analysis |
| 1.5 | demonstrate knowledge and understanding of financial records and main books of account (general understanding) | • the concept of double-entry book-keeping<br><br>• records: invoice, receipt, bank statement, delivery note, purchase order, petty cash voucher, credit note, paying-in slip<br><br>• books: day book or journal, cash book, ledgers [sales, purchases, nominal, general], bank reconciliation<br><br>• distinction between cash and credit transactions; purpose of petty cash |

| 1.6 | identify and explain the elements of business planning | • monitor and assess the likely impact of external influences; the setting of goals and specific targets, and how they are to be achieved; short, medium and long term forecasting of turnover, profits, production, employment needs |
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| | | • the mission statement: definition, purpose |
| | | • the business plan: strategies for marketing, production, resources, workforce planning, pricing, finance |

| 2.0 | Investigate and explain the internal structure of a business organisation | |
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| **Competence Criteria** | | **Skills and Knowledge** |
| 2.1 | research and outline the factors determining the structure of a business organisation | • the purpose of a structure: means to coordinate resources, distribute work, monitor company performance, set and achieve targets, identify and pursue objectives, resolve problems |
| | | • types of organisational structure: hierarchical or bureaucratic, matrix |
| | | • features: centralisation versus decentralisation; levels of hierarchy or decision-making; chain of command; span of control; delegation; the nature and size of business as a factor determining structure |
| | | • working arrangements: divisions, departments, sections; team-working, quality circles |
| 2.2 | examine and compare the roles and duties of people in the organisation | • managers: roles and functions |
| | | • leadership styles: authoritarian, democratic, paternalistic, laissez-faire |
| | | • directors: duties, powers and roles; executive, non-executive |
| | | • stakeholders: shareholders, employees, directors, customers, bankers, suppliers, the community at large, local government, government |
| | | • motivational methods and theories: Maslow, McGregor, Herzberg; the working climate; opportunities for employee participation |
| 2.3 | understand and outline the systems of communication within an organisation | • the nature and purpose of communication: imparting information, orders, requests; formal and informal communications |
| | | • flow of communications – vertical, horizontal; methods – oral or verbal, written or textual, visual, electronic |

| 3.0 | Investigate and compare employment arrangements in business organisations | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **3.1** | identify different types of employment arrangements in business organisations | • nature and conditions of work: permanent, temporary, casual; fixed term contracts, one year rolling contracts; full-time, part-time, flexitime; job sharing; multiple-employment; self-employment; hours, pay and incentives<br><br>• nature of the work base: shop, factory, laboratory, office, home, teleworking; working environment<br><br>• technology: changing use; problems versus advantages |
| **3.2** | investigate and demonstrate awareness of the rights and responsibilities of employers and employees | • employers' expectations of employees: cooperation, effective and efficient work, commitment to the business and its objectives, loyalty, acceptance of company codes of conduct, effective time management, appropriate skills, productive; willingness to undertake any work reasonably asked of them<br><br>• employees' expectations of employers: fair wages and salaries; appropriate financial and non-financial incentives; opportunities for advancement; provision of suitable and safe conditions of work; suitable training and retraining opportunities; provide the appropriate means to resolve disputes and grievances; provide channels of communication, consultation and negotiation (including the recognition of employees' association and/or trade union) |

| 4.0 | Research and discuss the influences of the environment on business organisations | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **4.1** | analyse and explain differing economic and political factors | • economic: market economy, planned economy, mixed economy <br><br> • political: attitudes towards business; power and influence of political parties; role of public opinion and pressure groups; influence and role of complementary business organisations e.g. trade associations, |
| **4.2** | recognise and understand the factors influencing business operation | • supply and demand: population trends (e.g. number of people at work, age groups and their tastes and needs); availability and types of consumer credit, price levels, disposable income, consumer preference, impact of advertising, competition <br><br> • government policies: control of inflation; indirect and direct taxation; level of government spending; interest rates; measures to influence the trade or business cycle <br><br> • legislation: appropriate legislation affecting competition, business procedures; consumer protection <br><br> • business confidence and activity: levels of productivity, economic growth; competitiveness, threats from overseas competition; levels of home and inward investment, workforce skills and flexibility, trade; exchange rates; balance of payments <br><br> • social, ethical and environmental considerations |
| **4.3** | understand the reasons for the location of business | • economic reasons: infrastructure, availability of labour, access to markets, access to resources, local and regional economic growth, clustering, favourable labour, transport and occupancy or site costs <br><br> • incentives: investment allowances and grants; preferential business taxes to encourage development of new and essential industries; government subsidies to allow businesses to modernise; employment creation schemes <br><br> • environmental: local and national business location policy; social costs, i.e. private benefits plus 'externalities', i.e. ecological problems – air, water, land pollution, congestion, noise, dangerous chemicals etc; influence of pressure groups |

| 5.0 | Investigate and understand the relationship of the business to its markets | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | demonstrate awareness of the nature of markets and market objectives | • definition of the market place: domestic, international, global<br><br>• ways of conducting business in each type of market, e.g. use of local agents, need for permits, planning permission; the costs of penetrating markets; Government policies which may encourage or deter trade, e.g. hidden subsidies, tax holidays<br><br>• market objectives: achieve and maintain a targeted market share; develop a range of saleable products; establish image of products and company; market decisions – market research, the marketing mix, marketing planning; niche marketing, mass marketing |
| **5.2** | demonstrate familiarity with the determination and application of prices | • market influences: pricing: competition; company position in the market; size of the market; state of the economy; availability of substitute goods and services<br><br>• pricing methods: cost-plus, absorption cost, contribution, penetration, market-led, market skimming, destroyer, customer-value, price discrimination, discounts and sales<br><br>• purpose and application of break-even analysis: assessment of both price and cost changes upon profit; calculation of break-even point; monitor fixed and variable costs; calculate the margin of safety |
| **5.3** | appreciate and understand the importance and role of customer service | • recognition of customers as the main company resource – their contribution to profit, employment, repeat business, company success<br><br>• need to offer customer services to develop loyalty and business, e.g. enquiry facility, handling complaints, offering refunds or replacements; use of appropriate sales methods – direct, indirect; appreciation of customer profile and psychological factors |

**Effective Business Communication**

**Assessment Objectives**

**1.0**    Understand and assess the business communication process

**2.0**    Produce and evaluate effective written business documentation

**3.0**    Appraise the characteristics of effective group communication

**4.0**    Evaluate interview procedures for effective communication

**5.0**    Identify, evaluate and apply the use of visual aids in business communications.

| 1.0 | Understand and assess the business communication process | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **1.1** | recognise the role of communication and explain the causes and consequences of poor communication | • role of business communication: external – communications with stakeholders including customers; internal – communications with different levels of employees as service providers, supervisors, managers in a range of situations such as change culture, crisis, takeover/merger situations<br><br>• causes: no clear aim or purpose of communication established, use of inappropriate language, use of inappropriate medium, recipient unable to understand message due to inappropriate language/cultural understanding<br><br>• consequences: process and message sent are devalued; sender may need to 'follow up' transmissions; unable to access message due to incompatible technology; inappropriate medium leads to inappropriate action |
| **1.2** | examine and explain methods, and routes, of business communication | • methods: one-way-methods; business reports, videos, CD-ROM, etc.; the main two-way methods; team meetings, virtual team meetings, joint consultations, quality circles, seminars, briefings, telephone communications and conferencing<br><br>• routes: vertical, horizontal and diagonal<br><br>• identification of appropriate routes for internal and external business communication |
| **1.3** | identify characteristics and appropriateness of different forms of business communication | • written: letter, memorandum, report, abstract, minutes, press release, plans<br><br>• oral: face-to-face conversations, interviews, meetings, briefings, presentations<br><br>• non-verbal: kinetics; body language such as facial expression, sitting position, and how this affects communication in business<br><br>• metacommunications; the importance of silences in communication, e.g. "nothing was said but I don't think they were very happy"<br><br>• paralanguage; i.e. not what is said but the way in which it is said |

| 1.4 | evaluate information and communications technology (ICT) within the office environment | <ul><li>the application of the personal computer and related devices to the work of the office</li><li>benefits of information and communications technology: automated analysis of data, speed, record keeping, ability to interrogate databases, international capabilities</li><li>costs of office automation: replacement of individuals by machine; social implications of redundancy</li><li>Internet, Extranet and Intranet; databases; spreadsheets, applications involving tables; business graphics, visual presentations (including presentation graphics software); TV/video conferencing, word processing and desk top publishing, communication software, e.g. electronic mail (e-mail), diary systems and electronic notepads</li><li>establish basic criteria for evaluating website effectiveness including areas such as: navigation, transaction capability (transactional or non-transactional) organisation and relevance of information, accessibility, usability, transparency, general attractiveness and presentation of the website</li></ul> |
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| **2.0** | **Produce and evaluate effective written documentation** |
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| **Competence Criteria** | **Skills and Knowledge** |
|---|---|
| **2.1** identify and evaluate the principles of written communication | <ul><li>principles of written communication; clear aims, logical structure, appropriate style and language</li><li>evaluate the range of written communications techniques for use in different circumstances for both internal and external audiences</li><li>advantages of written communication: evidence of message sent, can act as a contract or agreement, confirmation of verbal communication</li><li>disadvantages of written communication: time-consuming to produce, no opportunity for immediate exchange of ideas or attitudes</li></ul> |
| **2.2** understand and apply techniques for writing an effective memorandum | <ul><li>purpose of a memorandum: to convey instructions within an organisation; to provide or accompany information; confirm arrangements made orally; to aid memory; request information or action</li><li>standard memorandum items: 'To' (recipients), 'From' (sender), 'Date', 'Subject' or 'Title', content</li><li>style: use of appropriate tone, clarity, be direct and succinct</li><li>factors affecting style: content of message; relationship with recipient; urgency of action proposed; nature of message</li></ul> |

| 2.3 | understand and apply techniques for writing business letters | • consider the purpose of the communication and the target audience's communications needs |
|---|---|---|
| | | • standard business letter layout: use of printed letter headed paper; full address of organisation; telephone and fax numbers, e-mail address, opening salutation, content in appropriate business style, paragraphs using open punctuation, closing subscription; content: formality appropriate to recipient; suitable language and length used |
| | | • avoid distractions in content: ensure spelling, punctuation and grammar have been checked for accuracy |
| | | • content of letters for a range of different circumstances: disciplinary issues; recruitment purposes, promotional purposes, etc. |
| 2.4 | understand and apply techniques for writing business reports for both external and internal audiences | • the differences between formal and informal reports |
| | | • reports compiled using key stages; identifying terms of reference; aims and objectives; research and gathering information; editing and handling information and presenting the information |
| | | • components of a business report: title; author; date; reference; contents page; use of page numbers; main body of report; conclusion; appendices as appropriate |
| | | • style: simple and varied; varying sentence lengths; use of layout to break up dense text; use of quotations; pictures; diagrams; headings and sub-headings: use of 'house' style reports or standard organisational layout |
| 2.5 | investigate and evaluate additional forms of written communication. | • benefits and application of memos, faxes, e-mails, SMS, Internet, Extranet and Intranet to assist free-flowing communication channels, internal and external to the organisation |
| | | • effect of advanced technology in strengthening and expanding business communication across international markets: understanding business communication in the global market – technology enabling 24 hour communication systems |
| | | • issues of security of information using advanced technology - using the Internet to send and retrieve written documentation |
| | | • legislation and ethics regarding the use and transfer of information via the Internet |

| 3.0 | Identify the characteristics of effective group communication | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **3.1** | understand and identify the group rules | <ul><li>group attributes: recognised by its members and by those outside</li><li>norms: conform to patterns of outlook, attitude, and behaviour</li><li>purpose: clearly stated objectives and aims</li><li>hierarchy: formal, or informal, leadership order</li><li>exclusivity: ability to grant or deny admission; loyalty of its members</li><li>sources of group conflicts: different obligations and responsibilities; inappropriate communication method; differing ideologies, beliefs</li></ul> |
| **3.2** | evaluate characteristics of effective groups | <ul><li>factors affecting group effectiveness: structure, culture, mutual trust and support, consultation and involvement in decision-making</li><li>factors affecting virtual groups: lack of physical contact; lack of visual impact; distance; culture; language; co-ordination/integration of activities</li></ul> |
| **3.3** | recognise the characteristics of successful meetings | <ul><li>common elements of meetings: aims and objectives outlined; action points highlighted; time constraint adhered to; leadership provided</li><li>role of key participants: chairperson; secretary; treasurer</li><li>provision and use of an agenda</li><li>minutes: written record of matters discussed, with action points and decisions made</li></ul> |

| 4.0 | Evaluate interview procedures for effective communication | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **4.1** | understand types and purpose of business interviews | • definition: a planned controlled communication between two or more people; enables both parties to speak and listen<br><br>• types: employment, performance appraisal review, counselling, discipline, termination, induction, consulting, sales, data-gathering, exit interviews; assessment panels |
| **4.2** | identify the roles and responsibilities of the stakeholders in the process | • interviewees: need to plan, prepare and present<br><br>• plan: to deal with nerves, being asked questions about specific or general subjects, arrival at interview<br><br>• prepare for the interview – review strengths, weaknesses, review past performance, consider future ambitions, present a good image, be realistic, responsive, hold natural posture, be polite and informative<br><br>• interviewers: plan the interview; consider type and purpose, who is going to be involved, location and timing, structure, preparation of questions<br><br>• set criteria and structure the opening, body and close of the interview and set appropriate timings<br><br>• recording mechanisms and the use of selection criteria for each interview to ensure unbiased decisions for recruitment interviews |
| **4.3** | understand the use of questions to enhance the interview | • use of closed questions (usually requires one specific answer)<br><br>• use of leading questions (usually inappropriate as it leads the interviewee to the correct or required answer)<br><br>• use of open questions (often used to enable interviewees to open up and allow maximum freedom to answer and respond)<br><br>• hypothetical questions (setting a scenario in which the interviewee has to assume what they would do if the scenario situation prevailed)<br><br>• appropriate use of questions by interviewers and interviewees to enhance the interview process |

| 5.0 | Identify, evaluate and apply the use of visual aids in business communication | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | identify, apply and evaluate the use of a variety of graphical forms of written communication | • table: components: a clear title; a scale or interval - e.g. 12 month period; a list of items to be compared and totalled; indication of the meaning of the numbers being used, e.g. ('000's)<br><br>disadvantages: limited immediate visual impact; difficult to interpret readily<br><br>• bar chart: comprises title; vertical and horizontal scale showing the unit of measurement; bars of equal lateral dimension, (it is the height of the bars which is being compared, not the areas); bars have an individual identity either by name or with use of a key; possible use of three dimensions and colour to enhance visual impact<br><br>disadvantages: limited visual impact if results are very close in value; limited number of bars per bar chart<br><br>• pie chart: 'total value' of the items (100% or 360 degrees) must be known in order to compare items in a pie chart; each 'percentage point' of the pie chart will equal 3.6 degrees; 'values' of each part must be included clearly in % terms to enhance analysis of data; use of colours to enhance impact<br><br>disadvantages - limited to the amount of in-depth information that can be conveyed using a pie or circle chart<br><br>• line graph: grid of equal sized squares; two sets of information plotted in relation to one another; one set of data plotted vertically, the other horizontally<br><br>disadvantages: cannot readily or clearly interpret too many plotted lines of information |
| **5.2** | examine the use of other visual charts | • organisational charts: clarifies the roles and responsibilities of employees, different types of charts for hierarchical or flat structures to show span of control or self-managing work groups<br><br>• understanding the use of flow and Gantt charts to pinpoint activity and plot actual progress against planned progress |

| **5.3** | examine technical advances in producing effective visual communication | • use of Information Communications Technology to aid visual communication, and to enhance presentation of complex information |
|---|---|---|
| | | • examine the uses of multi-media facilities, video, computer graphics, sound, overhead projectors and basic visual aids; PowerPoint as a means of presentation and production of high quality pre-prepared slides, graphics and animation (where appropriate) |

**Business Finance**

**Assessment Objectives**

**1.0**     Understand the importance and use of finance in different types of business organisation

**2.0**     Understand the need for and use of financial procedures and reporting

**3.0**     Understand and explain the need for and use of financial, management and cost accounting methods

**4.0**     Understand and explain the use and procedures of accounting and accounting records

**5.0**     Demonstrate knowledge and application of accounting techniques.

| 1.0 | Understand the importance and use of finance in different types of business organisation |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **1.1** demonstrate understanding of the nature of business | <ul><li>the meaning and purpose of business: the nature of profit; definition, justification</li><li>the basic money cycle or circular flow</li></ul> |
| **1.2** demonstrate understanding of the financial and legal implications of different types of business organisation | <ul><li>financial and legal responsibilities of sole traders, partnerships and incorporated bodies; duties of directors and/or owners; and other officials</li><li>implications of personal liability and doctrine of 'ultra vires' audit; submission of accounts; submission of data to government departments</li></ul> |
| **1.3** demonstrate knowledge and awareness of the sources of funding of incorporated bodies | <ul><li>internal: profits; sale of assets; depreciation</li><li>external (short term): bank loans and overdrafts; trade credit: leasing; debt factoring; trade bills</li><li>external (long term): share capital (ordinary, preference, deferred, cumulative, bonus issue, rights issue); loan capital (mortgage, debenture)</li><li>distinction to be made between permanent and non-permanent capital base</li><li>distinction to be made between increasing the liquidity of the organisation and increasing the capital base of the organisation</li></ul> |
| **1.4** understand the reasons for business finance | <ul><li>acquisition of assets, tangible (e.g. land, vehicles, buildings) and intangible (e.g. patents, goodwill, trademarks, copyright)</li><li>provision of working capital, i.e. day to day finance available for business expenses (e.g. labour costs, purchase of raw materials and components, cash); formula: working capital = current assets - current liabilities</li></ul> |

| 2.0 | Understand the need for and use of financial procedures and reporting | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **2.1** | demonstrate knowledge and understanding of internal and external needs of financial reporting | • internal users of records: management, employees, owners, e.g. monitor, analyse and evaluate performance; financial controls; records of assets and liabilities; capital; decision-making; taxation; profits<br><br>• external users of records: e.g. banks (loans, overdrafts), suppliers (trade credit), media (reporting), prospective investors (investment potential), owners or shareholders (vested interest), government departments (statistics, taxation) |
| **2.2** | demonstrate awareness and appreciation of social accounting factors | • limitations of financial reporting as basis for management decisions; prospective conflict of interpretation; impact and influence of external factors, i.e. political, economic, social and technological (PEST) issues |
| **2.3** | demonstrate knowledge and understanding of the basic principles of financial accounting | • concepts include: business entity (business has separate identity as 'an artificial legal person'); historic cost (valuation of assets at original cost); realisation (profits earned when products legally sold), accruals or matching (costs and revenue matched with the period in which they occur), money terms (values of goods and services expressed accurately), consistency (maintenance of valuation decisions), disclosure (assumed compliance with accounting standards), double-entry (source of funds vs. use of funds), materiality (items ignored if insignificant to overall results), going concern (business viability), prudence (reporting in a conservative manner) |
| **2.4** | understand the relationship between accounting principles, standards and policies | • concepts are designed to meet declared standards; methods are designed to apply the principles; policies contain disclosure of methods used<br><br>• consider the need for international harmonisation of standards, i.e. growth of international investment, use of electronic dealing, transnational firms |

| 3.0 | Understand and explain the need for and use of financial, management and cost accounting methods | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **3.1** | demonstrate understanding of the nature of financial accounting | • 'true and fair view', i.e. accurate record of organisation's financial position; concerned with past record; recording and assembling data; summarising financial detail; presenting and communicating financial information for internal and external users |
| **3.2** | demonstrate understanding of the nature of management accounting | • use of financial information for internal management purposes, e.g. analysis, break-even calculation, budgetary control, cost or profit centres, investment appraisal, forecasts and planning |
| **3.3** | demonstrate understanding of the nature of cost accounting | • allocation of costs to different activities; recognition of various costs - direct and indirect, fixed and variable, prime cost, overheads; recognition of various costing methods - standard, unit, job, batch, process, marginal, absorption; the analysis of performance, e.g. variance analysis<br><br>• enable management to make decisions on, e.g. pricing, break-even calculations, 'make or buy' decisions |
| **3.4** | demonstrate knowledge and awareness of budgetary control methods | • purpose of a budget, i.e. planned outcome not forecast; means of control, co-ordination, and review; setting targets<br><br>• the budgetary process<br><br>• budgetary applications may include sales, revenue, expenses, profit, personnel, capital expenditure |

| 4.0 | Understand and describe the elements of accounts and accounting records | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **4.1** | demonstrate understanding of the concept of double-entry bookkeeping | • concept of duality, i.e. every transaction has two aspects - one of giving and one of receiving; application of equation capital = assets - liabilities; mechanism to ensure the balance-sheet balances |
| **4.2** | demonstrate knowledge and understanding of financial records and main books of account | • records: invoice, receipt, bank statement, delivery note, purchase order, petty cash voucher, credit note, paying-in slip<br><br>• books: day book or journal, cash book, ledgers (sales, purchases, nominal, general), bank reconciliation<br><br>• distinction between cash and credit transactions and their effect on cash flow; purpose of petty cash |
| **4.3** | demonstrate knowledge and understanding of the use and nature of ratios | • types of ratio; performance, liquidity, capital structure, investor<br><br>• limitations of ratio analysis |

| 5.0 | Demonstrate knowledge and application of accounting techniques | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | demonstrate knowledge and understanding of the trial balance | • use and significance of the trial balance; limitations of the trial balance |
| **5.2** | demonstrate knowledge and understanding of adjustments prior to final accounts | • stock valuation methods, e.g. Last In/First Out, Average Cost of Stock, treatment of bad debts; fixed asset depreciation methods, e.g. straight line, reducing balance |
| **5.3** | demonstrate knowledge and understanding of the structure and purpose of the final accounts | • cash flow statement; profit and loss account; the balance sheet |

**Marketing**

**Assessment Objectives**

**1.0**    Identify and appreciate the objectives and functions of developing a marketing orientation

**2.0**    Investigate and explain the reasons for, and use of, market research for business decisions

**3.0**    Identify the importance of understanding buyer behaviour and new target segments

**4.0**    Explain and demonstrate the strategic implications and applications of the marketing planning process

**5.0**    Explain and apply marketing mix applications for a product or service.

| **1.0** | **Identify and appreciate the objectives and functions of developing a marketing orientation** |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **1.1** identify and understand the importance of marketing | • definitions: marketing concept – meeting the needs of customers; marketing orientation – customer orientation, co-ordination of market-led activities<br><br>• importance of marketing: achieving corporate objectives; understanding the increasing sophistication of consumers;  identifying, anticipating, influencing and satisfying consumer needs; responding to changes in the market; improving market share; entering new markets; increasing revenue and profit maximisation; increasing awareness and profile of the company; increasing awareness of the product or service<br><br>• role of marketing as a management function: organisation of marketing departments to achieve marketing orientation; the marketing planning cycle |
| **1.2** identify and analyse the implications of a marketing orientation | • a customer orientation: defining customer requirements, (re)organising the internal organisational structure to achieve customer orientation objectives; measuring effectiveness<br><br>• customer care: identifying the nature of customer care; understanding the importance of quality within the management process – role of Total Quality Management (TQM)<br><br>• steps involved in setting up a customer care programme: establish a process, identify customer requirements, set targets, establish service specifications, train staff, devise action plan; measure results |
| **1.3** identify and understand the implications of relationship marketing | • definition: the importance of the organisation's whole relationship between customers and suppliers; building, retaining and maintaining customer loyalty |

| 2.0 | Investigate and explain the reasons for, and use of, market research for marketing decisions | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **2.1** | recognise the reasons for undertaking market research | • definitions: the collection and analysis of market/customer information <br><br> • continuous research: used to identify the economic and competitive factors which affect an organisation; such as determining the impact of government regulations; identifying changing societal issues; exploring the effects of new technologies; identifying, predicting and explaining market trends; forecasting sales levels <br><br> • ad hoc/informal market research: used to explore ideas for new products and services; investigating new customer behaviour; evaluate communications campaigns |
| **2.2** | identify and evaluate different research methods | • primary: first-hand information obtained from field research. Strengths and weaknesses of in-depth interviews, attitude surveys, focus groups, consumer panels, postal surveys, telephone questionnaires, test marketing (experimentation), observation <br><br> • secondary: second-hand data, i.e. already collected, collated and published – known as desk research; sources include company records, agencies, government bodies, trade associations, media, specialist libraries, market intelligence reports, journals (trade, professional, academic); strengths and weaknesses of using secondary data <br><br> • suitability: compare usefulness of data collection methods: reliability; bias; cost implications; time constraints; use of a marketing research agency |
| **2.3** | understanding the process for planning a market research project | • procedure: 5 stage process: definition of problem; design of research and sampling; collection of data; analysis of data; presentation of report findings; justification of research methodology |

| 3.0 | Identify the importance of understanding buyer behaviour and new target segments | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **3.1** | understand the different types of buying behaviour | • consumer behaviour: routine response; limited decision-making; extensive decision-making; impulse buying <br><br> • organisational behaviour: new task purchases; modified re-buy purchases; straight re-buy |
| **3.2** | recognise the stages and influences related to the consumer buying decision process | • 5 stages: problem recognition; information search; evaluation; purchase; post-purchase evaluation <br><br> • influences: personal issues (such as demographics, situational, involvement); psychological (perception, motives, learning, attitudes); social influences (roles and families, social classes, culture) |
| **3.3** | recognise the stages related to the organisational buyer decision process | • 6 stages: problem recognition; develop product specifications; search for suppliers; evaluate products and supplier relative to specifications; select and order; evaluate product and supplier performance <br><br> • DMU: Decision Making Unit: comprising range of decision makers, e.g. buyer; gatekeeper, user, technical specialist, initiator |
| **3.4** | identify why it is important to understand buying behaviour | • reasons: satisfy changing needs; identify new segments; more effective communications messages; development of future products and services |
| **3.5** | the importance of identifying new target segments | • segmentation: definition – division of market into subsets of customers with similar needs <br><br> • criteria for successful segmentation: measurable; accessible; substantial; congruent; stable <br><br> • consumer bases: identification of different bases for segmentation: i.e. geographic (by country or region); demographic (age, gender, ethnicity, socio-economic class); psychographic (taste, lifestyle, interests,) <br><br> • business-to-business bases: identification of different bases for segmentation: i.e. geographic (by country or region); business demographics (size, number of employees, industry type, age of company); purchasing approach (centralised/decentralised, decision making unit); situational factors (size of order, urgency, new or re-buy) <br><br> • reasons: identifying new markets, specialisation, gain competitive advantage in certain segments, niche marketing, cost and marketing efficiency |

| **4.0** | **Explain and demonstrate the strategic implications and applications of the marketing planning process** |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **4.1** identify the strategic implications related to effective marketing planning | • strategy: identify the differences between strategic and tactical issues <br><br> • implications: cost efficiencies; competitive advantage; effective targeting, long-term, medium and short-term planning |
| **4.2** explain the marketing planning process | • marketing audit: identify external (PEST factors) and internal (current plans and sales figures) situation, current product life cycles <br><br> • SWOT: summary of marketing audit – prioritising internal Strengths and Weaknesses, and external Opportunities and Threats <br><br> • objectives: identifying top-down objectives, from corporate objectives to marketing objectives: SMART objectives (specific, measurable, achievable, realistic and time-based); linked to sales targets <br><br> • segmentation: identify segmentation strategy; target market (undifferentiated, differentiated, concentrated). <br><br> • strategic Marketing Models: Ansoff Matrix for growth (market penetration, market development, product development, diversification); Porter's generic strategies (cost leadership, differentiation, focus/niching) <br><br> • branding: importance of, and the role of branding in a competitive market <br><br> • adapting the marketing mix: basic introduction to adapting the extended marketing mix - product, price, place, promotion, people, process and physical evidence <br><br> • control: control methods to ensure an effective planning process: qualitative – research into consumer attitudes; quantitative – sales figures achieved |

| 5.0 | Explain and apply marketing mix applications for a product or service | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | understand and explain the tactical tools known as the marketing mix | • definition: the extended marketing mix 7Ps; product, price, promotion, place, people, physical evidence, processes<br><br>• balance: the importance of achieving right balance between elements in different situations and organisational contexts |
| **5.2** | identify and evaluate the importance and impact of each element of the marketing mix | • Product (service): meeting the needs of customers; use; appearance; pack size/quantity; flavours; colours, brand, design, image, after-sales service, features, need for new product development; npd (new product development) process – idea generation, screening ideas, concept testing, business analysis, product development, test marketing, commercialisation<br><br>• Price: mark-up/margin; market penetration, market skimming, price leader, loss leader<br><br>• Promotion: promotions mix: advertising, sales promotions, personal selling, public relations, direct marketing<br><br>• Place: the channels of distribution; types of outlet; competition for place; manufacturer/supplier inducements<br><br>• People: training, uniform, personal contacts, customer care provision<br><br>• Physical Evidence: ambience; signage; logo, image, uniforms, vehicles<br><br>• Process: customer-focused systems |
| **5.3** | identify effective marketing mixes | • Product Life Cycle (PLC): understand each stage of the PLC and the consequences for price, product, place and promotion<br><br>• selected campaigns: successful/unsuccessful; campaign in the context of 7Ps |

**Human Resource Management**

**Assessment Objectives**

**1.0**    Understand Human Resource Management, its development, purpose and organisation

**2.0**    Understand how the employment market, and the frameworks within which an organisation operates, affects the management of people

**3.0**    Understand how organisations plan and meet their human resources requirements

**4.0**    Describe and evaluate the methods used to enable individuals and groups to work together effectively and resolve conflict

**5.0**    Explain and analyse how organisations reward, motivate and develop employees.

| 1.0 | Understand Human Resource Management, its development, purpose and organisation | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **1.1** | understand the meaning and purpose of 'Human Resource Management' | • meaning: Human Resource Management as the process for creating and maintaining relationships between the people who work for and with them and between organisations<br><br>• purpose: providing the right mix of skills, controlling the costs of employment (to include wages, salaries, support costs and social costs); ensuring the organisation has the ability to react effectively and efficiently to change |
| **1.2** | understand the distinction between the operational and strategic purposes of Human Resource Management | • operational purpose: providing and deploying the right mix of skills, knowledge and experience; controlling the costs of employment (wages and salaries, support (Admin) costs, social costs); maintaining systems for motivating and developing individuals and resolving conflict; replenishing the organisation's human resources over time<br><br>• strategic purpose: contributing specialist expertise to the medium and long term development of the organisation; creating the ability to react effectively to change; handling growth efficiently |
| **1.3** | describe and evaluate different approaches to the management of human resources | • centralised vs. de-centralised; division of responsibilities between line managers and Human Resources (HR) specialists; different specialist roles in HR (e.g. Management Development, Employee Relations, Recruitment and Selection); HR representation at Senior and Board level |
| **1.4** | understand how Human Resource Management has developed into it's current form | • development: as a welfare activity; as a workforce centred activity, mediating between the organisation and the people it employs; as a management centred activity, supplying the organisation with one of the many types of resource which it needs to operate effectively |

| 2.0 | Understand how the employment market, and the frameworks within which an organisation operates, affect the management of people | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **2.1** | describe the significance of the main features of the employment market | • sectors of employment (primary, secondary and tertiary); age and gender; full-time vs. part-time vs. self-employment; employment and unemployment rates; skill levels and types of skills; regional variations; to include the trends of all the above |
| **2.2** | understand the effect of other organisations or groups on HRM | • trade unions; employer's associations; government agencies; professional bodies (e.g. British Medical Association; American Society of Training and Development; Hong Kong Management Association; International Maritime Organisation); customers and competitors |
| **2.3** | describe and evaluate the influence of technical change on human resource management | • the creation of needs for new skills; the implications for career development, the implications for training, continuing professional development and lifelong learning; the threat of redundancy; how technology influences the way people's work is organised |
| **2.4** | understand the influence of the legal environment on how people are managed | • pay-related legislation (e.g. sick pay, minimum wages); employment protection and employee rights; equal opportunities; health and safety; maternity/paternity; job creation |

| 3.0 | Understand how organisations plan and meet their human resource requirements | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **3.1** | outline approaches to human resource planning | • analysis of current strengths and weaknesses (e.g. turnover and retention rates; absenteeism; length of service; job satisfaction; health and safety records; exit interview data); methods for forecasting supply and demand; succession planning |
| **3.2** | describe and evaluate different types of employment contracts | • permanent; fixed term; temporary; part-time; contracts for specific tasks, jobs or services; contracting out to employment agencies |
| **3.3** | understand the recruitment and selection process | • recruitment: purpose (finding the right person, avoiding discrimination, presenting a positive image of the organisation); job descriptions and person specifications; application forms; methods for attracting candidates (formal vs. informal, internal vs. external, choosing the right media); using agencies (public and private sector)<br><br>• selection: letters of application and Curriculum Vitae's (CV's)/Resumés; application forms; references; tests (aptitude and psychometric and practical); assessment centres; interviews (group and individual) |
| **3.4** | understand how the contract of employment can end | • resignation; retirement; redundancy; dismissal; mutual agreement; end of fixed term contract/task/service |

| 4.0 | Describe and evaluate the methods used to enable individuals and groups to work together effectively and resolve conflict | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **4.1** | describe and evaluate different ways of organising work | • different working patterns (e.g. day work, shift systems, flexitime; working at home, casual employment)<br><br>• different working structures (e.g. functional, product, territorial, matrix; permanent and temporary project teams and task groups) |
| **4.2** | describe and evaluate how organisations measure and monitor people's performance at work | • standards, targets, key accountabilities; key competencies; appraisal systems (types; strengths and weaknesses); individual vs. team performance; Performance Management |
| **4.3** | describe and evaluate the use of different systems for communication and conflict resolution | • information based systems (e.g. briefing structures, newsletters; bulletin boards; emails, company website, electronic notice boards; staff surveys)<br><br>• individual problem-solving mechanisms (e.g. discipline procedures and grievance procedures)<br><br>• improvement initiatives (e.g. Total Quality Management, Kaizen - (continuous improvement), mission statements)<br><br>• formal consultation and negotiation systems (e.g. Works Councils, worker directors, committee structures (e.g. safety, consultation), collective agreements) |

| 5.0 | Explain and analyse how organisations reward, motivate and develop employees | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | explain the use of different methods of payment and reward | • financial reward – salaries, wages; fixed rates; piece-work; payment by results; annualised hours; productivity and annual bonuses; profit-sharing systems; share option schemes; non-contributory pensions<br><br>• fringe benefits (e.g. holidays, company cars, cheap loans, subsidised food and accommodation, health care, social activities; preferential access to the organisation's products or services, company discounts) |
| **5.2** | explain how organisations identify the type and level of reward they offer employees | • influence of the marketplace for particular skills/qualifications; legal constraints; regional variations; bargaining strength of individuals/groups; differentials; the need for rewards to fit the organisation's structure, technology and objectives |
| **5.3** | understand and analyse how the nature of work contributes to motivation | • working conditions; job satisfaction; promotion; working relationships (both with colleagues and managers); recognition; variety; levels of responsibility; leadership style |
| **5.4** | understand and evaluate the main features of training and development | • objectives of training and development (individual vs. organisational); training needs analysis; line managers' responsibilities; induction training; internal training; the use of external trainers; training on and off the job; skills qualifications and certification; government supported initiatives, continuing professional development |

## Interpersonal Business Skills

**Assessment Objectives**

**1.0**     Understand and demonstrate a range of communication skills

**2.0**     Apply the principles of assertive behaviour in specific situations

**3.0**     Understand and demonstrate influencing skills

**4.0**     Communicate effectively in groups

**5.0**     Communicate effectively one to one

**6.0**     Communicate effectively with customers

**7.0**     Make a presentation and produce a written report.

| 1.0 | Understand and demonstrate a range of communication skills | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **1.1** | understand and demonstrate a range of communication skills | • the meaning of active listening<br><br>• how to improve the ability to listen: looking interested, suspending pre-judgements, consciously analysing what is being said<br><br>• different types of questions: open, closed, reflective, leading, hypothetical<br><br>• when to use and when to avoid particular types of question |
| **1.2** | understand and demonstrate non-verbal communication | • importance of non-verbal communication<br><br>• different aspects of non-verbal communication: physical setting, spatial distance and orientation, physical appearance, facial expression, eye contact, posture and gestures<br><br>• interpreting non-verbal communication accurately, principles and dangers<br><br>• strengths and weaknesses of non-verbal communication |
| **1.3** | analyse and consciously employ appropriate verbal behaviour | • use of questions for different purposes: seeking information, asking for ideas, testing understanding<br><br>• use of statements for different purposes: summarising, building, disagreeing about issues, personalising disagreements, giving information, making suggestions, supporting |

| 2.0 | Apply the principles of assertive behaviour in specific situations | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **2.1** | understand the principles of assertive behaviour | • characteristics of assertive behaviour and how it differs from passive and aggressive behaviour<br><br>• why people behave aggressively or passively<br><br>• the benefits of behaving assertively<br><br>• general principles of assertive behaviour: clear objectives, assertive mental attitude, clarity of expression, positive body language, active listening, working towards win-win solutions |
| **2.2** | understand and demonstrate how to give constructive praise and criticism | • features of giving constructive praise: specific, honest, descriptive, immediate<br><br>• principles of constructive criticisms: issues not personalities, positive mental attitude, being clear and specific, using 'I' statements, asking for responses and suggestions, summarising agreed actions<br><br>• what to do if the person you are criticising reacts emotionally: with anger, denial, silence or tears |
| **2.3** | understand and demonstrate how to receive praise and criticism | • when being praised, acknowledging your achievements<br><br>• when being criticised, know how to react assertively if you agree with the criticism, if you disagree, if you don't understand, if the criticism is personal |
| **2.4** | understand and demonstrate how to make and refuse requests assertively | • how to make assertive requests: positive mental attitude, clear objectives and fall-back position, being clear and specific, avoiding manipulation, listening to the response and, if necessary, seeking compromise<br><br>• saying 'no' assertively: resisting feeling guilty, clarity of expression, acknowledging the request, giving reasons and avoiding excuses, asking for information and time to think, if possible suggesting solutions |

| 2.5 | understand and demonstrate how to handle aggressive behaviour assertively | <ul><li>the need to avoid reacting aggressively to aggression</li><li>circumstances in which a passive response to aggression may be appropriate</li><li>principles of an assertive response to aggression: thinking consciously about your own and the other's behaviour, maintaining an open body posture, acknowledging the other's feelings, using questions, making your own feelings clear, making helpful suggestions</li><li>what to do if the aggression escalates: explain, forcefully if necessary, how you feel, spell out the consequences of continuing aggression, confront the other's behaviour, walk away</li><li>controlling your own anger: recognising triggers, positive mental attitude, using relaxation techniques, avoiding aggressive body language</li></ul> |

| 3.0 | Understand and demonstrate influencing skills |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **3.1**    understand and demonstrate influencing skills | <ul><li>what influence in an organisation may be based upon: position, expert knowledge, personality, resources</li><li>different influencing strategies and when to use them: reason, force, coalitions, bargaining, resort to higher authority, relationships, sanctions</li><li>different influencing styles: 'push' – *telling* the other person what you think of the situation and making suggestions about what they should do – vs. 'pull' – *asking* the other person for information and ideas and then building on what they say</li></ul> |

| 4.0 | Communicate effectively in groups | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **4.1** | make effective presentations to groups | <ul><li>setting clear objectives</li><li>understanding what the audience know already and will want from the presentation</li><li>getting the physical setting right (checking that the equipment works, arranging the audience to suit the purpose of the presentation)</li><li>planning the presentation: listing the major points, putting them in logical sequence, estimating the timescale, deciding how to balance detail, clarity and time available, selecting/designing simple visual aids, scripting the opening, preparing notes, predicting likely questions, rehearsing</li><li>delivering the presentation: effective openings, empathising with the group, the use of variety, correct and incorrect body language</li><li>what to do if something goes wrong: backtrack if you lose the place, watch your body language, avoid excessive apologising</li></ul> |
| **4.2** | organise, lead and take part in small group meetings | <ul><li>chairperson's preparation: clear objectives, agenda, notes from previous meetings, organising the physical setting, giving participants notice of the purpose, content and arrangements</li><li>participants' preparation: their objectives, what they will contribute, their questions, 'homework'</li><li>agreeing simple ground rules: turning up on time, no phone calls during meetings, how the meeting will be run, who will take notes</li><li>chairperson's different roles and what they involve: leader, gatekeeper, referee, administrator</li></ul> |

| 5.0 | Communicate effectively one to one | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | understand and demonstrate interviewing techniques, focusing on the role of the interviewer | • characteristics of a good interview (e.g. prepared by both parties, constructive, 2-way, controlled, clear conclusions)<br><br>• preparation: clear objectives, content, questions to ask, structure and arrangements<br><br>• effective openings: establishing an appropriate climate, agreeing how you intend to structure and run the interview<br><br>• managing the core of the interview: using questions correctly, listening actively, using the agreed structure, building on one another's ideas, testing your understanding and summarising, keeping control of the time<br><br>• clear endings: summarising, agreeing actions, checking that the interview has covered everything the interviewee wanted to discuss<br><br>• follow-up: making notes, communicating decisions to others, carrying out and monitoring agreed actions |
| **5.2** | understand and demonstrate effective use of the telephone | • preparing out-going calls: write down points to cover, make them one after another rather than spread throughout the day<br><br>• effective openings: answer in-coming calls quickly, introduce yourself, find out, note and use the other person's name<br><br>• controlling the call: timing the call, asking open questions, using active listening, taking notes, testing understanding and summarising<br><br>• closing the call correctly: final summaries including agreed actions<br><br>• appropriate use of Voicemail |

| **6.0** | **Communicate effectively with customers** |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **6.1** understand and demonstrate customer care skills | • preparation: knowing the products and services, appropriate personal appearance and manner <br><br> • what customers want: attention, to be treated as individuals, to be offered solutions by people who care <br><br> • relating positively to customers: courteous greetings, open, friendly body language, sensitivity to the type and amount of help they want <br><br> • establishing customers' needs: asking open questions, testing understanding, listening actively, creating empathy <br><br> • meeting customers' needs: making helpful suggestions, offering options, checking satisfaction, exceeding customers' expectations |
| **6.2** understand and demonstrate basic selling skills | • preparation: setting clear objectives; doing appropriate research (who the customer is, previous buying pattern, information about possible needs and preferences), possible reactions/objections and how to cope with these <br><br> • opening the sales discussion: establishing empathy, creating interest, finding out what the customer needs <br><br> • presenting the case: outlining facts, stressing benefits, pre-empting objections, seeking feedback <br><br> • handling objections: listening, acknowledging the objection, thinking before replying <br><br> • closing: getting the timing right, recognising and reacting to buying signals, summarising |

| **7.0** | **Make a presentation and produce a written report** |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **7.1** make a presentation to a small group, followed by a short discussion, and produce a written report | • details of the assignment requirements can be found in the section headed 'Assignment Guidelines' which follows |

FOR CENTRE AND CANDIDATE USE - PLEASE PHOTOCOPY AS REQUIRED

# BUSINESS ADVANCED LEVEL
# INTERPERSONAL BUSINESS SKILLS (OPTIONAL MODULE) 5176
## Assignment Coversheet for Candidates
### (Page 1 of 4)

*When submitting a copy of your assignment please complete this Assignment Coversheet and an S.A.R., which is completed by your tutor. By completing this form and submitting the assignment for assessment by CIE you confirm that the assignment is all your own work. Any work taken from another source has been appropriately referenced and acknowledged.*

| CIE Unique Candidate Identifier | | |
|---|---|---|
| Centre No. | Year | Cand. No. |
| | | |

| Candidate Name | Date of Submission |
|---|---|
| | |

**Please read this page and complete the grids on the next three pages, before handing in your assignment.**

This form is designed to help you check that your work is complete and that you have covered all the required competence criteria. There are four pages in total. The assignment guidelines, available in the syllabus, provide full information for the completion of the assignment.

For this assignment you must present a written report which includes the following:

- a contents page
- an introduction (purpose of the assignment and an outline of the work to be included)
- indicate how you went about the investigation - a clear explanation of the investigation you have carried out and methods you have used (steps taken to obtain information, e.g. interviews, surveys, visits, research why these methods were chosen and how they proved to be effective)
- a short description of the organisation or institution in which the assignment is being carried out. This should include a description of its function (e.g. college, private sector company, government department), its products or services, its size and location
- a brief description of how potential members of the reference group were asked to take part
- a brief description of the sample group (the individual members of the sample group should not be named)
- a complete copy of the questions designed and used in the survey, in order to gather information from the sample group
- a description of how the information was collected
- a write-up (well summarised findings from the investigation)
- demonstrate adequate coverage of the aims and objectives (these are listed on the next two pages)

In addition, your report should:

- be between 1800 - 2500 words long
- be word processed (legible hand writing is also acceptable)
- have a logical structure with clearly presented and explained sections
- a bibliography (list of reference materials, publications and text books used as reference sources)
- have a clear, legible and business-like layout and format

**Have these requirements been met? YES/NO**

**Comments:**

Further details of the assignment requirements can be found in the syllabus section headed 'Assignment Guidelines'. A copy of the syllabus can be found at www.cie.org.uk.

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## Assignment contents
(Page 2 of 4)

Assess the strengths and weaknesses of the service provided to customers by a specific organisation and recommend improvements. The findings should be presented to a small group followed by a short discussion led by the candidate to discuss any conclusions and recommendations. For the purposes of the assignment, the group of customers surveyed will be called the sample group. The group to which the presentation is made will be called the reference group. Those from whom candidates must get agreement prior to carrying out the survey will be called key individuals.

*You should go through the grids and indicate in the boxes where the evidence can be found. You may want to add a comment to explain your choice, but this is not always necessary.*

| Carry out a survey of the sample group | | Page no. | Comments |
|---|---|---|---|
| 1.1 | Understand and demonstrate a range of communication skills<br>• the meaning of active listening<br>• how to improve the ability to listen: looking interested, suspending pre-judgements, consciously analysing what is being said<br>• different types of questions: open, closed, reflective, leading, hypothetical<br>• when to use and when to avoid particular types of question | | |
| 1.3 | Analyse and consciously employ appropriate verbal behaviour<br>• use of questions for different purposes: seeking information, asking for ideas, testing understanding<br>• use of statements for different purposes: summarising, building, disagreeing about issues, personalising disagreements, giving information, making suggestions, supporting | | |
| 2.4 | Understand and demonstrate how to make and refuse requests assertively<br>• how to make assertive requests: positive mental attitude, clear objectives and fall-back position, being clear and specific, avoiding manipulation, listening and, if necessary, seeking compromise<br>• saying 'no' assertively: resisting feeling guilty, clarity of expression, acknowledging the request, giving reasons and avoiding excuses, asking for information and time to think, if possible suggesting solutions | | |
| 5.1 | Understand and demonstrate interviewing techniques, focusing on the role of the interviewer<br>• characteristics of a good interview (e.g. prepared by both parties, constructive, 2-way, controlled, clear conclusions)<br>• preparation: clear objectives, content, questions to ask, structure and arrangements<br>• effective openings: establishing an appropriate climate, agreeing how you intend to structure and run the interview<br>• managing the core of the interview: using questions correctly, listening actively, using the agreed structure, building on one another's ideas, testing your understanding and summarising, keeping control of the time<br>• clear endings: summarising, agreeing actions, checking that the interview has covered everything the interviewee wanted to discuss<br>• follow-up: making notes, communicating decisions to other, carrying out and monitoring agreed actions | | |

| 6.1 | Understand and demonstrate customer care skills | | |
|---|---|---|---|
| | • preparation: knowing the products and services, appropriate personal appearance and manner | | |
| | • what customers want: attention, to be treated as individuals, to be offered solutions by people who care | | |
| | • relating positively to customers: courteous greetings, open, friendly body language, sensitivity to the type and amount of help they want | | |
| | • establishing customers' needs: asking open questions, testing understanding, listening actively, creating empathy | | |
| | • meeting customers' needs: making helpful suggestions, offering options, checking satisfaction, exceeding customers' expectations | | |

**Make a presentation to the reference group**

| 1.2 | Understand and demonstrate non-verbal communication | | |
|---|---|---|---|
| | • importance of non-verbal communication | | |
| | • different aspects of non-verbal communication: physical setting, spatial distance and orientation, physical appearance, facial expression, eye contact, posture and gestures | | |
| | • interpreting non-verbal communication accurately, principles and dangers | | |
| | • strengths and weaknesses of non-verbal communication | | |
| 1.3 | Analyse and consciously employ appropriate verbal behaviour | | |
| | • use of questions for different purposes: seeking information, asking for ideas, testing understanding | | |
| | • use of statements for different purposes: summarising, building, disagreeing about issues, personalising disagreements giving information, making suggestions, supporting | | |
| 4.1 | Make effective presentations to groups | | |
| | • setting clear objectives | | |
| | • understanding what the audience know already and will want from the presentation | | |
| | • getting the physical setting right (checking that the equipment works, arranging the audience to suit the purpose of the presentation) | | |
| | • planning the presentation: listing the major points, putting them in logical sequence, estimating the timescale, deciding how to balance detail, clarity and time available, selecting/designing simple visual aids, scripting the opening, preparing notes, predicting likely questions, rehearsing | | |
| | • delivering the presentation: effective openings, empathising with the group, the use of variety, correct and incorrect body language | | |
| | • what to do if something goes wrong: backtrack if you lose the place, watch your body language, avoid excessive apologising | | |

**Lead a short discussion of the conclusions with the reference group**

| 2.3 | Understand and demonstrate how to receive praise and criticism | | |
|---|---|---|---|
| | • when being praised, acknowledging your achievements | | |
| | • when being criticised, know how to react assertively if you agree with the criticism, if you disagree, if you don't understand, if the criticism is personal | | |
| 2.4 | Understand and demonstrate how to make and refuse requests assertivily | | |
| | • how to make assertive requests: positive mental attitude, clear objectives and fall-back position, being clear and specific, avoiding manipulation, listening to the response and, if necessary, seeking compromise | | |
| | • saying 'no' assertively: resisting feeling guilty, clarity of expression, acknowledging the request, giving reasons and avoiding excuses, asking for information and time to think, if possible suggesting solutions | | |

| | | | |
|---|---|---|---|
| 3.1 | Understand and demonstrate influencing skills<br><br>• what influence in an organisation may be based upon: position, expert knowledge, personality, resources<br><br>• different influencing strategies and when to use them: reason, force, coalitions, bargaining, resort to higher authority, relationships, sanctions<br><br>• different influencing styles: 'push' – *telling* the other person what you think of the situation and making suggestions about what they should do – vs. 'pull' – *asking* the other person for information and ideas and then building on what they say | | |
| 4.2 | Organise, lead and take part in small group meetings<br><br>• chairperson's preparation: clear objectives, agenda, notes from previous meetings, organising the physical setting, giving participants notice of the purpose, content and arrangements<br><br>• participants' preparation: their objectives, what they will contribute, their questions, 'homework'<br><br>• agreeing simple ground rules: turning up on time, no phone calls during meetings, how the meeting will be run, who will take notes<br><br>• chairperson's different roles and what they involve: leader, gatekeeper, referee, administrator | | |

**Assess the activities carried out**

| | | | |
|---|---|---|---|
| 1.1 | Understand and demonstrate a range of communication skills<br><br>• the meaning of active listening<br><br>• how to improve the ability to listen: looking interested, suspending pre-judgements, consciously analysing what is being said<br><br>• different types of questions: open, closed, reflective, leading, hypothetical<br><br>• when to use and when to avoid particular types of question | | |
| 1.2 | Understand and demonstrate non-verbal communication<br><br>• importance of non-verbal communication<br><br>• different aspects of non-verbal communication: physical setting, spatial distance and orientation, physical appearance, facial expression, eye contact, posture and gestures<br><br>• interpreting non-verbal communication accurately, principles and dangers<br><br>• strengths and weaknesses of non-verbal communication | | |
| 2.2 | Understand and demonstrate how to give constructive praise and criticism<br><br>• features of giving constructive praise: specific, honest, descriptive, immediate<br><br>• principles of constructive criticisms: issues not personalities, positive mental attitude, being clear and specific, using 'I' statements, asking for responses and suggestions, summarising agreed actions<br><br>• what to do if the person you are criticising reacts emotionally: with anger, denial, silence or tears | | |

**Self Evaluation:**

| | | | |
|---|---|---|---|
| | Comment on:<br><br>• your approach to selecting information<br><br>• the strengths and weaknesses of your report | | |

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# BUSINESS ADVANCED LEVEL

# INTERPERSONAL BUSINESS SKILLS (OPTIONAL MODULE) 5176

## Student Assessment Record (SAR)  (Page 1 of 2)

**Instructions to Tutor:**

Please sign and date this form when the candidate can achieve each objective reliably, consistently and without help. Submit the completed SAR with each assignment to verify it is the candidate's own work.

| COMPETENCE CRITERIA | | Please tick when competence criteria have been met |
|---|---|:---:|
| **1.0** | **Understand and demonstrate a range of communication skills** | |
| 1.1 | Understand and demonstrate a range of communication skills | ☐ |
| 1.2 | Understand and demonstrate non verbal communication | ☐ |
| 1.3 | Analyse and consciously employ appropriate verbal behaviour | ☐ |
| **2.0** | **Apply the principles of assertive behaviour in specific situations** | |
| 2.1 | Understand the principles of assertive behaviour | ☐ |
| 2.2 | Understand and demonstrate how to give constructive praise and criticism | ☐ |
| 2.3 | Understand and demonstrate how to receive praise and criticism | ☐ |
| 2.4 | Understand and demonstrate how to make and refuse requests assertively | ☐ |
| 2.5 | Understand and demonstrate how to handle aggressive behaviour assertively | ☐ |
| **3.0** | **Understand and demonstrate influencing skills** | |
| 3.1 | Understand and demonstrate influencing skills | ☐ |
| **4.0** | **Communicate effectively in groups** | |
| 1.1 | Make effective presentations to groups | ☐ |
| 1.2 | Organise, lead and take part in small group meetings | ☐ |

| I state that the competence criteria have been achieved and that the submitted assignment is my own work | I verify that the candidate has achieved all the competence criteria and that the submitted assignment is the candidate's own work |
|---|---|
| **Signed** _____ | **Signed** _____ |
| **Candidate Name** _____ | **Tutor Name** _____ |
| **Candidate Number** _____ | **Centre Name** _____ |
| | **Centre Number** _____ |
| **Date** _____ | **Date** _____ |

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**BUSINESS SKILLS ADVANCED LEVEL**

**INTERPERSONAL BUSINESS SKILLS(OPTIONAL MODULE) 5176**

**Student Assessment Record (SAR)**

(Page 2 of 2)

**Instructions to Tutor:**

Please sign and date this form when the candidate can achieve each objective reliably, consistently and without help. Submit the completed SAR with each assignment to verify it is the candidate's own work.

| COMPETENCE CRITERIA | Please tick when competence criteria have been met |
|---|---|
| **5.0    Communicate effectively one to one** | |
| 5.1    Understand and demonstrate interviewing techniques, focusing on the role of the interviewer | ☐ |
| 5.2    Understand and demonstrate effective use of the telephone | ☐ |
| **6.0    Communicate effectively with customers** | |
| 6.1    Understand and demonstrate customer care skills | ☐ |
| 6.2    Understand and demonstrate basic selling skills | ☐ |
| **7.0    Make a presentation and produce a written report** | |
| 7.1    Make a presentation to a small group, followed by a short discussion, and produce a written report | ☐ |

| I state that the competence criteria have been achieved and that the submitted assignment is my own work | I verify that the candidate has achieved all the competence criteria and that the submitted assignment is the candidate's own work |
|---|---|
| Signed _____ | Signed _____ |
| Candidate Name _____ | Tutor Name _____ |
| Candidate Number _____ | Centre Name _____ |
|  | Centre Number _____ |
| Date _____ | Date _____ |

## ASSIGNMENT GUIDELINES

### Interpersonal Business Skills

In addition to demonstrating competence in each of the module objectives, candidates must prepare and carry out an assignment. The assignment should be supported by the documents specified in the guidelines below. The assignment covers all of the module aims and selected detailed objectives.

The assignment is described in detail below. Preparation is the key to success and it is suggested that candidates take the following step by step approach:

- read the assignment guidelines carefully and discuss them with the tutor to ensure full and clear understanding of what is required

- write a plan outlining how the tasks are to be approached

- candidates should discuss possible ideas with the tutor, and if necessary modify the plan

- carry out the various steps in the assignment

- produce a written report, ensuring all guidelines and requirements are adhered to.

**Reports should ideally be word-processed or typed, but legible hand-written reports are also acceptable.**

### Presenting the Report

The written report must:

- indicate how the candidate went about the investigation

- demonstrate adequate coverage of the aims and objectives

- be between 1800 and 2500 words long

- be typed or word-processed (but legible handwriting is also acceptable)

- have a logical structure with clearly presented and explained sections

- have a clear, legible and business-like layout and format.

### The Assignment

Assess the **strengths and weaknesses** of the **service provided** to customers by a **specific organisation** and **recommend** improvements.

The findings should be **presented** to a small group, followed by a **short discussion led by the candidate** to discuss any conclusions and recommendations. A **written report** should also be produced, detailing the activities undertaken.

For the purposes of the assignment, the group of customers surveyed will be called the **sample group**. The group to which the presentation is made will be called the **reference group**. Those from whom candidates must get agreement prior to carrying out the survey will be called the **key individuals**.

**Criteria for Assessment**

The report must demonstrate that the following objectives have been met:

- carry out a survey of the sample group  **[Competence criteria 1.1 and 1.3, 2.4, 5.1 and 6.1]**

- make a presentation to the reference group  **[Competence criteria 1.2 and 1.3, 4.1]**

- lead a short discussion of the conclusions with the reference group  **[Competence criteria 2.3, 2.4, 3.1 and 4.2]**

- assess the activities carried out  **[Competence criteria 1.1, 1.2 and 2.2]**

**Undertaking the Assignment**

The report must include the following:

- a short description of the organisation or institution in which the assignment is being carried out.  This should include a description of its function (e.g. college, private sector company, government department), its products or services, its size and location

- identification of a sample group (from whom they will collect information) and a group willing to act as the reference group.  The report should include a brief description of how potential members of the reference group were asked to take part (candidates must contact at least two of the sample group by telephone)

- a description of the broad aspects of customer service which the candidate first planned to investigate, and how these were made more specific and clarified during discussions with the key individuals

- notes from a meeting held with the key individuals, in order to get agreement for the survey, as well as a description of any modifications to the planned survey, which arose from the meeting

- a brief description of the sample group (the individual members of the sample group should not be named)

- a complete copy of the questions designed and used in the survey, in order to gather information from the sample group

- a summary of the results/information which were collected

- a description of how the information was collected

- a self-assessment by the candidate of their performance, including what they would change if the process were to be repeated

**The report should also include any visual aids, notes or scripts used during the presentation.**

## General Guidance

As candidates work their way through the assignment, it is inevitable that their ideas will develop in the light of their experiences. The approach taken and recommendations made will also be modified in discussion with those whose agreement must be obtained. Candidates should not attempt to disguise this process; it is a sign that the assignment has been realistic and successful. It is also critical that the key individuals concerned have given their agreement, as well as the tutor.

Outlined below is further guidance for carrying out the assignment. The advice is divided into two sections:

a)      for those candidates in employment or the workplace

b)      for those candidates in schools or colleges

**a) FOR THOSE CANDIDATES IN EMPLOYMENT OR THE WORKPLACE:**

If the sample group is to be drawn from the organisation's actual customers, candidates should be aware of the sensitivity of this decision. They should make absolutely sure that they have the agreement of both the tutor and immediate manager before proceeding.

## The Sample Group

There are two alternatives:

- select the sample group from another department in the organisation (i.e. the organisation's internal customers)

- select the sample group from the organisation's actual customers (i.e. the organisation's external customers)

The sample group should consist of not less than ten people.

## The Information

Candidates must design a set of survey questions which enable them to gather enough relevant information in order to assess the strengths and weaknesses of the services provided to customers. Tutors can be used as a point of reference and advice, but each candidate must design his/her own questions. (It should be noted that the focus for assessment is the candidate's own interpersonal skills when interacting with others, and not their understanding and application of survey design and theory).

## The Reference Group

The reference group should ideally consist of the following:

- the candidate's tutor,

- the candidate's immediate line manager,

- four colleagues on the same level as the candidate.

**b) FOR THOSE CANDIDATES IN SCHOOLS OR COLLEGES:**

## The Sample Group

It is probable that in this situation candidates will be surveying the customers of the school or college, in other words, other students. (If candidates have access to other workplace organisations and wish to sample actual customers with the permission of the organisation, they are free to do so.) The sample group should consist of not less than ten people.

## The Reference Group

The reference group should ideally consist of the following:

- the candidate's tutor,

- five students from the candidate's own subject area

If it is possible, the use of local business representatives is particularly recommended.

**Tutors should ensure that the Student Assessment Record (SAR) sheets for this module are fully completed and signed, indicating student competence in each area. SARs should be submitted along with the candidate's work. Failure to submit fully complete SARs will result in work being returned. CIE reserves the right to request further evidence, or to inspect the Centre, in cases where there is doubt as to authenticity of submitted work.**

Candidates should be encouraged to complete the **Assignment Coversheet for Candidates** in order to ensure that any work submitted for assessment covers the required criteria. The grids can be used to identify where the evidence for the assessment criteria can be found in the assignment.

Centres are required to *actively* ensure authenticity of work before completing the SAR and the declaration of authenticity. Centres will be held responsible if issues of authenticity are not addressed.

In cases where there is doubt about the authenticity of any work submitted to CIE for assessment, CIE reserve the right to undertake appropriate checks, such as telephone or other interviews, to determine whether the work is authentic. Any decisions reached by CIE on matters of authenticity and any subsequent action taken will be final.

**Business Start- Up**

**Assessment Objectives**

**1.0**     Identify and describe a proposed business activity

**2.0**     Investigate and explain the process of setting up a business

**3.0**     Analyse and explain the elements of business finance

**4.0**     Understand and produce a business plan

**5.0**     Choose, investigate and present a business proposal.

| 1.0 | Identify and describe a proposed business activity | |
|-----|--------------|-------------------------------|
| **Competence Criteria** | | **Skills and Knowledge** |
| **1.1** | describe and evaluate a business idea | <ul><li>the product or service: the reasons(s) for the choice</li><li>new or existing business: the actual (or realistic assumption of) market, customers and competitors; potential for success</li><li>mission statement</li></ul> |
| **1.2** | identify and describe the personal skills required to establish a business | <ul><li>personal ambitions, motivations and commitment; business or career experience; personal attributes (e.g. self-discipline, appearance, manner, attitude, imagination, vision, education); practical skills (e.g. language, computer literate, technical ability); business contacts (networking)</li></ul> |

| 2.0 | Investigate and explain the process of setting up a business | |
|-----|--------------|-------------------------------|
| **Competence Criteria** | | **Skills and Knowledge** |
| **2.1** | identify and explain sources of assistance and advice | <ul><li>primary (may include): accountant (business plan, balance sheet and accounts, taxation, payroll); banker (business and financial advice, provision of financial support); business consultant (development of the idea, the business plan, contacts); chamber of commerce (local support, networking, business advice); lawyer (legal structure, business registration, contract, property, debt collection, litigation)</li><li>secondary (may include): advertising agent/PR advisor; sales promotion, image; architect (new property design or renovation); estate agent (property sales or lets); insurer (protection against damage and risks); local government (planning); printer (business documents); surveyor (property services); tax authorities (taxation); trade associations (code of conduct, standards, networking, advice, training)</li></ul> |
| **2.2** | evaluate the features of different types of business organisations | <ul><li>features: legal requirements</li><li>advantages and disadvantages of: sole trader, partnership, limited company, unlimited company, franchise</li></ul> |

| 2.3 | understand and explain essential business start-up activities | • trading premises: decision to buy or lease; fitting-out costs (e.g. furnishing and decorating); occupancy costs (e.g. business rates or taxes, lease rents); equipment; space required; function, e.g. office, warehouse, factory<br><br>• banking arrangements: business accounts, cheques signatories, telephone banking<br><br>• finance: loan or overdraft facility; sufficient finance for start-up and working capital; appropriate gearing ratio<br><br>• trading terms: methods of payment; credit terms; discounts; cancellations of orders; period quotations remain valid<br><br>• insurance: employer's liability, motor vehicles, public liability, fire, damage, theft, premises<br><br>• stationery: letterheads, business cards, invoices, contracts, leaflets; 'house' style; logo; legal requirements, i.e. information to be included in stationery (e.g. registered address, name of company); business nameplate<br><br>• accounting system: legal obligations to set up reliable accountancy system; keep financial records; monitor all transactions |
| 2.4 | understand and explain supplementary business start-up activities | • management: management structure appropriate to the business<br><br>• sales and distribution methods: wholesale, retail; direct sales; agents; mail order; personal home selling; party selling<br><br>• employment: nature of the work base (e.g. office, laboratory, factory, home, shop); employees, e.g. full time, part time, casual<br><br>• marketing: market research; marketing mix; sales promotion<br><br>• buying: reliability of suppliers, terms of business, stock control method<br><br>• customer service: delivery, credit facilities, after-sales |

| 3.0 | Analyse and explain the elements of business finance | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **3.1** | understand the definition of business finance | • equity: money actually invested in the business; remains within the business<br><br>• debt finance: money borrowed to inject into the business (interest is payable) |
| **3.2** | analyse and explain the reasons for business finance | • acquisition of assets: tangibles like land, machinery, buildings (i.e. potential collateral for securing loans); intangibles like brand names, goodwill<br><br>• provision of working capital: day to day finance for running the business, e.g. raw materials, general expenses, credit offered to customers |
| **3.3** | identify and evaluate the types, sources, and application of business finance | • types: share capital, debentures, loans, overdraft, leasing, hire purchase, trade credit, customer finance, e.g. deposits, payment in advance<br><br>• sources: personal resources: cash, savings, investments and property; internal: e.g. partners, profits, depreciation; external: e.g. banks, finance houses, factoring companies, leasing companies<br><br>• application of finance: evaluate need for finance in the short term (<3 years), or the medium term (>3 to <10 years), or long term (>10 years) |
| **3.4** | explain and demonstrate understanding of the process of forecasting costs and profit | • direct costs (e.g. materials, labour); indirect costs (e.g. rent, interest charges); definition of profit – gross and net; budgeting, e.g. sales forecast<br><br>• break-even analysis; project profit and loss account; cash flow forecast |

| 4.0 | Understand and produce a business plan | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **4.1** | investigate and explain the nature and purpose of the business plan | • description of business proposals; contains and emphasises realistic targets and strategies; device to help measure and monitor business achievement; a key activity to interest advisors and attract investors |
| **4.2** | demonstrate ability to understand and produce an elementary business plan | the plan should address these points:<br><br>• introduction: a summary of the business proposal, e.g. a concise overview of the business, the product or service, background to the idea, general objectives<br><br>• objectives: definition of specific targets and business strategies to achieve them, e.g. production levels, sales, profitability; market penetration; pricing; methods of sales and distribution<br><br>• business activity: full description of product or service, e.g. key features, benefits<br><br>• marketing: demand for the product or service; evidence of a gap in the market (mass, niche, specialist – home/overseas); regular or seasonal demand<br><br>• profile of the potential (or existing) customers, e.g. location, income, class, expectations of the product or service, e.g. price, quality, after-sales; indication of competition, e.g. location, price, quality, home or foreign<br><br>• business organisation: organisational structure; key personnel and their roles<br><br>• operation of the business: identify suppliers (and alternatives): premises; manufacturing or processing methods; equipment; human resources; evidence of ability to meet demand; accounting system<br><br>• financial information: a critical element in the plan; should be detailed with projections at two years ahead; should contain projected balance sheet, projected profit and loss account, cash flow forecast, and determination of break-even<br><br>• likely business risks: evaluation of potential problems, e.g. unpaid accounts, delivery delays, unreliable supplier, market downturn, change in interest rates<br><br>• long term plans: any likely extension to product or service line(s) |

| 5.0 | Choose, investigate and present a business proposal | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | prepare a report, including a business plan, for a new business venture | • details of the assignment requirements can be found in the section headed 'Assignment Guidelines' which follows |

FOR CENTRE AND CANDIDATE USE - PLEASE PHOTOCOPY AS REQUIRED

## BUSINESS ADVANCED LEVEL

## BUSINESS START-UP (OPTIONAL MODULE) 5177

## Assignment Coversheet for Candidates

### (Page 1 of 4)

*When submitting a copy of your assignment please complete this Assignment Coversheet and an S.A.R., which is completed by your tutor. By completing this form and submitting the assignment for assessment by CIE you confirm that the assignment is all your own work. Any work taken from another source has been appropriately referenced and acknowledged.*

| CIE Unique Candidate Identifier | | |
|---|---|---|
| Centre No. | Year | Cand. No. |
|  |  |  |

| Candidate Name | Date of Submission |
|---|---|
|  |  |

**Please read this page and complete the grids on the next three pages, before handing in your assignment.**
This form is designed to help you check that your work is complete and that you have covered all the required competence criteria. There are four pages in total. The assignment guidelines, available in the syllabus, provide full information for the completion of the assignment.

---

For this assignment you must present a written report which includes the following:

- a contents page
- an introduction (purpose of the assignment and an outline of the work to be included)
- indicate how you went about the investigation - a clear explanation of the investigation you have carried out and methods you have used (steps taken to obtain information, e.g. interviews, surveys, visits, research why these methods were chosen and how they proved to be effective)
- a business plan on the development of a business proposal
- a write-up (well summarised findings from the investigation)
- demonstrate adequate coverage of the aims and objectives (these are listed on the next three pages)

In addition, your report should:

- be between 1800 - 2000 words long
- be word processed (legible hand writing is also acceptable)
- have a logical structure with clearly presented and explained sections
- a bibliography (list of reference materials, publications and text books used as reference sources)
- have a clear, legible and business-like layout and format

**Have these requirements been met? YES/NO**

**Comments:**



Further details of the assignment requirements can be found in the syllabus section headed 'Assignment Guidelines'. A copy of the syllabus can be found at www.cie.org.uk.

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## Assignment Contents

### (Page 2 of 4)

Choose, investigate and present a business proposal. Prepare a report, which must include a business plan, on the development of a business proposal. The plan should include discussion of the product or service and type of business organisation chosen, along with an explanation of how the candidate plans to set up the business. This will include a checklist of activity and sources of business advice and finance.

*You should go through the grids and indicate in the boxes where the evidence can be found. You may want to add a comment to explain your choice, but this is not always necessary.*

| **Select and describe the business idea** | | Page | Comments |
|---|---|---|---|
| 1.1 | Describe and evaluate a business idea<br><br>• the product or service: the reasons(s) for the choice<br><br>• new or existing business: the actual (or realistic assumption of) market, customers and competitors; potential for success<br><br>• mission statement | | |

| **Identify and discuss the personal skills of the candidate** | | | |
|---|---|---|---|
| 1.2 | Identify and describe the personal skills required to establish a business<br><br>• personal ambitions, motivations and commitment; business or career experience; personal attributes (e.g. self-discipline, appearance, manner, attitude, imagination, vision, education); practical skills (e.g. language, computer literate, technical ability); business contacts (networking) | | |

| **Identify and explain the main sources of business and professional advice** | | | |
|---|---|---|---|
| 2.1 | Identify and explain sources of assistance and advice<br><br>• primary (may include):<br>accountant (business plan, balance sheet and accounts, taxation, payroll); banker (business and financial advice, provision of financial support); business consultant (development of the idea, the business plan, contacts); chamber of commerce (local support, networking, business advice); lawyer (legal structure, business registration, contract, property, debt collection, litigation)<br><br>• secondary (may include):<br>advertising agent/PR advisor; sales promotion, image); architect (new property design or renovation); estate agent (property sales or lets); insurer (protection against damage and risks); local government (planning); printer (business documents); surveyor (property services); tax authorities (taxation); trade associations (code of conduct, standards, networking, advice, training) | | |

| **Choose and evaluate the type of business organisation** | | | |
|---|---|---|---|
| 2.2 | Evaluate the features of different types of business organisations<br><br>• features: legal requirements<br><br>• advantages and disadvantages of: sole trader, partnership, limited company, unlimited company, franchise | | |

| **Discuss and evaluate the provision of business finance** | Page | Comments |
|---|---|---|
| 3.1 | Understand the definition of business finance<br><br>• equity: money actually invested in the business; remains within the business<br><br>• debt finance: money borrowed to inject into the business (interest is payable) | | |
| 3.2 | Analyse and explain the reasons for business finance<br><br>• acquisition of assets: tangibles like land, machinery, buildings (i.e. potential collateral for securing loans); intangibles like brand names, goodwill<br><br>• provision of working capital: day to day finance for running the business, e.g. raw materials, general expenses, credit offered to customers | | |
| 3.3 | Identify and evaluate the types, sources, and application of business finance<br><br>• types: share capital, debentures, loans, overdraft, leasing, hire purchase, trade credit, customer finance, e.g. deposits, payment in advance<br><br>• sources: personal resources: cash, savings, investments and property; internal: e.g. partners, profits, depreciation; external: e.g. banks, finance houses, factoring companies, leasing companies<br><br>• application of finance: evaluate need for finance in the short term (<3 years), or the medium term (>3 to <10 years), or long term (>10 years) | | |
| 3.4 | Explain and demonstrate understanding of the process of forecasting costs and profit<br><br>• direct costs (e.g. materials, labour); indirect costs (e.g. rent, interest charges); definition of profit – gross and net; budgeting, e.g. sales forecast<br><br>• break-even analysis; project profit and loss account; cash flow forecast | | |

**Prepare and explain the action plan or check-list**

| 3.3 | Identify and evaluate the types, sources, and application of business finance – as above<br><br>• produce action plan or check list: identify the main activities to be carried out whilst setting up the business (i.e. this is in the form of a 'must do' list). | | |
|---|---|---|---|

**Produce a business plan and report**

| 4.1 | Investigate and explain the nature and purpose of the business plan<br><br>• description of business proposals; contains and emphasises realistic targets and strategies; device to help measure and monitor business achievement; a key activity to interest advisors and attract investors | | |
|---|---|---|---|

|  |  | Page | Comments |
|---|---|---|---|
| 4.2 | Demonstrate ability to understand and produce an elementary business plan<br><br>The plan should address these points:<br><br>• introduction: a summary of the business proposal, e.g. a concise overview of the business, the product or service, background to the idea, general objectives<br><br>• objectives: definition of specific targets and business strategies to achieve them, e.g. production levels, sales, profitability; market penetration; pricing; methods of sales and distribution<br><br>• business activity: full description of product or service, e.g. key features, benefits<br><br>• marketing: demonstrate: demand for the product or service; evidence of a gap in the market (mass, niche, specialist – home/overseas); regular or seasonal demand<br><br>• profile of the potential (or existing) customers, e.g. location, income, class, expectations of the product or service, e.g. price, quality, after-sales; indication of competition, e.g. location, price, quality, home or foreign<br><br>• business organisation: organisational structure; key personnel and their roles<br><br>• operation of the business: identify suppliers (and alternatives): premises; manufacturing or processing methods; equipment; human resources; evidence of ability to meet demand; accounting system<br><br>• financial information: a critical element in the plan; should be detailed with projections at two years ahead; should contain projected balance sheet, projected profit and loss account, cash flow forecast, and determination of break-even<br><br>• likely business risks: evaluation of potential problems, e.g. unpaid accounts, delivery delays, unreliable supplier, market downturn, change in interest rates<br><br>• long term plans: any likely extension to product or service line(s) |  |  |
| 5.1 | Prepare a report, including a business plan, for a new business venture<br><br>• details of the assignment requirements can be found in the section of the syllabus headed 'Assignment Guidelines' |  |  |

**Self Evaluation**

|  |  | Page | Comments |
|---|---|---|---|
| Comment on:<br><br>• your approach to developing the business plan for your business idea<br><br>• the strengths and weaknesses of your report |  |  |  |

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**BUSINESS ADVANCED LEVEL**

**BUSINESS START-UP (OPTIONAL MODULE) 5177**

**Student Assessment Record (SAR)**  (Page 1 of 1)

**Instructions to Tutor:**

Please sign and date this form when the candidate can achieve each objective reliably, consistently and without help. Submit the completed SAR with each assignment to verify it is the candidate's own work.

| COMPETENCE CRITERIA | Please tick when competence criteria have been met |
|---|---|
| **1.0 Identify and evaluate a proposed business activity** | |
| 1.1 Describe and evaluate a business idea | ☐ |
| 1.2 Identify and describe the personal skills required to establish a business | ☐ |
| **2.0 Investigate and explain the process of setting up a business** | |
| 2.1 Identify and explain sources of assistance and advice | ☐ |
| 2.2 Evaluate the features of different types of business organisations | ☐ |
| 2.3 Understand and explain essential business start-up activities | ☐ |
| 2.4 Understand and explain supplementary business start-up activities | ☐ |
| **3.0 Analyse and explain the elements of Business Finance** | |
| 3.1 Understand the definition of business finance | ☐ |
| 3.2 Analyse and explain the reasons for business finance | ☐ |
| 3.3 Identify and evaluate the types, sources, and applications of business finance | ☐ |
| 3.4 Explain and demonstrate understanding of the process of forecasting costs and profit | ☐ |
| **4.0 Understand and produce a business plan** | |
| 4.1 Investigate and explain the nature and purpose of the business plan | ☐ |
| 4.2 Demonstrate ability to understand and produce a business plan | ☐ |
| **5.0 Choose, investigate and present a business proposal** | |
| 5.1 Prepare a report, including a business plan, for a new business venture | ☐ |

| I state that the competence criteria have been achieved and that the submitted assignment is my own work | I verify that the candidate has achieved all the competence criteria and that the submitted assignment is the candidate's own work |
|---|---|
| Signed _____ | Signed _____ |
| Candidate Name _____ | Tutor Name _____ |
| Candidate Number _____ | Centre Name _____ |
| | Centre Number _____ |
| Date _____ | Date _____ |

## ASSIGNMENT GUIDELINES

### Business Start-Up

In addition to demonstrating competence in each of the module objectives, candidates must prepare and carry out an assignment.  The assignment should be supported by the documents specified in the guidelines below.  The assignment covers all of the module aims and selected detailed objectives.

The assignment is described in detail below.  Preparation is the key to success and it is suggested that candidates take the following step by step approach:

- read the assignment guidelines carefully and discuss them with the tutor to ensure full and clear understanding of what is required

- write a plan outlining how the tasks are to be approached

- candidates should discuss possible ideas with the tutor, and if necessary modify the plan

- carry out the various steps in the assignment

- produce a written report, ensuring all guidelines and requirements are adhered to.

**Reports should ideally be word-processed or typed, but legible hand-written reports are also acceptable.**

### Presenting your Report

Candidates must present their findings in the form of a written report.

The written report must:

- indicate how the candidate went about the investigation

- demonstrate adequate coverage of the aims and objectives

- be between 1800-2000 words long

- be typed or word-processed (but legible handwriting is also acceptable)

- have a logical structure with clearly presented and explained sections

- have well-summarised findings from the investigation

- have a clear, legible and business-like layout and format.

### The Assignment

Choose, investigate and present a business proposal or idea.

Prepare a **report**, which must include a **business plan**, on the development of a business proposal.  The plan should include discussion of the product or service, type of business organisation chosen, along with an explanation of how the candidate plans to set up the business.  This will include a checklist of activity and sources of business advice and finance.

**Criteria for Assessment**

The report must demonstrate that candidates have met the following objectives:

- describe and evaluate the business idea  **[Competence criteria 1.1]**

- identify and describe his/her personal skills and experience  **[Competence criteria 1.2]**

- identify and explain the main sources of business and professional advice  **[Competence criteria 2.1]**

- choose and evaluate the type of business organisation  **[Competence criteria 2.2]**

- discuss and evaluate the provision of business finance  **[Competence criteria 3.1, 3.2, 3.3, 3.4]**

- prepare and explain the action plan or check-list  **[Competence criteria 3.3]**

- produce a business plan and report **[Competence criteria 4.1, 4.2 and 5.1]**

**Undertaking the Assignment**

**The assignment calls for the investigation into, and discussion of, a business idea or proposal.** Candidates should select a product or service which they can produce, develop, acquire or market in their own country (although this does not exclude any import/export activity).

Candidates may have an original idea or, more likely, have noticed a gap in the market which can be exploited with an existing product or service.  Please note it is imperative that candidates select an idea that can be readily investigated, i.e. easy access to market research data, background and trade information from appropriate sources (e.g. journals, trade or professional associations, government departments, own primary sources).

**The actual business idea proposed is less important than the ability to discuss and assemble a business plan.**

If the candidate is a member of a Young Enterprise or Junior Achievement company then they may submit a report on the company's business activity. The report must be the candidate's **own work.**

Candidates should be careful not to be too ambitious with their projects; it should be remembered that they are demonstrating understanding of the module. The actual proposal is less important than their ability to discuss and assemble a business plan.

The investigation will cover **all** aims of the module and this means that the business planning must pay attention to each of the areas but not necessarily in equal measure. The report will be assessed on content, approach, style, presentation, and the coverage of the objectives.

**The assignment needs to be completed within 1800-2000 words (excluding any illustrations and appendices). As a general guide the business plan should be the main contribution to the final submission, i.e. not less than half of the assignment. The object of the business plan and report is to win approval and financial backing for the business idea.**

The areas of **specific interest and focus** should be as follows:

- The business proposal: a clear and full description of the idea, giving the reason(s) for the choices made.

- The personal skills of the candidate: an explanation of what the candidate believes are his/her skills, and how he/she will use them to make the business a success.

- Sources of advice: a description of potential sources of practical help which might be used to help set up the business and to assist in defining the business objectives.

- Type of business organisation: an indication of which type is preferred and reason(s) why.

- Business Finance: an explanation of how to obtain capital, how much will be needed, and how much the candidate thinks they should personally invest.

- The action plan or check list: identify the main activities to be carried out whilst setting up the business (i.e. this is in the form of a 'must do' list).

- Business Plan: this needs to be detailed and will include reference to appropriate areas of interest, e.g. business objectives, marketing, production, personnel requirements, projected profit.

**Tutors should ensure that the Student Assessment Record (SAR) sheets for this module are fully completed and signed, indicating student competence in each area. SARs should be submitted along with the candidate's work. Failure to submit fully complete SARs will result in work being returned. CIE reserves the right to request further evidence, or to inspect the Centre, in cases where there is doubt as to authenticity of submitted work.**

Candidates should be encouraged to complete the **Assignment Coversheet for Candidates** in order to ensure that any work submitted for assessment covers the required criteria. The grids can be used to identify where the evidence for the assessment criteria can be found in the assignment.

Centres are required to *actively* ensure authenticity of work before completing the SAR and the declaration of authenticity. Centres will be held responsible if issues of authenticity are not addressed.

In cases where there is doubt about the authenticity of any work submitted to CIE for assessment, CIE reserve the right to undertake appropriate checks, such as telephone or other interviews, to determine whether the work is authentic. Any decisions reached by CIE on matters of authenticity and any subsequent action taken will be final.

## Customer Care

**Assessment Objectives**

**1.0**    Understand what customer care consists of and how it is applied in different cultures

**2.0**    Understand the role of reliable systems in providing effective customer care

**3.0**    Demonstrate and apply an understanding of effective communication with customers

**4.0**    Identify customer problems and evaluate ways of solving them

**5.0**    Investigate and draw conclusions about the delivery of customer care in a particular organisation.

| 1.0 Understand what customer care consists of and how it is applied in difference cultures | |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **1.1** understand aspects of customer care | • understand the two essential, and inseparable, components of customer care with examples of how they may be applied, namely:<br><br>- reliable procedures and systems: formal systems; informal systems; internal arrangements to serve customers, (record systems – manual and computerised, management systems, delivery mechanisms)<br><br>- appropriate personal behaviours: personal appearance; empathy; intuition; self-confidence |
| **1.2** identify customer and organisational culture | • internal customers: immediate colleagues; managers; staff in other departments<br><br>• external customers: those outside the organisation<br><br>• service cultures in organisations: hierarchical; collaborative; those based on individual power; those focusing on high levels of achievement on the part of individuals. Emphasis on how different cultures put differing emphasis on the two components of Objective 1.1<br><br>• comparison of those cultures which are customer focused, and those which are less so |
| **1.3** recognise regional and national cultures in customer care | • care across regional/national cultures: comparing local norms against those of other regions/nationalities; expectations of differing cultural groups (e.g. tourists); ways of adapting to different cultures; examples of how misunderstandings occur and how they can be avoided |

| **2.0** | **Understand the role of reliable systems in providing effective customer care** |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **2.1** understand and apply organisational service procedures and systems | • understand, use and update record systems: sales invoices; payment invoices and statements; delivery notes; incident reports; service records; using manual and electronic versions of the above; results of surveys; feedback from customers<br><br>• understand service procedures: legal and protective procedures for customers; how stocks are maintained and replenished; how product knowledge is constantly updated; examples of how machinery (tills, computers) aids reliable delivery of service |
| **2.2** work with others to produce reliable customer care | • understand how to work collaboratively with others to deliver reliable service: examples of how own work affects other colleagues; how work of others affects own work; the importance of team work in reliable service delivery; knowing how and where to obtain service information inside and outside the organisation |
| **2.3** demonstrate personal reliability in the delivery of customer care | • personal action which maintains and improves reliability: prompt response to customers; constant updating of product knowledge, suggestions on how to improve the reliability of current systems; proactive rather than reactive behaviour; keeping promises to customers |
| **2.4** identify what to do when systems go wrong | • internal action: know when to remedy minor shortfalls in systems and procedures personally and when to report to others; offer help to others when systems and procedures are under pressure; know how to take action to prevent systems going wrong in future<br><br>• external action: explain to customer why systems are not working; keep customers informed of what is being done to restore service system; know what alternatives to offer customers |

| 3.0 | Demonstrate and apply an understanding of effective communication with customers | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **3.1** | identify different forms of communication for different customers | • forms of communication: face to face; by telephone; by letter or in electronic form (fax, e-mail, website); body language and tone of voice; signs<br><br>• different customers: offering everyday examples from daily experience of how forms of communication are matched effectively to customers who are: angry; confused; anxious; know what they want; do not know what they want; speak a different language or dialect; have special needs or some form of disability |
| **3.2** | respond effectively to the needs and feelings of customers | • information gathering: attentive listening; sensitive questioning; positive body language; interpreting what it is that customers are not saying as well as what they are saying; accurately checking the customer's perceptions; knowing where to find information on the products or services the customer requires<br><br>• responding to information gained from the customer: summarising accurately what it is the customer needs; empathising with the feelings of the customer; making suggestions based on the information gathered from the customer; delivering a product or service which meets the needs of the customer |
| **3.3** | understand and apply effective information exchange techniques between the organisation and the customer | • rapid response to customers, asking questions which enable customer queries to be answered fully, providing information in a form customers find helpful (telephone, letter, face to face); improving information exchanges based on customer feedback |

| 4.0 | Identify customer problems and propose ways of solving them | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **4.1** | identify and interpret customer problems | • sensitive and rapid acknowledgement of customer problem or complaint (availability of products or services, product or service quality, problems with using the product or service, organisation's systems or procedures, complaints against individuals)<br><br>• check perceptions of customer; gathering all information on problem; analysing and prioritising all data on problem, quantitative and qualitative; summarising customer problem in an unbiased manner |

| 4.2 | understand and generate solutions which please the customer | • use of company procedures for satisfying customer complaints (refunds, replacements, compensation); exceeding procedures in order to satisfy the customer without harming the organisation; seeking advice from others with experience of similar problems; checking if solutions for customers are appreciated by them; disseminating results of successful problem-solving inside the organisation |
| --- | --- | --- |
| 4.3 | determine how to prevent problems reoccurring | • gather and analyse customer feedback about recurring problems; initiating ideas and long term solutions; monitoring problem prevention |

| 5.0 | Investigate and draw conclusions on the delivery of customer care in a particular organisation | |
| --- | --- | --- |
| **Competence Criteria** | | **Skills and Knowledge** |
| 5.1 | gather customer feedback from a service organisation or a section of it | • details of the assignment requirements can be found in the section headed 'Assignment Guidelines' which follows |
| 5.2 | analyse data in relation to both service procedures and personal behaviours | |
| 5.3 | write a report which examines how well the organisation meets customer expectations | |

FOR CENTRE AND CANDIDATE USE - PLEASE PHOTOCOPY AS REQUIRED

# BUSINESS ADVANCED LEVEL
# CUSTOMER CARE (OPTIONAL MODULE) 5178
## Assignment Coversheet for Candidates
### (Page 1 of 4)

*When submitting a copy of your assignment please complete this Assignment Coversheet and an S.A.R., which is completed by your tutor. By completing this form and submitting the assignment for assessment by CIE you confirm that the assignment is all your own work. Any work taken from another source has been appropriately referenced and acknowledged.*

| CIE Unique Candidate Identifier | | |
|---|---|---|
| Centre No. | Year | Cand. No. |
| | | |

| Candidate Name | Date of Submission |
|---|---|
| | |

**Please read this page and complete the grids on the next three pages, before handing in your assignment.**

This form is designed to help you check that your work is complete and that you have covered all the required competence criteria. There are four pages in total. The assignment guidelines, available in the syllabus, provide full information for the completion of the assignment.

---

For this assignment you must present a written report which includes the following:

- a contents page
- an introduction (purpose of the assignment and an outline of the work to be included)
- indicate how you went about the investigation - a clear explanation of the investigation you have carried out and methods you have used (steps taken to obtain information, e.g. interviews, surveys, visits, research why these methods were chosen and how they proved to be effective)
- a customer survey – based on a local service provider – which details results and solutions
- a write-up (well summarised findings from the investigation)
- demonstrate adequate coverage of the aims and objectives (these are listed on the next three pages)

In addition, your report should:

- be between 1800 - 2000 words long
- be word processed (legible hand writing is also acceptable)
- have a logical structure with clearly presented and explained sections
- a bibliography (list of reference materials, publications and text books used as reference sources)
- have a clear, legible and business-like layout and format

**Have these requirements been met? YES/NO**

**Comments:**

Further details of the assignment requirements can be found in the syllabus section headed 'Assignment Guidelines'. A copy of the syllabus can be found at www.cie.org.uk.

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## Assignment contents

### (Page 2 of 4)

Gather and analyse customer care information from a specific organisation's customers.

Prepare a written report which examines how well the organisation meets customer expectations, based on the information gathered. The report should include conclusions and recommendations that are supported by the information collected from customers.

Candidates should include a copy of the questionnaire used, as well as a brief explanation of how customers were approached and how many responses form the data.

*You should go through the grids and indicate in the boxes where the evidence can be found. You may want to add a comment to explain your choice, but this is not always necessary.*

| Select an organisation, identify and discuss the predominant culture | | Page no. | Comments |
|---|---|---|---|
| 1.2 | Identify customer and organisational culture<br><br>• internal customers: immediate colleagues; managers; staff in other departments<br><br>• external customers: those outside the organisation<br><br>• service cultures in organisations: hierarchical; collaborative; those based on individual power; those focusing on high levels of achievement on the part of individuals. Emphasis on how different cultures put differing emphasis on the two components of Objective 1.1<br><br>• comparison of those cultures which are customer focused, and those which are less so | | |
| 1.3 | Recognise regional and national cultures in customer care<br><br>• care across regional/national cultures: comparing local norms against those of other regions/nationalities; expectations of differing cultural groups (e.g. tourists); ways of adapting to different cultures; examples of how misunderstandings occur and how they can be avoided | | |

**Gather and analyse customer feedback concerning the organisation's customer care**

| 2.2 | Work with others to produce reliable customer care<br><br>• understand how to work collaboratively with others to deliver reliable service: examples of how own work affects other colleagues; how work of others affects own work; the importance of team work in reliable service delivery; knowing how and where to obtain service information inside and outside the organisation | | |
|---|---|---|---|
| 2.3 | Demonstrate personal reliability in the delivery of customer care<br><br>• personal action which maintains and improves reliability: prompt response to customers; constant updating of product knowledge, suggestions on how to improve the reliability of current systems; proactive rather than reactive behaviour; keeping promises to customers | | |
| 3.1 | Identify different forms of communication for different customers<br><br>• forms of communication: face to face; by telephone; by letter or in electronic form (fax, e-mail, website); body language and tone of voice; signs<br><br>• different customers: offering everyday examples from daily experience of how forms of communication are matched effectively to customers who are: angry; confused; anxious; know what they want; do not know what they want; speak a different language or dialect; have special needs or some form of disability | | |

| | | Page no. | Comments |
|---|---|---|---|
| 3.2 | Respond effectively to the needs and feelings of customers<br><br>• information gathering: attentive listening; sensitive questioning; positive body language; interpreting what it is that customers are not saying as well as what they are saying; accurately checking the customer's perceptions; knowing where to find information on the products or services the customer requires<br><br>• responding to information gained from the customer: summarising accurately what it is the customer needs; empathising with the feelings of the customer; making suggestions based on the information gathered from the customer; delivering a product or service which meets the needs of the customer | | |
| 5.1 | Gather customer feedback from a service organisation or a section of it<br><br>• details of the assignment requirements can be found in the section headed 'Assignment Guidelines' which follows | | |
| 5.2 | Analyse data in relation to both service procedures and personal behaviours | | |
| **Illustrate how procedures and systems help or hinder customers** | | | |
| 2.1 | Understand and apply organisational service procedures and systems<br><br>• understand, use and update record systems: sales invoices; payment invoices and statements; delivery notes; incident reports; service records; using manual and electronic versions of the above; results of surveys; feedback from customers<br><br>• understand service procedures: legal and protective procedures for customers; how stocks are maintained and replenished; how product knowledge is constantly updated; examples of how machinery (tills, computers) aid reliable delivery of service | | |
| 2.4 | Identify what to do when systems go wrong<br><br>• internal action: know when to remedy minor shortfalls in systems and procedures personally and when to report to others; offer help to others when systems and procedures are under pressure; know how to take action to prevent systems going wrong in future<br><br>• external action: explain to customer why systems are not working; keep customers informed of what is being done to restore service system; know what alternatives to offer customers | | |

| Analyse how well the organisation meets customer expectations | Page no. | Comments |
|---|---|---|
| 4.1 Identify and interpret customer problems<br><br>• sensitive and rapid acknowledgement of customer problem or complaint (availability of products or services, product or service quality, problems with using the product or service, organisation's systems or procedures, complaints against individuals);<br><br>• check perceptions of customer; gathering all information on problem; analysing and prioritising all data on problem, quantitative and qualitative; summarising customer problem in an unbiased manner | | |
| 4.2 Understand and generate solutions which please the customer<br><br>• use of company procedures for satisfying customer complaints (refunds, replacements, compensation); exceeding procedures in order to satisfy the customer without harming the organisation; seeking advice from others with experience of similar problems; checking if solutions for customers are appreciated by them; disseminating results of successful problem-solving inside the organisation | | |

**Examine how well customer expectations are met and make recommendations**

| | | |
|---|---|---|
| 4.2 Understand and generate solutions which please the customer<br><br>• use of company procedures for satisfying customer complaints (refunds, replacements, compensation); exceeding procedures in order to satisfy the customer without harming the organisation; seeking advice from others with experience of similar problems; checking if solutions for customers are appreciated by them; disseminating results of successful problem-solving inside the organisation | | |
| 4.3 Determine how to prevent problems reoccurring<br><br>• gather and analyse customer feedback about recurring problems; initiating ideas and long term solutions; monitoring problem prevention | | |

**Self Evaluation:**

| | | |
|---|---|---|
| Comment on:<br><br>• your approach to selecting the organisation and the evidence for the investigation<br><br>• the strengths and weaknesses of your report | | |

FOR CENTRE USE ONLY - PLEASE PHOTOCOPY AS REQUIRED

**BUSINESS ADVANCED LEVEL**

**CUSTOMER CARE (OPTIONAL MODULE) 5178**

**Student Assessment Record (SAR)** (Page 1 of 1)

**Instructions to Tutor:**

Please sign and date this form when the candidate can achieve each objective reliably, consistently and without help. Submit the completed SAR with each assignment to verify it is the candidate's own work.

| COMPETENCE CRITERIA | Please tick when competence criteria have been met |
|---|---|

**1.0   Understand what customer care consists of and how it is applied in different cultures**

| 1.1 | Understand aspects of customer care | ☐ |
|---|---|---|
| 1.2 | Identify customer and organisational culture | ☐ |
| 1.3 | Recognise regional and national cultures in customer care | ☐ |

**2.0   Understand the role of reliable systems in providing effective customer care**

| 2.1 | Understand and apply organisational service procedures and systems | ☐ |
|---|---|---|
| 2.2 | Work with others to produce reliable customer care | ☐ |
| 2.3 | Demonstrate personal reliability in the delivery of customer care | ☐ |
| 2.4 | Identify what to do when systems go wrong | ☐ |

**3.0   Demonstrate and apply understanding of effective communication with customers**

| 3.1 | Identify different forms of communication for different customers | ☐ |
|---|---|---|
| 3.5 | Respond effectively to the needs and feeling of customers | ☐ |
| 3.6 | Understand and apply effective information exchange techniques between the organisation and the customer | ☐ |

**4.0   Identify customer problems and propose ways of solving them**

| 4.1 | Identify and interpret customer problems | ☐ |
|---|---|---|
| 4.2 | Understand and generate solutions which please the customer | ☐ |
| 4.3 | Determine how to prevent problems reoccurring | ☐ |

**5.0   Investigate and draw conclusions on the delivery of customer care in a particular organisation**

| 5.1 | Gather customer feedback from a service organisation or a section of it | ☐ |
|---|---|---|
| 5.2 | Analyse data in relation to both service procedures and personal behaviours | ☐ |
| 5.3 | Write a report which examines how well the organisation meets customer expectations | ☐ |

| I state that the competence criteria have been achieved and that the submitted assignment is my own work | I verify that the candidate has achieved all the competence criteria and that the submitted assignment is the candidate's own work |
|---|---|
| **Signed** _____ | **Signed** _____ |
| **Candidate Name** _____ | **Tutor Name** _____ |
| **Candidate Number** _____ | **Centre Name** _____ |
| | **Centre Number** _____ |
| **Date** _____ | **Date** _____ |

## ASSIGNMENT GUIDELINES

### Customer Care

In addition to demonstrating competence in each of the module objectives, candidates must prepare and carry out an assignment. The assignment should be supported by the documents specified in the guidelines below. The assignment covers all of the module aims and selected detailed objectives.

The assignment is described in detail below. Preparation is the key and it is suggested that candidates take the following step by step approach:

- read the assignment guidelines carefully and discuss them with the tutor to ensure full and clear understanding of what is required

- write a plan outlining how the tasks are to be approached

- candidates should discuss possible ideas with the tutor, and if necessary modify the plan

- carry out the various steps in the assignment

- produce a written report, ensuring all guidelines and requirements are adhered to.

**Reports should ideally be word-processed or typed, but legible hand-written reports are also acceptable.**

### Presenting your Report

Candidates must present their findings in the form of a written report.

The written report must:

- indicate how the candidate went about the investigation

- demonstrate adequate coverage of the aims and objectives

- be between 1800-2000 words long

- be typed or word-processed (but legible handwriting is also acceptable).

- have a logical structure with clearly presented and explained sections

- have a well-summarised findings of your investigation

- have a clear, legible and business-like layout and format.

### The Assignment

**Gather** and **analyse** customer care information from a specific organisation's customers.

Prepare a written report which examines how well the organisation meets customer expectations, based on the information gathered. The report should include **conclusions** and **recommendations** that are supported by the information collected from customers.

Candidates should include a copy of the questionnaire used, as well as a brief explanation of how customers were approached and how many responses form the data.

**Criteria for Assessment**

The report must demonstrate that candidates have met the following criteria:

- select an organisation, identify and discuss the predominant culture **[Competence criteria 1.2, 1.3]**

- gather and analyse customer feedback concerning the organisation's customer care **[Competence criteria 2.2, 2.3, 3.1, 3.2, 5.1, 5.2]**

- illustrate how procedures and systems help or hinder customers **[Competence criteria 2.1 and 2.4]**

- analyse how well the organisation meets customer expectations **[Competence criteria 4.1, 4.2]**

- examine how well customer expectations are met and make recommendations **[Competence criteria 4.2, 4.3]**

**Undertaking the Assignment**

The assignment requires candidates to choose a business organisation and conduct an investigation into the levels of customer care. In order to conduct this enquiry, candidates must ensure that they have the permission of the organisation selected, prior to questioning customers or using internal information.

Customer feedback can be from a range of sources including:

- data gathered first hand by the student from customers

- pre-existing information from the organisation's own surveys/customer information

It is very important that candidates understand the culture of the organisation being researched, and how this may affect the collection of data. Candidates must also be very clear about what information they want to collect from customers (who can be internal or external). Some examples of potential questions might be:

- did you feel that you were listened to attentively?

- did the assistant have enough product knowledge?

- were you served quickly enough?

- were you given the help you asked for?

- were you served promptly?

These questions are only suggestions, and candidates should compile a questionnaire that enables them to gather the specific information which they wish to gather. However, the data collected **must provide answers to the following two questions:**

- how effective do customers think the procedures of the organisation are?

- how well do staff treat the customers?

**Candidates should include a copy of the questionnaire used with their report.**

**Tutors should ensure that the Student Assessment Record (SAR) sheets for this module are fully completed and signed, indicating student competence in each area. SARs should be submitted along with the candidate's work. Failure to submit fully complete SARs will result in work being returned. CIE reserves the right to request further evidence, or to inspect the Centre, in cases where there is doubt as to authenticity of submitted work.**

Candidates should be encouraged to complete the **Assignment Coversheet for Candidates** in order to ensure that any work submitted for assessment covers the required criteria. The grids can be used to identify where the evidence for the assessment criteria can be found in the assignment.

Centres are required to *actively* ensure authenticity of work before completing the SAR and the declaration of authenticity. Centres will be held responsible if issues of authenticity are not addressed.

In cases where there is doubt about the authenticity of any work submitted to CIE for assessment, CIE reserve the right to undertake appropriate checks, such as telephone or other interviews, to determine whether the work is authentic. Any decisions reached by CIE on matters of authenticity and any subsequent action taken will be final.

**Organising Meetings and Events**

**Assessment Objectives**

**1.0**     Demonstrate an understanding of organising meetings, events and conferences

**2.0**     Select and apply appropriate methods of communication and effective monitoring aids

**3.0**     Demonstrate an understanding of the purpose of meetings and types of meetings

**4.0**     Demonstrate an awareness of the chairperson's role, meeting terminology and the minuting process

**5.0**     Produce a written report to specified criteria.

| 1.0 | Demonstrate an understanding of organising meetings, events and conferences | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **1.1** | organise and plan a meeting, event or conference | • meetings: book venues, organisation's own premises, external venues, use appropriate communication protocols, monitor all arrangements, check whether interpreters required |
| | | organise equipment and services: audio visual equipment, flipchart, tele- and video-conferencing facilities |
| | | documentation and advertising: generate documents, check accuracy, meet deadlines, collate documents, organise despatch of documents, organise statutory press advertisement/notice (where appropriate) |
| | | refreshments: confirm arrangements, timing, options, numbers participating |
| | | • events: research venue types, availability, suitability; booking procedures for hotels and conference centres, prepare a report from researched data, book venue, confirm arrangements and participant numbers, organise refreshments and necessary equipment, prepare invitations, finalise venue details, prepare and provide directional maps and despatch final details to delegates if appropriate, confirm and co-ordinate with others. |
| | | • documentation and publicity: assist in preparation of publicity and other conference/events documentation, i.e. leaflets, brochures; check proofs for accuracy; meet deadlines; collate documents; organise despatch of final details |
| | | refreshments: in-house catering, external catering; confirmation of time, options, arrangements, participant numbers |
| | | • seminars, presentations, conferences: inform/invite delegates, book and prepare room; audio-visual equipment and materials to be used; organise refreshments; provide administrative support |
| | | speakers: confirm arrangements made, maintain written records of discussions and arrangements made; check if interpreters required |
| | | refreshments: in-house catering, external catering; confirm time, options, arrangements, participant numbers, contingency provisions |
| | | events and conferences: emergency procedures/contacts; provision of equipment at short notice, extra copies of brochures, etc; re-scheduling of start time, programme and meals |

| 1.2 | identify and explain the secretarial role and procedures | • preliminaries: clarify date, time, duration; venue; equipment; refreshments; number of participants; own responsibilities; documentation (range, sources, deadlines for approval and despatch to participants; security for confidential documents; invitations) |
|---|---|---|
| | | • meetings: book venue; arrange refreshments and car parking, re-direct telephone calls, book and check audio visual equipment, prepare documentation |
| | | documentation: prepare and check accuracy (i.e. agenda, notice of meeting, chairperson's agenda, reports); complete within time scale, distribute notice and agenda to all participants, collate documents, check distribution of previous minutes, provide folder for minute items, provide committee files, prepare papers for circulation |
| | | • day before meeting: check accommodation, confirm availability of reference books, start work on chairperson's agenda, prepare name plates; check sufficient pencils, paper, spare copies of minutes, agenda, and papers for all members |
| | | • day of meeting: check room preparation, equipment (working order and safety), sufficient chairs, blotting pads, ashtrays (if smoking permitted) or 'No Smoking' signs, glasses and water; place pencils, paper and spare copy of agenda in each participant's place; files, reference books, spare copies of agenda and minutes of previous meeting and attendance register near the chairperson's place; place notebook and pencils where secretary will sit |
| | | inform reception of meeting venue; display directional signs, confirm parking arrangements and time of refreshments |
| | | be in meeting room 15 minutes before start of meeting; place name plates on table; check with chairperson any last minute details, i.e. type, retype chairperson's agenda |
| | | • during meeting: have 'Meeting in Progress' on door of meeting room, take notes of main points of discussion – record motions and amendments verbatim, make separate notes of action to be taken |
| | | • after meeting: remove notices, directional signs; notify switchboard and catering staff; clear and destroy surplus papers; draft minutes and submit to chairperson; duplicate and circulate final minutes; draw chairperson's attention to action points; diarise relevant dates including date and time of next meeting; open file for next meeting |

| 1.3 | outline sources of information and services | • sources of information: libraries, Internet/intranet/websites, directories, reference books, timetables; hotel guides; trade and professional magazines, business diaries, CD-ROMs, government and business information services, telephone and viewdata services<br><br>• local suppliers and services: venues, caterers, audio-visual equipment, video and tele-conferencing, courier services, car parking facilities |
| --- | --- | --- |

| 2.0 | **Select and apply appropriate methods of communication and effective monitoring aids** | |
| --- | --- | --- |
| **Competence Criteria** | | **Skills and Knowledge** |
| 2.1 | apply appropriate communication methods and protocols | • oral and written communication: face-to-face; telephone calls; memorandums, e-mail, fax, electronic booking of resources and attendance – virtual and on-line; business letters, reports memorandums, business letters, reports<br><br>• formal and informal channels of communication within the organisation, effect of work roles and relationships upon the communication process |
| 2.2 | use a range of monitoring aids efficiently | • paper based and electronic diaries and checklists: arrangements made; prepare and maintain master checklist of planning and organisation activities, and other relevant checklists; action plans, schedules; manual/electronic planners |
| 2.3 | compile a portfolio of oral and written communications and monitoring aids | • generate a portfolio of evidence through your assignment planning which demonstrates co-ordination and monitoring and other relevant records. This should provide examples of:<br><br>• memorandums, e-mails/faxes, and/or letters confirming details in response to being requested to organise either a meeting, conference, or event; action taken/to be taken, preliminary deadlines<br><br>• instructions and acceptance of venue, date, time, room size, refreshments and options selected (if applicable); equipment and any other facilities; numbers involved<br><br>• summaries of telephone and face-to-face conversations, indicating their purpose/topics; dates; decisions and agreements made<br><br>• work schedule listing action taken before, during and after the meeting conference or event; task monitoring records and action plans<br><br>• meetings: agenda, notice, advertisement/publicity – as applicable – and at least one set of minutes, or notes of meeting<br><br>• conference or event: examples of invitations; at least one set of notes from discussions concerning a conference or other business event, and examples of publicity/advertisement, material prepared |

| **3.0** | **Demonstrate an understanding of the purpose of meetings and types of meetings** |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **3.1**  explain the purpose of meetings | • democratic system; enables decision making; problem solving; removal of obstacles and difficulties; arena for oral communication; provision of information, ideas; interest and involvement; assistance; reporting back; active involvement; active co-ordination; dispels rumours and anxieties |
| **3.2**  define the purpose of each meeting type | • formal: AGM (annual general meeting), EGM (extraordinary general meeting), board meeting, committee meetings<br><br>• committees: executive, standing, advisory, sub-committee, joint consultative, statutory, ad hoc<br><br>• informal: departmental, managerial, briefing, progress meetings, working parties<br><br>• other types of meetings: debates, conferences, symposiums, seminars, presentations |

| **4.0** | **Demonstrate an awareness of the chairperson's role, meeting terminology and the minuting process** |
|---|---|
| **Competence Criteria** | **Skills and Knowledge** |
| **4.1**  outline the chairperson's role | • role/power: to follow all meeting regulations, ex-officio member of all meetings, controls conduct of meeting, responsible for voting procedures, casting vote, adjourns if quorum inadequate, agrees adjournment by consent, and/or adjourns 'sine die'<br><br>• pre-meeting: documentation; agrees agenda, draft chairperson's agenda<br><br>• procedures at meeting: opens meeting, sits at head of table, agrees accuracy of previous minutes, signs and dates minutes at meeting; checks signing of attendance record; accepts all questions and replies, prior to discussion; controls independent discussion; ensures one person at a time speaks and all members have opportunity to speak on each item, brings discussions to an end, ensures conclusion/decision reached; sums up each item, closes discussions, agrees date of next meeting; agrees draft minutes<br><br>• after meeting: approves draft and final minutes, actions as required |
| **4.2**  define meeting terminology | • terminology: convene; proxy, vote, casting vote, point of order, right of reply; taken as read, proposer,  seconder, motion, mover, motion carried, dropped motion, substantive motion, resolution, amendment, adjournment, postponement, adjourned by consent, sine die |

| 4.3 | explain the essentials of minuting | • minute writing: headings/topics, selective and discriminatory note-taking at time of hearing, main discussions points recorded, decisions reached/made/accepted, concise statements, reported speech, use of grammatical conventions, standard business meeting layout |
|---|---|---|

| 5.0 | Produce a report to the specified criteria | |
|---|---|---|
| **Competence Criteria** | | **Skills and Knowledge** |
| **5.1** | organise an event | • details of the assignment requirements can be found in the section headed 'Assignment Guidelines' which follows |
| **5.2** | produce an individual written report | |

# BUSINESS ADVANCED LEVEL

# ORGANISING MEETINGS AND EVENTS (OPTIONAL MODULE) 5247

## Assignment Cover Sheet for Candidates

(Page 1 of 4)

*When submitting a copy of your assignment please complete this Assignment Cover Sheet and an S.A.R., which is completed by your tutor. By completing this form and submitting the assignment for assessment by CIE you confirm that the assignment is all your own work. Any work taken from another source has been appropriately referenced and acknowledged.*

| CIE Unique Candidate Identifier | | |
|---|---|---|
| Centre No. | Year | Cand. No. |
| | | |

| Candidate Name | Date of Submission |
|---|---|
| | |

**Please read this page and complete the grids on the next three pages, before handing in your assignment.**

This form is designed to help you check that your work is complete and that you have covered all the required competence criteria. There are four pages in total. The assignment guidelines, available in the syllabus, provide full information for the completion of the assignment.

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For this assignment you must present a written report which includes the following:

- a contents page
- an introduction (purpose of the assignment and an outline of the work to be included)
- evidence of the organisation and planning of an event - a clear explanation of the methods you have used
- a write-up (well summarised findings from the investigation)
- adequate coverage of the aims and objectives (these are listed on the next three pages)

In addition, your report should:

- be between 1800 – 2500 words long
- be word processed (legible hand writing is also acceptable)
- have a logical structure with clearly presented and explained sections
- have a bibliography (list of reference materials, publications and text books used as reference sources)
- have a clear, legible and business-like layout and format

**Have these requirements been met? YES/NO**

**Comments:**

Further details of the assignment requirements can be found in the syllabus section headed 'Assignment Guidelines'. A copy of the syllabus can be found at www.cie.org.uk.

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## Assignment contents

(Page 2 of 4)

Organise an event.  The resulting assignment must be presented as an individual written report. Any tasks or guidelines used by the Centre should be submitted with each candidate's submission.

*You should go through the grids and indicate in the boxes where the evidence can be found.  You may want to add a comment to explain your choice, but this is not always necessary.*

**Outline the importance of identifying and clarifying requirements for organising an event**

| | | Page no. | Comments |
|---|---|---|---|
| 1.1 | Organise and plan a meeting, event or conference<br><br>• meetings: book venues, organisation's own premises, external venues, use appropriate communication protocols, monitor all arrangements, check whether interpreters required<br><br>organise equipment and services: audio visual equipment, flipchart, tele- and video-conferencing facilities<br><br>documentation and advertising: generate documents, check accuracy, meet deadlines, collate documents, organise despatch of documents, organise statutory press advertisement/notice (where appropriate)<br><br>refreshments: confirm arrangements, timing, options, numbers participating<br><br>• events: research venue types, availability, suitability; booking procedures for hotels and conference centres, prepare a report from researched data, book venue, confirm arrangements and participant numbers, organise refreshments and necessary equipment, prepare invitations, finalise venue details, prepare and provide directional maps and despatch final details to delegates if appropriate, confirm and co-ordinate with others.<br><br>• documentation and publicity: assist in preparation of publicity and other conference/events documentation, i.e. leaflets, brochures; check proofs for accuracy; meet deadlines; collate documents; organise despatch of final details<br><br>refreshments: in-house catering, external catering; confirmation of time, options, arrangements, participant numbers<br><br>• seminars, presentations, conferences: inform/invite delegates, book and prepare room; audio-visual equipment and materials to be used; organise refreshments; provide administrative support<br><br>speakers: confirm arrangements made, maintain written records of discussions and arrangements made; check if interpreters required<br><br>refreshments: in-house catering, external catering; confirm time, options, arrangements, participant numbers, contingency provisions<br>events and conferences: emergency procedures/contacts; provision of equipment at short notice, extra copies of brochures, etc; re-scheduling of start time, programme and meals | | |

| Organise and plan an event | | Page no. | Comments |
|---|---|---|---|
| 1.1 | As before - organise and plan a meeting, event or conference | | |
| 1.2 | Identify and explain the secretarial role and procedures<br><br>• preliminaries: clarify date, time, duration; venue; equipment; refreshments; number of participants; own responsibilities; documentation (range, sources, deadlines for approval and despatch to participants; security for confidential documents; invitations)<br><br>• meetings: book venue; arrange refreshments and car parking, re-direct telephone calls, book and check audio visual equipment, prepare documentation<br><br>documentation: prepare and check accuracy (i.e. agenda, notice of meeting, chairperson's agenda, reports); complete within time scale, distribute notice and agenda to all participants, collate documents, check distribution of previous minutes, provide folder for minute items, provide committee files, prepare papers for circulation<br><br>• day before meeting: check accommodation, confirm availability of reference books, start work on chairperson's agenda, prepare name plates; check sufficient pencils, paper, spare copies of minutes, agenda, and papers for all members<br><br>• day of meeting: check room preparation, equipment (working order and safety), sufficient chairs, blotting pads, ashtrays (if smoking permitted) or 'No Smoking' signs, glasses and water; place pencils, paper and spare copy of agenda in each participant's place; files, reference books, spare copies of agenda and minutes of previous meeting and attendance register near the chairperson's place; place notebook and pencils where secretary will sit<br><br>inform reception of meeting venue; display directional signs, confirm parking arrangements and time of refreshments<br><br>be in meeting room 15 minutes before start of meeting; place name plates on table; check with chairperson any last minute details, i.e. type, retype chairperson's agenda<br><br>• during meeting: have 'Meeting in Progress' on door of meeting room, take notes of main points of discussion – record motions and amendments verbatim, make separate notes of action to be taken<br><br>• after meeting: remove notices, directional signs; notify switchboard and catering staff; clear and destroy surplus papers; draft minutes and submit to chairperson; duplicate and circulate final minutes; draw chairperson's attention to action points; diarise relevant dates including date and time of next meeting; open file for next meeting | | |
| 1.3 | Outline sources of information and services<br><br>• sources of information: libraries, Internet/intranet/websites, directories, reference books, timetables; hotel guides; trade and professional magazines, business diaries, CD-ROMs, government and business information services, telephone and viewdata services<br><br>• local suppliers and services: venues, caterers, audio-visual equipment, video and tele-conferencing, courier services, car parking facilities | | |

|  |  | Page no. | Comments |
|---|---|---|---|
| 2.1 | Apply appropriate communication methods and protocols<br><br>• oral and written communication: face-to-face; telephone calls; memorandums, e-mail, fax, electronic booking of resources and attendance – virtual and on-line; business letters, reports memorandums, business letters, reports<br><br>• formal and informal channels of communication within the organisation, effect of work roles and relationships upon the communication process |  |  |
| 2.2 | Use a range of monitoring aids efficiently<br><br>• paper based and electronic diaries and checklists: arrangements made; prepare and maintain master checklist of planning and organisation activities, and other relevant checklists; action plans, schedules; manual/electronic planners |  |  |
| 2.3 | Compile a portfolio of oral and written communications and monitoring aids<br><br>• generate a portfolio of evidence through your assignment planning which demonstrates co-ordination and monitoring and other relevant records. This should provide examples of:<br><br>- memorandums, e-mails/faxes, and/or letters confirming details in response to being requested to organise either a meeting, conference, or event; action taken/to be taken, preliminary deadlines<br><br>- instructions and acceptance of venue, date, time, room size, refreshments and options selected (if applicable); equipment and any other facilities; numbers involved<br><br>- summaries of telephone and face-to-face conversations, indicating their purpose/topics; dates; decisions and agreements made<br><br>- work schedule listing action taken before, during and after the meeting conference or event; task monitoring records and action plans<br><br>- meetings: agenda, notice, advertisement/publicity – as applicable – and at least one set of minutes, or notes of meeting<br><br>- conference or event: examples of invitations; at least one set of notes from discussions concerning a conference or other business event, and examples of publicity/advertisement, material prepared |  |  |

**Self Evaluation**

|  |  |  |  |
|---|---|---|---|
| Comment on:<br><br>• your approach to selecting information<br><br>• the strengths and weaknesses of your report |  |  |  |

FOR CENTRE USE ONLY - PLEASE PHOTOCOPY AS REQUIRED

**BUSINESS ADVANCED LEVEL**

**ORGANISING MEETINGS AND EVENTS (OPTIONAL MODULE) 5247**

**Student Assessment Record (SAR)**

(Page 1 of 1)

**Instructions to Tutor:**

Sign and date this form when the candidate can achieve each objective reliably, consistently and without help.  Submit the completed SAR with the assignment to verify that the assignment is the candidate's own work.

| COMPETENCE CRITERIA | **Please tick when competence criteria have been met** |
|---|---|
| **1.0   Demonstrate an understanding of organising meetings, events and conferences** | |
| 1.1   Organise and plan a meeting, event or conference | ☐ |
| 1.2   Identify and explain the secretarial role and procedures | ☐ |
| 1.3   Outline sources of information and services | ☐ |
| **2.0   Select and apply appropriate methods of communication and effective monitoring aids** | |
| 2.1   Apply appropriate communication methods and protocols | ☐ |
| 2.2   Use a range of monitoring aids efficiently | ☐ |
| 2.3   Compile a portfolio of oral and written communications and monitoring aids | ☐ |
| **3.0   Demonstrate an understanding of the purpose of meetings and types of meetings** | |
| 3.1   Explain the purpose of meetings | ☐ |
| 3.2   Define the purpose of each meeting type | ☐ |
| **4.0   Demonstrate an awareness of the chairperson's role, meeting terminology and the minuting process** | |
| 4.1   Outline the chairperson's role | ☐ |
| 4.2   Define meeting terminology | ☐ |
| 4.3   Explain the essentials of minuting | ☐ |
| **5.0   Produce a report to the specified criteria** | |
| 5.1   Organise an event | ☐ |
| 5.2   Produce an individual written report | ☐ |

| **I state that the competence criteria have been achieved and that the submitted assignment is my own work** | **I verify that the candidate has achieved all the competence criteria and that the submitted assignment is the candidate's own work** |
|---|---|
| **Signed** _____ | **Signed** _____ |
| **Candidate Name** _____ | **Tutor Name** _____ |
| **Candidate Number** _____ | **Centre Name** _____ |
| | **Centre Number** _____ |
| **Date** _____ | **Date** _____ |

## ASSIGNMENT GUIDELINES

### Introduction

In addition to demonstrating competence in each of the criteria, candidates must prepare and undertake an assignment. The assignment covers all of the module aims and **selected** competence criteria.

The assignment is described in detail below.  Preparation is the key to success and it is suggested that candidates take the following step by step approach:

- read the assignment guidelines carefully and discuss them with the tutor to ensure full and clear understanding of what is required

- write a plan outlining how the tasks are to be approached

- candidates should discuss possible ideas with the tutor, and if necessary modify the plan

- carry out the various tasks in the assignment

- produce an individual written report, ensuring all guidelines and requirements are adhered to.

**Reports should ideally be word-processed or typed, but legible hand-written reports are also acceptable.**

### Presenting the Report

The written report must:

- begin with a clear explanation of the event the candidate has organised

- indicate how the candidate planned the assignment

- be between 1800 and 2500 words long

- be typed, word-processed or hand-written legibly

- have a logical structure with clearly presented and explained sections

- have a clear, legible and business-like layout and format.

### The Assignment

Organise an event.  The resulting assignment must be presented as an individual report.

**NB:**    Any tasks or guidelines used by the Centre should be submitted with each candidate's submission.

### Criteria for Assessment

The report will demonstrate that the following competence criteria have been met:

# Organise an event

**Candidates must demonstrate that they have met the following competence criteria:**

- outline the importance of identifying and clarifying requirements for organising an event **[Competence criterion 1.1]**

- organise and plan an event **[Competence criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3]**

**Undertaking the Assignment**

Candidates must demonstrate an understanding and the ability to apply the module's theoretical knowledge to a realistic and practical task that requires them to organise an event, and to communicate effectively with peers, colleagues, tutors, employers, etc. The selected task should preferably be factual, but simulation may be used if this is unavoidable.

The time allocated for completion of the assignment must be agreed with the tutor who, whilst providing ongoing advice, will not become directly involved in the proceedings.

**ASSIGNMENT SUGGESTIONS**

**Organise an Event**

To contribute towards the generation of evidence for the report and ongoing file of work, candidates will need to draw up a work schedule listing action to be taken before, during and after the event, and provide samples of internal and external oral and written communication, as well as documents etc.

The written report must be the work of the individual candidate and must not be undertaken jointly.

## General Guidance

The report must include a summary of key points, highlighting the methods of organising and planning the event.

**The report should include:**

- a brief outline of the task

- a description of how the candidate planned and executed the organisation of the event

- the planning, organising and monitoring methods used, whether or not they were successful, and what would be done differently next time

- the communication protocols and methods used

- a conclusion on the success of the event

**NB**  Written communication should follow standard business layout.  Evidence can include video and/or tape cassette material, provided clear instructions indicate where specific evidence can be found, e.g. telephone conversations and face-to-face conversations.  Video or tape cassette evidence must be authenticated by a tutor's observation statement.

**Tutors should ensure that the Student Assessment Record (SAR) sheets for this module are fully completed and signed, indicating student competence in each area.  SARs should be submitted along with the candidate's work. Failure to submit fully complete SARs will result in work being returned.  CIE reserves the right to request further evidence, or to inspect the Centre, in cases where there is doubt as to authenticity of submitted work.**

**Assignments become the property of CIE when they are submitted.  Candidates should keep a copy of their assignment.**

Centres are required to *actively* ensure authenticity of work before completing the SAR and the declaration of authenticity. Centres will be held responsible if issues of authenticity are not addressed.

In cases where there is doubt about the authenticity of any work submitted to CIE for assessment, CIE reserve the right to undertake appropriate checks, such as telephone or other interviews, to determine whether the work is authentic.  Any decisions reached by CIE on matters of authenticity and any subsequent action taken will be final.

**Copies of syllabuses, past papers and Examiners' reports are available on CD-ROM and can be ordered using the Publications Catalogue, which is available at www.cie.org.uk under 'Qualifications & Diplomas' – 'Order Publications'.**