

APPLIED



WJEC Level 3 Applied Certificate in BUSINESS

REGULATED BY OFQUAL AND CCEA REGULATION
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2018
For award from 2019

Version 4 January 2021



SUMMARY OF AMENDMENTS

Version	Description	Page number
2	The performance band statements have been updated for unit 2.	35-36
	Learners are allowed two resits of each external unit	39
	For internal assessment please consult WJEC's 'instructions for conducting controlled assessment'.	41
	Clarification of the 'near pass' rule.	45
	Clarification of resit rules.	47
3	Further clarification to the assessment summary	37
4	Removal of on-screen examination.	5,6,39,47

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1. INTRODUCTION

1.1. Qualification title and code

This specification covers the following qualification:

WJEC Level 3 Applied Certificate in Business

The Ofqual Qualification Number (listed on [The Register](#)) is: 603/0820/5

The Qualifications Wales Designation Number (listed on [QiW](#)) is: C00/1177/3

1.2. About WJEC Applied Certificates and Diplomas

WJEC Applied Certificates and Diplomas are Level 3 qualifications that can be taught as standalone qualifications or alongside GCE AS and A Levels and other Level 3 qualifications as part of a programme of study.

They are designed to offer exciting and interesting experiences that focus learning for 16-19 year-old learners through applied learning i.e. the acquisition of knowledge and understanding in purposeful contexts linked to a sector or subject area.

Applied Certificates and Diplomas are characterised by:

- clearly structured content and straightforward assessment criteria
- opportunities for flexible teaching approaches
- regular teacher training courses
- high quality resources including teacher guides and digital resources
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- accessibility of materials
- direct access to subject specialists

Available in the following subject areas and sizes, Applied Certificates and Diplomas support learners progressing to University:

	Certificate (180 GLH)	Diploma (360GLH)	Extended Diploma (720GLH)
Business (new for 2017)	✓	✓	
Criminology	✓	✓	
Environmental Science		✓	✓
Food Science and Nutrition	✓	✓	
Health and Social Care (England) (new for 2017)	✓	✓	

Medical Science	✓	✓	
Professional Construction Practice (new for 2017)		✓	
Statistical Problem Solving Using Software	✓		
Tourism (new for 2017)	✓	✓	

1.3. About the Qualification

An understanding of the business world is relevant to most job roles within the United Kingdom's economy. This WJEC Level 3 Applied Certificate in Business qualification for England and Wales is designed to provide learners with the underpinning knowledge, understanding and skills associated with business activities. It will prompt research, investigation and review of many aspects of business, to promote an awareness of the career opportunities available.

This is an Applied General qualification. This means it is designed both to support learners progressing to university, and to provide learners with the requisite skills and knowledge to enter the world of work in their chosen sector. It has been designed to offer exciting and interesting experiences that focuses on applied learning, i.e. learning through the acquisition of knowledge and understanding in purposeful contexts linked to the local, regional and national business environment. The qualification would support learners' progression from any study at Level 2, particularly GCSEs in subjects such as Business Studies and Law or the WJEC level 1/2 Award/Certificate in Retail Business.

There are no formal entry requirements for this qualification. It is designed to be delivered over one or two years, and is likely to be studied by 16-19 year olds in schools or colleges alongside GCE A Levels, as part of a programme of study with other Level 3 Vocational Qualifications, or Welsh Baccalaureate.

One purpose of the WJEC Level 3 Applied Certificate in Business is to use this qualification to support access to higher education degree courses, such as:

- Marketing
- Marketing Management
- Retail Management
- Marketing with Digital Communications
- Business
- International Business
- Management
- Finance
- Business Finance

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to undertake employment within business, including the retail sector. The purpose of the WJEC Level 3 Certificate in Business is to provide learners with an understanding of key business terms, content and concepts. Together with other relevant GCE/Level 3 qualifications, it develops the understanding to support entry to higher education courses in the business sector.

1.4. Skills development and the Welsh Baccalaureate

The Applied Certificate in Business enable learners to gain essential employability skills that are valued by employers, further and higher education including:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

In Wales, these skills are formally assessed as part of the Skills Challenge Certificate (Welsh Baccalaureate).

1.5. Structure

Certificate Structure

The Applied Certificate in Business is made up of two mandatory units.

Unit number	Unit	Assessment	GLH	%
1	The Organisation – Survival and Prosperity	Written examination (External)	90	50%
2	Active Marketing	Controlled Assessment (Model Assignment) *,** (Internal)	90	50%
Key: * Synoptic, ** A separate model controlled assessment will be issued for Units 2 and 4 for Business and Retail				

1.6. Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Each unit in the Applied Certificate in Business has been allocated a number of Guided Learning Hours (GLH). This is the number of guided learning hours that WJEC expects the centre to provide to support learners to achieve a unit. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to the Applied Certificate in Business is 180 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification: this is referred to as the Total Qualification Time (TQT). Activities which contribute to the TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning and all guided learning.

The total number of TQT assigned to the Applied Certificate in Business is 270 hours.

2. UNITS

2.1. Unit format

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided Learning Hours (GLH)

Guided Learning Hours represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

Aim

The aim provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit overview

The overview gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Skills development

This section outlines the specific essential employability skills that will be developed through the unit.

Assessment criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

Assessment

Applied Certificates are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

2.2. Unit 1

Unit title	The Organisation: Survival and Prosperity
GLH	90

Aim
The aim of this unit is for learners to understand and appreciate how different organisations seek to achieve the key goals of surviving and prospering in their market situation.

Overview
<p>Organisations come in so many different forms and sizes, and they exist for a range of reasons. What types of organisations are there in our economy? How do they differ from each other? Why do they need to be different?</p> <p>All organisations also have to be organised and financed, and in order to function efficiently they need to have a suitable internal structure, good communications systems, and reliable employees. How are they organised? How are they financed? How do they communicate both internally and with the outside world? How do they recruit and retain efficient members of staff?</p> <p>We know that organisations are created, owned and controlled by people. There are many reasons why people set up organisations: for example, some are established in order to make profits so that the owners can live, whilst others are created in order to provide services such as health or defence, services which benefit the wider community.</p> <p>Although they vary widely in terms of factors such as size, location and organisation, all organisations will set goals that they believe will help keep them operating. Although individual organisations set individual goals, they all tend to share two key goals that need achieving, goals to which we can also relate: the first goal is to survive in their environment, and the second goal is to prosper in this environment.</p> <p>Knowing about the wide range of organisations in the UK economy, and the reasons why they are different and why they exist in the first place, acts as the foundation for studying and understanding the world of business.</p> <p>At the end of this unit you will have gained knowledge of the wide variety of organisations in the UK economy, the reasons for their existence, how they function, and you will be able to appreciate the key factors that help these organisations survive and prosper in our economy.</p>

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills.

Examples of such opportunities are noted below.

Digital Literacy and Literacy and Numeracy: in the carrying out of web-based research into existing organisations and the completion of bespoke formative exercises.

Planning and Organising: in the consideration of how organisations add value through planning.

Creativity and Innovation: in the consideration of entrepreneurial activity.

Personal planning & organising and personal effectiveness: can be developed in order to assist students in their preparation for the unit assessment.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
<p>LO1 Understand the influences on how organisations function within their environment</p>	<p>AC1.1 Describe and distinguish between the main sectors and classifications of the UK economy</p>	<p>Sectors/classifications of the UK economy Sectors and classifications by:</p> <ul style="list-style-type: none"> • activity – primary (agriculture and extractive), secondary (construction, low-medium tech manufacturing, medium-high tech manufacturing), tertiary (wholesale and retail, transport and storage), quaternary/quinary (information and communications, administration and support, arts and entertainment, finance and insurance, other human services) • ownership - public (defence, education, health/social, other), business/private, voluntary/social • legal status - sole traders, partnerships, limited companies, co-operatives, franchises, the public sector • location/frequency - local, regional, national, global. 	<p>Have knowledge of the different ways of classifying organisations.</p> <p>Have an understanding of the main features of organisations in each sector or classification.</p> <p>Be able to, on being given relevant information, classify a given organisation in terms of its</p> <ul style="list-style-type: none"> • activity/activities • ownership • legal status • location

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	(see also Guidance for Teaching)
	<p>AC1.2 Analyse the relationship between organisations and their stakeholders</p>	<p>Organisations and their stakeholders</p> <ul style="list-style-type: none"> • Types of stakeholder (internal and external) • Reasons why organisations exist – to meet the goals of these stakeholders, e.g. to make a profit, to empower their members, to provide a service for individuals/society • The range of, and potential conflict between, stakeholder goals – e.g. high profits versus high wages; short-term profit versus long-term expansion 	<p>Have an understanding of how stakeholders can have different influences on, and expectations of, an organisation.</p> <p>Be able to analyse the potential clashes, which could affect an organisation's survival and/or prosperity, that result from different stakeholders having different goals.</p>
	<p>AC1.3 Explain the relationship between an organisation's ownership, control and financing</p>	<p>Ownership, control and financing</p> <ul style="list-style-type: none"> • Implications of different legal status and ownership for the control of an organisation • The divorce between ownership and control • Implications of different legal status and ownership for the financing of an organisation – the ability to raise finance, sources available • Key features of sources of finance and their suitability in different situation 	<p>Have an understanding of how the legal status and ownership of an organisation influences how it is controlled and financed.</p> <p>Be able to give examples of how organisations operate in terms of their ownership, control and financing.</p> <p>Be able to, on being given specific organisational contexts, suggest and explain appropriate:</p> <ul style="list-style-type: none"> • internal and external sources of finance • short-term, medium-term and long-term sources of finance.

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC1.4 Discuss the importance and influence of enterprise in organisational contexts</p>	<p>Enterprise</p> <ul style="list-style-type: none"> • Enterprise in the economy - meaning of 'enterprise' and the nature and relevance of entrepreneurial activity • Key skills and attributes of entrepreneurs – e.g. identifying business opportunities, willingness to take risks/take advantage of opportunities, having self-confidence and motivation, possessing the ability to inspire, creating/working effectively with teams • The nature of innovation and its relationship to entrepreneurial activity 	<p>Have an understanding of the key features of 'enterprise' and 'innovation' in a business context.</p> <p>Be able to give examples and descriptions of entrepreneurial and innovative activity on a</p> <ul style="list-style-type: none"> • local/regional basis • national basis • global basis
	<p>AC1.5 Analyse how the activities of an organisation are influenced by its mission, aims and objectives</p>	<p>Mission, aims and objectives</p> <ul style="list-style-type: none"> • Nature of and distinction between mission statements, business aims and business objectives. • The influence of organisation type (e.g. size, profit or not-for-profit) and stakeholder activity (e.g. desire for survival, profit maximisation or optimisation, growth and market share) on how and why mission statements, aims and objectives vary from organisation to organisation. • Monitoring the achievement of organisational goals – e.g. qualitatively through stakeholder surveys, quantitatively through the comparison of actual against target. 	<p>Have an understanding of the nature, purpose and variety of mission statements, business aims and SMART objectives.</p> <p>Be able to analyse the interrelationship between the nature/type of organisation and the goals it has been set.</p> <p>Be able to explain how organisational goals will change over time as it moves from survival to prosperity.</p> <p>Be able to, on being given information about organisational performance, suggest and justify appropriate ways to monitor this performance.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC1.6 Explain the value to organisations of business planning</p>	<p>Business planning</p> <ul style="list-style-type: none"> • Nature, content and sources of information for a business plan/organisational planning. • Relationship of planning to organisational goals. • Relevance of planning to entrepreneurs/to other stakeholders in obtaining resources. • Role of business planning in monitoring organisational performance. 	<p>Have an understanding of the nature, purpose and variety of business planning in human, financial, physical and informational contexts.</p> <p>Be able to, on being given information about different organisations, suggest suitable approaches to planning.</p> <p>Be able to explain how planning helps assess resource performance (human, financial, informational, physical) to help achieve an organisation's goals of survival and/or prosperity.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC1.7 Evaluate the varying impacts on organisations of their external environment</p>	<p>The external environment</p> <ul style="list-style-type: none"> • Impact of external influences on organisations and their responses to them, e.g.: <ul style="list-style-type: none"> - local, national and international economic factors such as changing income levels, current market conditions/competition - environmental issues such as pollution controls, safe disposal of waste - social and ethical concerns of stakeholders such as increasing demand for vegetarian foods, campaigns to reduce the amount of food waste, views on smoking - legal and self-regulatory constraints such as consumer protection laws, health and safety regulations - technological developments such as videoconferencing, wireless communications • Influence of these factors on the ability of organisations to achieve their goal. 	<p>Have knowledge of the following PESTEL-type factors:</p> <ul style="list-style-type: none"> • political • economic (including industry analysis) • social (including demographic) • technical • environmental (including ecological) • legal • ethical • global/international. <p>Be able to, on being given information about organisations, analyse the effects that PESTEL-related influences are having on these organisations.</p> <p>Be able to evaluate the effectiveness of an organisation's responses to these influences in order to help achieve the goals of survival and/or prosperity.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
<p>LO2 Understand how organisations function internally</p>	<p>AC2.1 Describe the types and roles of the main organisational functions and structures</p>	<p>Organisational functions and structures</p> <ul style="list-style-type: none"> • Traditional functional areas and their roles: <ul style="list-style-type: none"> - production - marketing/selling - buying - finance - human resources - administration - ICT/communications - warehousing/distribution - customer service - research and development • Interrelationships of the functional areas • Function-based hierarchical and other ways to structure organisations – e.g. line & staff, product/matrix, geography/market, hybrid (e.g. functional and geographic), tall or flat • Key generic and functional roles and responsibilities • Structuring work and teams by function or by task/project to achieve organisational goals. 	<p>Have an understanding of traditional (functional) and non-traditional ways in which organisations can be structured.</p> <p>Have knowledge of the roles of the functional areas and the contribution these make individually and together towards achieving organisational objectives.</p> <p>Have knowledge of the main organisational roles and responsibilities:</p> <ul style="list-style-type: none"> • owner • director • manager • supervisor • employee. <p>Be able to give examples of structures adopted by specific organisations.</p> <p>Have an understanding of how the efficiency of an organisation's structure (including how human resources are structured) helps achieve its goals of survival and/or prosperity.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC2.2 Explain the importance of resources to organisations</p>	<p>Resources</p> <ul style="list-style-type: none"> • Categorising organisational resources • Resource requirements for different organisations • Role of resources in achieving organisational goals 	<p>Have knowledge of the various human, financial, physical and informational organisational resources.</p> <p>Have an understanding of how and why resource requirements vary from organisation to organisation.</p> <p>Be able to give examples of resources being used by specific organisations.</p> <p>Be able to explain how resources help an organisation achieve its goals of</p>
	<p>AC2.3 Explain the role and importance of quality initiatives in organisations</p>	<p>Quality initiatives</p> <ul style="list-style-type: none"> • Meeting customer expectations through quality initiatives in organisations: <ul style="list-style-type: none"> - TQM - quality assurance - quality control - quality engineering - quality circles - continual improvement/Kaizen - zero defects - customer service initiatives • Reviewing quality 	<p>Have knowledge of the different types of quality initiatives adopted by organisations.</p> <p>Be able to give examples of quality initiatives being used by specific organisations.</p> <p>Be able to, on being given information about organisations, suggest and justify suitable quality initiatives to contribute towards an organisation's survival and/or prosperity.</p> <p>Have an understanding of the importance of reviewing quality when monitoring organisational performance.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC2.4 Analyse the nature and efficiency of information and communication</p>	<p>Information and communication</p> <ul style="list-style-type: none"> • Information systems – <ul style="list-style-type: none"> - roles: receiving, storing, processing and transmitting information - nature/uses • Communication methods/media: <ul style="list-style-type: none"> - oral, written, non-verbal, pictorial/graphic - electronic, non-electronic • Criteria for choice of method/media: <ul style="list-style-type: none"> - accuracy - cost - speed/timeliness - type of content - status and expertise of recipient - security/confidentiality - support/equipment available • Communication and structure • Communication security and legislation: <ul style="list-style-type: none"> - computer misuse - copyright - data protection - health and safety issues - protection against external agencies • Judging the effectiveness of communication: <ul style="list-style-type: none"> - Message - Medium - Understandability - obtaining response - suitability/speed of response 	<p>Have knowledge of the role of electronic and non-electronic systems.</p> <p>Have an understanding of the nature and uses of communication methods:</p> <ul style="list-style-type: none"> • electronic and non-electronic • internal (horizontal and vertical) and external • formal and informal contexts <p>Be able to apply criteria for selection and use of these methods/media.</p> <p>Have knowledge of how functions or other internal structures communicate with one another.</p> <p>Have an understanding of the influence of the (functional/other) structure of an organisation on its information systems and communication methods/media.</p> <p>Have knowledge of how security and legal factors influence the nature and use of information being communicated.</p> <p>Be able to analyse the effectiveness of business communications in helping an organisation achieve goals of survival and/or prosperity.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC2.5 Evaluate the extent to which ICT provision supports organisational activities</p>	<p>ICT and organisations</p> <ul style="list-style-type: none"> • Generic business software • Organisations and the internet • Benefits and drawbacks of ICT to: <ul style="list-style-type: none"> - the organisation – - reduced waste, space saving, productivity increase, improved communication (quality, speed, accessibility), support for decisions - but capital and running costs, problems caused by breakdown, need to service, obsolescence, need for training, health and safety - the employee – - better access to information, improvement in communication (quality, speed, accessibility), able to work from home - but dislike/phobia, reduced human contact, lack of knowledge/inability to use, health and safety considerations 	<p>Have knowledge of the functions and organisational uses of a range of electronic business tools:</p> <ul style="list-style-type: none"> • word processing • database/digital notebook • customer relationship management (CRM) systems • contactless payments • spreadsheet • presentation software • financial software • statistical forecasting • translation software • e-communications/social media. <p>Have an understanding of how and why organisations use the internet.</p> <p>Have an understanding of the effects of ICT provision on the organisation and the individual employee.</p> <p>Be able to evaluate the extent to which ICT helps an organisation achieve its goals of survival and/or prosperity.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
<p>LO3 Understand the contribution made by an efficient workforce towards achieving organisational goals</p>	<p>AC3.1 Explain the importance to organisations of employing suitable people</p>	<p>Employing people</p> <ul style="list-style-type: none"> • Attributes of efficient employees: e.g. <ul style="list-style-type: none"> - punctuality - politeness - honesty - ability/willingness to work in a team - lack of prejudice - use of initiative • Recruitment/selection procedures used by organisations - identifying the vacancy, creating recruitment documentation (job descriptions, person specifications, CVs, application forms), arranging job advertising, handling applications, shortlisting • Ways to interview candidates – e.g. formal/informal, individual/group, panel, telephone, multi-stage, use of tests (psychometric and aptitude) • Effective interviewing: e.g. planning open and closed questions, giving appropriate answers, using suitable non-verbal communication • Judging the effectiveness of the recruitment process 	<p>Have an understanding of what employers look for in employees and of the relative importance of these features in carrying out different job roles efficiently.</p> <p>Have knowledge of the similarities and differences between the recruitment and selection procedures used by different organisations and by the same organisation in different situations.</p> <p>Have an understanding of the influence of equality of opportunity and diversity practices through employee protection and avoidance of discrimination based on race/ethnicity, colour, nationality, religion, disability, gender/sexual orientation, age, together with other external (PESTEL-type) influences.</p> <p>Have knowledge of the different ways to interview candidates, and of the key characteristics of an effective interview.</p> <p>Be able to explain the importance of effective recruitment, selection and retention in achieving organisational goals of survival and/or prosperity.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC3.2 Explain the importance of training and developing employees</p>	<p>Training and developing people</p> <ul style="list-style-type: none"> • Types of training and development schemes: <ul style="list-style-type: none"> - induction - on-the-job - off-the-job (in own training department or external course) - mentoring • Accreditation of training –benefits to the business and to the trainee • Monitoring training and development in the workplace 	<p>Have an understanding of how opportunities vary from organisation to organisation and from industry to industry.</p> <p>Have an understanding of how the type and suitability of a training or development scheme derives from the job role/responsibilities of the individual.</p> <p>Be able to explain the relevance of effective training and development in achieving both personal and organisational goals.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC3.3 Evaluate the effectiveness of the ways in which employees can be motivated</p>	<p>Motivating people</p> <ul style="list-style-type: none"> • Main methods used to motivate employees <ul style="list-style-type: none"> - financial (e.g. salary/wage, bonus, commission, profit-sharing, share option) - non-financial (e.g. perks and status symbols) - goal setting and performance appraisals/ reviews - disciplinary and grievance procedures • Relevance of the work of key motivational theorists to achieving organizational goals: <ul style="list-style-type: none"> - Mayo - Maslow - Herzberg - McClelland - McGregor 	<p>Have knowledge of methods used to motivating employees, and an understanding of how and why these methods vary from organisation to organisation/from industry to industry.</p> <p>Be able to give examples of motivational methods being used by specific organisations.</p> <p>Have an understanding of the motivation-related work of the listed theorists.</p> <p>On being given information about organisations, be able to evaluate the extent to which the work of motivation theorists both informs the work of its employees and contributes to achieving its goals of survival and/or prosperity.</p>

Assessment summary

This unit is externally assessed. The external assessment will be in June of each year. The specification for the external assessment is as follows:

Duration: 2 hours

Number of marks: 100

Grading: A – E

Weightings of Learning Outcomes:

Generic to all Routes)	LO1	LO2	LO3
%	35% – 45%	35% - 45%	15% - 30%
Marks	35 – 45	35 - 45	15 – 30

Format: Short and extended answer questions based around given contexts.

Guidance for delivery

To understand and appreciate the nature of business, centres need to ensure that the various concepts, theories and content contained in this unit are not delivered merely for their own sake. The delivery of this specification should involve learners in actively experiencing the business environment, treating the concepts, theories and content as a practical foundation for exploring the practical business world to which they are being exposed.

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways this can be achieved:

Example 1

Visits can be arranged to workplaces with which they are familiar – for example, a school or college or an organisation such as a retail outlet – to consider how the workplace is structured, the resources it requires and uses, and the communication methods/media employed.

Example 2

Talks by visiting business speakers can be organised; for example, a local shop manager could talk about how staff are motivated or discuss the organisational relationship between the outlet and its head office.

Example 3

Practical activities centred around a work-based scenario can be undertaken, such as designing a questionnaire to investigate how an organisation is having to adapt/has adapted to the UK leaving the European Union, or the extent to which its employees use and benefit from ICT.

Example 4

Case studies or case histories can be used: for example, studying a case history of how an organisation motivates its employees.

Example 5

Work experience and other links with local employers can be established to provide the learners with vocationally relevant experiences.

Making contacts

Examples of organisations that may be approached to provide help include:

- major supermarket chains
- voluntary organisations
- sporting clubs

Resources

A key resource will be the learner's local business environment. Learners will need a detailed knowledge of business theory, and textbooks and web-based resources will be valuable.

Books/resource packs/other resources

Examples include:

WJEC A Level Business Studies notes

Business and business education-related websites will provide relevant information. These include:

The BBC: <http://www.bbc.co.uk/news/business>

Business in the Community: <http://www.bitc.org.uk/>

Business Week: <http://www.bloomberg.com/businessweek>

Times100: <https://www.tes.com/member/The%20Times%20100>

'Broadsheet' newspapers such as the Guardian, the Telegraph and the Financial Times, and e-magazines such as The Economist contain appropriate business-related articles.

Additional guidance can be found in the document Guidance for Teaching which accompanies this qualification.

2.3. Unit 2

Unit title	Active Marketing
GLH	90

Aim

The aim of this unit is for learners to understand and appreciate the key role that marketing has in the success of an organisation.

Overview

Unit 1 taught us that there are many different forms of organisations. They differ in size, in location, in the product or service they offer, and so on. We have also seen that organisations tend to have a number of common features: for example, they will have an internal structure, operate using both internal and external communications, and rely on at least one person so that they can function in the economy – in their market.

There are many different types of market: we have all visited market buildings in towns and cities or shopped in street market, but there are many other types of market used by organisations, such as the global market for cars in which companies such as Toyota and VW operate.

Organisations tend to share at some of the traditional functions that have been outlined in the first unit. One of these functions is marketing. An organisation is created essentially to offer goods and/or services to people. In most cases the organisation is competing with other organisations in a marketplace, and to survive and ultimately prosper, its products must be of interest or value to you and I.

First, however, we need to be made aware of these products. To achieve this, an organisation will promote its product, sometimes using media familiar to us such as TV to do so. The organisation is also tasked with getting the product to us: it's no good telling us about the product's virtues if we're then unable to buy it – and, of course, the product has to be priced appropriately for us to be interested in it.

But how does an organisation know what we want? It has to ask questions: in other words, it needs to carry out some form of market research.

To understand business further, we therefore need to study the marketing function. At the end of this unit you will have gained knowledge and understanding of the range and nature of markets, the importance of market research, and how organisations have to plan their marketing activities by considering what makes up their 'marketing mix'.

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills.

Examples of such opportunities are noted below.

Digital Literacy and Literacy: in the carrying out of web-based research into organisations and the completion of bespoke formative exercises.

Numeracy: in the consideration of quantitative aspects of market research and price (strategies, influence and contributions) and their roles within organisational activity.

Creativity and Innovation: in the general study of marketing and in the specific product, price, place, promotion, people, process and physical evidence.

Critical thinking and problem solving: in the consideration of marketing problems and examples of ways in which such problems have been approached and solved historically to the benefit of organisations.

Personal planning & organising and personal effectiveness: can be developed in order to assist students in their preparation for the unit assessment.

Learning outcomes, assessment criteria and taught content

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
<p>LO1 Understand the importance of sales, marketing and customers to organisations</p>	<p>AC1.1 Explore the relationship between markets, marketing and selling</p>	<p>Markets, marketing and selling</p> <ul style="list-style-type: none"> • Markets: <ul style="list-style-type: none"> - physical consumer (e.g. food and other retail, auction) - physical business (industrial goods, wholesale, labour) - non-physical/virtual (media, internet) - sales market classifications (e.g. retail, hospitality, business, voluntary, public sector) - financial - unauthorised/illegal • Mass, digital and niche markets • Selling and marketing: <ul style="list-style-type: none"> - their functions/purpose - key job roles/responsibilities - areas of synergy and conflict • Generic marketing goals: e.g. <ul style="list-style-type: none"> - identifying consumer needs - effective liaison with customers - offering marketable products 	<p>Have knowledge of how market can be classified by type and characteristics.</p> <p>Be able to give examples of specific organisations, their market(s) and broad position in the market(s).</p> <p>Have an understanding of the factors influencing whether an organisation adopts mass, digital or niche marketing.</p> <p>Have knowledge of the relationship between sales and marketing.</p> <p>Have an understanding of the main marketing goals and the extent to which they are common to all organisations.</p> <p>Examine the relationship between the nature of an organisation’s marketing and the selection and achievement of its marketing goals.</p> <p>Synoptic links: Learners should also understand the connections to enterprise (Unit 1 AC 1.4) and the external environment (Unit 1 AC 1.7).</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	<p>AC1.2 Assess how organisations are influenced by the fact that customers are key to their success</p>	<p>Customers</p> <ul style="list-style-type: none"> • Customer types: <ul style="list-style-type: none"> - individual customers - customer groups - customers with special needs - domestic and business customers - customers in the UK and overseas • Customer needs when buying products, e.g. <ul style="list-style-type: none"> - examining product characteristics - obtaining product and after-sales service information - assessing product suitability for use • Customer service: <ul style="list-style-type: none"> - providing information - assisting and advising - solving problems - handling complaints - keeping records - helping obtain finance - carrying out after-sales service • Customer service, the product and the competition 	<p>Have an understanding of the main customer types.</p> <p>Be able to give examples of how specific organisations segment their customers (e.g. age, gender, lifestyle, occupation; psychographic, demographic and firmographic (B2B).</p> <p>Be able to explain the link between customer needs and the product (both essential and non-essential).</p> <p>Have knowledge of the main features of customer service.</p> <p>Be able to assess why these features vary depending on the product's features/complexity and competitive forces existing in the market.</p> <p><i>Synoptic links: Learners should also understand the influence of objectives on the organisation (Unit 1 AC 1.5) and the importance of training and development of staff in customer service (Unit 1 AC 3.2).</i></p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
<p>LO2 Understand the role and importance of market research to organisations</p>	<p>AC2.1 Evaluate the effectiveness of market research information</p>	<p>Market research</p> <ul style="list-style-type: none"> • Reasons for research • Types of research: <ul style="list-style-type: none"> - primary (qualitative and quantitative) - secondary • Primary methods: e.g. <ul style="list-style-type: none"> - interviews - customer feedback questionnaires - consumer panels - customer observation - test marketing • Secondary methods: e.g. <ul style="list-style-type: none"> - data/information from within the organisation - industry-based and government publications - commercial reports • Information gained: <ul style="list-style-type: none"> - customer needs - product suitability - competitor performance • Market research and the marketing strategy 	<p>Have knowledge of why organisations research their market(s).</p> <p>Be able to describe and give examples of primary and secondary methods, and qualitative and quantitative methods of market research.</p> <p>Be able to evaluate the usefulness of information obtained through market research, relating to an organisation's customers, products and/or market, by considering features such as its cost, timeliness, sufficiency and suitability.</p> <p>Have an understanding of the role played by market research in the marketing strategy of an organisation.</p> <p><i>Synoptic links: Learners should also understand the connections to business planning (Unit 1 AC 1.6) and how ICT supports organisational activities (Unit 1 AC 2.5).</i></p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	(see also Guidance for Teaching)
<p>LO3 Understand the nature and importance to organisations of the marketing mix</p>	<p>AC3.1 Explore the nature, functions and interrelationship of the different elements in the marketing mix:</p> <p>3.1a ‘Product’</p>	<p>Product</p> <ul style="list-style-type: none"> • Product features, benefits, USP • Product differentiation: <ul style="list-style-type: none"> - basic (core) function - additional features - product support • The product life cycle and product portfolio • Mapping product positioning • Research into products: <ul style="list-style-type: none"> - developing new products - enhancing and extending the life of existing products. • Contribution made by suitable products towards achieving marketing goals. 	<p>Synoptic links(3.1a – e): Learners should also understand the connections to the importance of employing suitable people (Unit 1 AC 3.1), the importance of training and development of employees (Unit 1 AC 3.2) and the effectiveness of employee motivation (Unit 1 AC 3.3).</p> <p>Have knowledge of how products can be categorised by features/USPs and expected benefits to the buyer.</p> <p>Have an understanding of how products can be differentiated.</p> <p>Have an understanding of the link between product life cycle analysis and an organisation’s product portfolio.</p> <p>Be able to map and explain the relationship between an organisation’s products and those of its competitors.</p> <p>Be able to explain the nature and importance of new product development and product enhancement/extension strategies.</p> <p>Be able to judge how an organisation’s products help it achieve its marketing goals.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	3.1b 'Price'	<p>Price</p> <ul style="list-style-type: none"> • Price strategies for new products: e.g. <ul style="list-style-type: none"> - skimming - penetration - market-led pricing • Price strategies for existing products: e.g. <ul style="list-style-type: none"> - price leader or price follower predatory pricing • The influence of costs on price: <ul style="list-style-type: none"> - cost-related factors (cost-plus pricing and contribution pricing) • Influence of price and other factors on customers: e.g. <ul style="list-style-type: none"> - product features - product availability - product quality - competition - availability of substitutes • Contribution made by effective pricing strategies towards achieving marketing goals 	<p>Be able to explain the factors that lead to organisations adopting price strategies for new and existing products.</p> <p>Have an understanding of the influence of cost-related factors on prices set.</p> <p>Be able to explain how customers are influenced by both prices and other factors.</p> <p>Be able to judge how an organisation's pricing strategies help it achieve its marketing goals.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	3.1c 'Place'	<p>Place</p> <ul style="list-style-type: none"> • Importance of 'place' • Choice of distribution channels/strategies: <ul style="list-style-type: none"> - direct and indirect distribution - physical and virtual • Influence of the level of penetration: <ul style="list-style-type: none"> - intensive channels - selective channels - exclusive channels - social media/web-based • Role of franchising in distribution: <ul style="list-style-type: none"> - the franchisor - the franchisee - benefits of franchising to both parties • Measuring the efficiency of distribution • Contribution made by an efficient 'place' strategy towards achieving marketing goals 	<p>Have knowledge of why it is important to position and distribute the product.</p> <p>Have an understanding of factors that determine an organisation's choice of distribution channels/strategies.</p> <p>Be able to give examples of how organisations distribute their products, and the reasons for such distribution.</p> <p>Have knowledge of the role and value of, and be able to give examples of, franchising in distributing products.</p> <p>Have an understanding of how the efficiency of distribution can be measured by comparing the channel-mix coverage against total distribution cost.</p> <p>Be able to judge how an organisation's distribution strategies help it achieve its marketing goals.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	<i>(see also Guidance for Teaching)</i>
	3.1d 'Promotion'	<p>Promotion</p> <ul style="list-style-type: none"> • Purposes of promotion • Elements of the promotional mix: <ul style="list-style-type: none"> - advertising - sales promotion - public relations/sponsorship - direct marketing - personal selling • Types of promotion: <ul style="list-style-type: none"> - above-the-line (direct advertising via independent media) - below-the-line (direct control, e.g. loyalty cards, in-store vouchers, competitions) • Influences on the selection of media: <ul style="list-style-type: none"> - cost/marketing budget - target audience - stage in the life cycle - type/degree of competition - product availability - product differentiation - availability/use of social media and communications technology • Role of merchandising • Types of merchandising: <ul style="list-style-type: none"> - in-store and online - POS methods, e.g. display techniques, free samples, on-the-spot demos, pricing, special offers • Contribution made by efficient promotion towards achieving marketing goals. 	<p>Have knowledge of the purpose of promotion: e.g.</p> <ul style="list-style-type: none"> - build awareness - create interest - provide information - stimulate demand, - differentiate product - reinforce brand. <p>Have an understanding of the main elements in the 'promotional mix'.</p> <p>Be able to describe, distinguish between and give organisation-based examples of above-the-line and below-the-line promotion.</p> <p>Have an understanding of, and give organisation-based examples of, how promotional media are selected.</p> <p>Have knowledge of the role and the types of merchandising used by organisations.</p> <p>Be able to judge how an organisation's promotional strategies help it achieve its marketing goals.</p>

Learning outcome	Assessment criteria	Taught content	Exemplification
<i>The learner will:</i>	<i>The learner can:</i>	<i>(learners must be taught the following content)</i>	(see also Guidance for Teaching)
	3.1e ‘People’, ‘Process’ ‘Physical evidence’	<p>People, Process and Physical evidence</p> <ul style="list-style-type: none"> • Role of ‘People’, ‘Process’ and ‘Physical evidence’: <ul style="list-style-type: none"> - (People) customers coming into contact with an organisation’s employees - (Process) customers investing in more than the product - (Physical evidence) customers benefit from being able to ‘see’ what they are buying <p>Function of each element within the mix</p> <ul style="list-style-type: none"> • Contribution that each makes towards achieving marketing goals 	<p>Have knowledge of the roles of these three Ps in the marketing mix.</p> <p>Be able to explain the contribution made by each of these elements to an efficient marketing mix.</p> <p>Be able to judge how ‘People’, ‘Process’ and ‘Physical evidence’ each helps an organisation to achieve its marketing goals.</p>
	AC3.2 Evaluate the role played by the marketing mix in the overall marketing strategy	<p>Marketing mix and the marketing strategy</p> <ul style="list-style-type: none"> • Relationship between the mix and an organisation’s goals • Role played by the marketing mix in the marketing strategy 	<p>Explain the relationship between an organisation’s marketing mix and its goals.</p> <p>Be able to evaluate the role played by an organisation’s marketing mix in its marketing strategy.</p> <p>Synoptic links: Learners should also understand the connections to Mission, Aims and Objectives (Unit 1 AC 1.5).</p>

Performance bands

Learning outcome	Assessment criteria	Band 1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks	Band 4 19 – 24 marks
Where there is no evidence or work is not worthy of credit – 0 marks					
LO1 Understand the importance of sales, marketing and customers to organisations	AC1.1 Explore the relationship between markets, marketing and selling.	Describes main features of markets, marketing and selling.	Explains the main features in context.	Analyses how the organisation's markets, marketing and selling interlink.	Examines the interrelationship of the organisation's markets, marketing and selling in the context of achieving its marketing goals.
	AC1.2 Assess how organisations are influenced by the fact that customers are key to their success.	Describes some customer-related factors but lacks illustration and/or context.	Explains the influence of these customer-related factors with relevant examples and in clear context.	Analyses the interrelationship between the organisation's customers and the provision of its products	Assesses the effectiveness of the responsiveness of the organisation to its evolving customer base.

Learning outcome	Assessment criteria	Band 1 1 – 6 marks	Band 2 7 – 12 marks	Band 3 13 – 18 marks	Band 4 19 – 24 marks
		Where there is no evidence or work is not worthy of credit – 0 marks			
LO2 Understand the role and importance of market research to organisations	AC2.1 Evaluate the effectiveness of market research information	Describes the relevance of market research information.	Explains the relevance and effectiveness of the market research information.	Analyses the market research, and supports with a range of appropriate illustrations.	Evaluates effectiveness through considering role and importance, together with full justifications.
LO3 Understand the nature and importance to organisations of the marketing mix	AC3.1 Explore the nature, functions and interrelationship of the different elements in the marketing mix	Describes the nature of the &7s.	Explains nature and functions, and supports with relevant examples.	Analyses nature and functions in detail, and considers the relevance to the organisation of their interrelationship.	Assesses how effectively the organisation utilises the 7Ps to achieve its goals.
	AC3.2 Evaluate the role played by the marketing mix in the overall marketing strategy	Describes the role played by the marketing mix.	Explains the importance of the role of the mix in the overall marketing strategy.	Analyses the role in the context of the organisation’s external environment.	Evaluates the role, arguments being fully supported by evidence and examples.

Assessment summary

This unit is internally assessed.

Tasks have a maximum of 72 marks, and are linked to Assessment Criteria as follows.

- Tasks 1a and 1b are linked to AC 1.1, and each Task has a maximum of 8 marks.
- Task 1c is linked to AC 1.2 and also has a maximum of 8 marks.
- Tasks 2a and 2b are linked to AC 2.1, and each Task has a maximum of 12 marks.
- Tasks 3a and 3b are linked to AC 3.1, and each Task has a maximum of 8 marks.
- Task 3c is linked to AC 3.2 and also has a maximum of 8 marks.

For detailed information on how the Learning Objective marks are awarded for Unit 2, please see pages 24 – 28 of the SAMs – Internal document on the website.

Guidance for Delivery

To understand and appreciate the role that marketing plays in business, centres need to involve learners to actively investigate marketing in business.

As in unit 1, learners have to recognise that the knowledge and understanding they develop about marketing is vocationally relevant. Visits can be arranged to retail and other organisations to experience, carry out research about and/or discuss with employees these organisations' present marketing mix activities, aims and objectives.

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways this can be achieved:

Example 1

Talks by visiting marketing specialists or other business people can provide insightful information; for example, a local retail franchisee could explain the approach to customer service being used, and outline and appraise the marketing-related support being received from the franchisor organisation.

Example 2

Practical activities centred around a work-based scenario can be undertaken, such as designing a questionnaire to investigate how an organisation is having to adapt/has adapted to the UK leaving the European Union, or the extent to which its employees use and benefit from ICT.

Example 3

Marketing case studies or case histories can be used to good effect: they are freely available on websites (2016), including Kellogs's approach to the marketing mix and how Unison uses promotion to campaign for public services (see <http://businesscasestudies.co.uk/>).

Example 4

Marketing- and retail-related work experience and other links with local employers can be established to help the learners gain better vocational knowledge and understanding.

Links with topic areas in unit 1 can be made, and are encouraged. For example, when considering the range of markets in which an organisation operates or the nature of this organisation's customer service, there are obvious areas to be explored such as how the organisation is structured, its stakeholders, and the role and relevance of the entrepreneurial function.

Making contacts

Examples of organisations that may be approached to provide help include:

- major supermarket chains
- local manufacturing organisations
- major coffee outlets

Resources

The topic of marketing is a really accessible one for learners, largely as the result of their everyday lives and experiences. It is therefore appropriate that learner experience should form a key resource for the learning process in this unit.

Books/resource packs/other resources

Examples include:

Blick D, *The Ultimate Small Business Marketing Book* (Filament 2011) ISBN-13 978-1905493777

Kitchen T and Ivanescu Y, *Profitable Social Media Marketing 2nd ed* (CreatSpace 2015) ISBN-10 1519611925

Ryan D, *Understanding Digital Marketing 3rd ed* (Kogan Page 2014) ISBN-10 0749471026

The internet should be treated as a valuable resource for this unit. As an example, the websites (2016) of market research organisations can be explored and utilised in research activities, such as:

<https://www.b2binternational.com/> B2B International – includes blogs and press articles

<http://www.mintel.com/> Mintel – contains blog, B2B and other reports

3. ASSESSMENT

The Applied Certificate in Business is assessed using a combination of an internally assessed controlled assessment and an external examination.

3.1. External assessment

The following unit will be externally assessed:

Unit 1: The Organisation: Survival and Prosperity

Details of the external assessment are as follows:

- 120-minute examination
- total of 100 marks
- compulsory questions on each paper
- short and extended answer questions, based on stimulus material and applied contexts
- questions will relate to the stimulus material and will anticipate answers that are applied to the context
- each paper will assess all learning outcomes, and assessment criteria (AC) will be sampled in each series
- available in May/June of each year
- learners are allowed **two** resit opportunities; the highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers
- graded on a scale of A to E

This examination contains questions which are common to all candidates and questions which relate to either Business or Retail candidates.

For **Unit 1: The Organisation: Survival Prosperity**, the assessment criteria (AC) will be covered within the mark allocation as follows:

Assessment Grid

Learning outcomes	Assessment criteria	Marks	%
LO1	AC1.1 Describe and distinguish between the main sectors and classifications of the UK economy	35 - 45	35 - 45
	AC1.2 Analyse the relationship between organisations and their stakeholders		
	AC1.3 Explain the relationship between an organisation's ownership, control and financing		
	AC1.4 Discuss the importance and influence of enterprise in organisational contexts		
	AC1.5 Analyse how the activities of an organisation are influenced by its mission, aims and objectives		
	AC1.6 Explain the value to organisations of business planning		
	AC1.7 Evaluate the varying impacts on organisations of their external environment		
LO2	AC2.1 Describe the types and roles of the main organisational functions and structures	35 - 45	35 - 45
	AC2.2 Explain the importance of resources to organisations		
	AC2.3 Explain the role and importance of quality initiatives in organisations		
	AC2.4 Analyse the nature and efficiency of information and communication		
	AC2.5 Evaluate the extent to which ICT provision supports organisational activities		
LO3	AC3.1 Explain the importance to organisations of employing suitable people	15-30	15 - 30
	AC3.2 Explain the importance of training and developing employees		
	AC3.3 Evaluate the effectiveness of the ways in which employees can be motivated		

3.2. Internal assessment

The following units are internally assessed:

Unit 2: Active Marketing

For internal assessment please consult 'WJEC's Instructions for conducting controlled assessment'. This document can be accessed through the WJEC website (www.wjec.co.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls. The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to the assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.
- All grades are awarded based on the number of marks attained in each assessment. Grade descriptors are provided for Grades A, C and E.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

Task setting

For internal assessment, WJEC has produced model assignments for each unit. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.

- The assignment must provide each learner with the opportunity to address all assessment criteria and all marks available.
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

The assessor can determine which resources learners should be provided with to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication: supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the assessment criteria and how they can be interpreted. Assessors must intervene where a health and safety hazard is observed.

Where candidates carry out primary research for unit 2, outside a supervised environment, a diary of their work is required so as to authenticate the research as the students own work.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

The model assignment will indicate whether:

- group work must take place
- group work is forbidden
- centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all assessment criteria and marks available.
- Learners must provide an individual response as part of any task outcome.
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc).
- Evidence must be clearly attributable to each individual member of the group.
- Individual contributions must be clearly identified and noted on the accompanying authentication sheet which must be signed by both the teacher and the candidate.
- Assessment of the individual must be based on the individual contribution to the evidence produced.
- Learners' achievement must not be affected by the poor performance of other group members.
- Learners' achievement must not benefit from the performance of other group members

Resubmission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. For Unit 2 learners must choose different organisations as the basis of their work. They **cannot improve previously submitted work**.

Learners have one resit opportunity for each assessed unit.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate **must** choose one of the following options:

- create a new piece of work within the same group
- create a new piece of work within a new group
- create a new piece of work with non-assessed candidates
- create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to resit.

Task marking

All marking of evidence must be made against the assessment criteria marks available in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and marks available.

Performance evidence, for example, of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the assessment criteria and marks available

3.3. Synoptic assessment

Synoptic assessment requires candidates to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task.

All units in WJEC Level 3 Applied Certificate in Business have been designed to require learners to develop their learning by working towards work-related purposeful tasks. Indicative synoptic links between Unit 2 and Unit 1 are given. Learners will select and apply their learning in the completion of these tasks.

- Unit 2 requires learners to draw on learning from Unit 1, in order to contextualise appropriately the assessment requirements and their responses to this assessment. The 'Exemplification' section gives illustrations of how this unit's content builds on previous learning, and the grade that learners receive for this unit will be influenced by how they use and apply learning from Unit 1.

3.4. Centre assessment and standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- document all activities
- ensure that the assignment presented to learners is fit for purpose and complies with all controls
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- ensure all assessment activities are in accordance with the task taking controls for the unit
- sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- provide feedback to assessors
- provide support to assessors on interpretation of performance band requirement

3.5. Grading, Awarding and Reporting

The overall grades for the Applied Certificate in Business will be recorded as a grade on a scale A to E.

Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating learners' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale.

A 'near pass' rule has been introduced for all **external units**. A candidate will achieve a pass (or higher) grade for the qualification if they meet the following two requirements:

- i) Achieve the total UMS required at the relevant grade for the qualification
- ii) Obtained at least the minimum UMS for the relevant external units.

To achieve an A-E grade, learners must obtain:

- the minimum UMS mark for the qualification grade

and

- pass **ALL** units.

Uniform marks correspond to unit grades as follows:

Unit weighting	Maximum Raw Mark	Maximum UMS Mark	A	B	C	D	E	N
Unit 1 (Externally Assessed) 50% of Certificate	100	100	80	70	60	50	40	30
Unit 2 (Internally Assessed) 50% of Certificate	72	100	80	70	60	50	40	

	Maximum Uniform Marks	A	B	C	D	E
Level 3 Certificate	200	160	140	120	100	80

The following grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by learners' awarded particular grades for assessment. The descriptors have not been written at either specification or unit level, and therefore must be interpreted in relation to the content specified in the specification: they are not designed to define that content. The grade awarded will depend on the number of marks awarded, these descriptors being intended to give a general indication of standards.

The grade descriptions therefore offer a general indicator of the required learning outcomes by illustrating the expectation of achievement at the A/B, C/D and E/U boundaries for the qualifications as a whole. Grade descriptions are designed to assist examiners in exercising their professional judgement at awarding meetings when setting grade boundaries. This judgement will reflect the quality of the candidates' work, informed by the available technical and statistical evidence. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

Teachers may find grade descriptions useful in understanding candidates' performance across qualifications as a whole but should use the marking criteria identified in the specification when assessing candidates' work.

E grade descriptor

Learners demonstrate basic knowledge of the business sector and have gained a basic understanding of the nature and purpose of organisational activity. Learners apply limited knowledge, understanding and skills to organisational activity and issues. They collect information using given techniques and use a limited range of relevant information sources. They carry out limited analysis of the issues and problems faced by organisations. Learners evaluate evidence to draw basic conclusions about relevant organisational issues and problems. Learners use written communication which is adequate to convey meaning but which may be expressed in a non-specialist way.

C grade descriptor

Learners demonstrate clear knowledge of the business sector and have gained a sound understanding, of the nature and purpose of organisational activity. Learners apply knowledge, understanding and skills to organisational activity and issues. Learners collect information independently and use a range of relevant information sources. They carry out some sound analysis of the issues and problems faced by organisations. Learners evaluate evidence to draw valid conclusions about relevant organisational issues and problems. Learners use written communication which conveys meaning with use of some specialist vocabulary.

A Grade descriptor

Learners demonstrate a depth of knowledge of the business sector and show thorough understanding of the nature and purposes of organisational activity. Learners apply knowledge, understanding and skills accurately and independently to a range of organisational activity and issues. Learners undertake research using a range of techniques and use a wide range of relevant information to analyse business-related issues and problems. Learners evaluate evidence to draw valid conclusions and make reasoned judgements about relevant organisational issues and problems. Learners use written communication which is well-structured and clearly expressed, with appropriate specialist vocabulary.

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of A to E.

Reporting

Awarding and reporting of results for WJEC Level 3 takes place in August of each year. A **Qualification Certificate**, issued at a later date, will confirm the

- title
- level
- grade of qualification

4. TECHNICAL INFORMATION

4.1. Making entries

WJEC Applied Certificates are unitised qualifications which allow for an element of staged assessment.

The WJEC Level 3 Applied Certificate in Business will be available for certification from June 2018. Thereafter, the qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Candidates may resit internally assessed units **once only, and externally assessed units twice**. The best grade will be used for aggregation. If a candidate wishes to resit an internal unit more than once or an external unit more than twice, no results from units taken previously may be used in aggregating the new grade and all units in the qualification must be taken again.

Unit entry

Entry for individual units must be made by submitting the relevant unit. Entries must be submitted no later than 21 February each year.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place

Entry Codes

	Title	Entry codes	
		English-medium	Welsh-medium
Unit 1	The Organisation: Survival and Prosperity – written assessment	4513UB	4513NB
Unit 2	Active Marketing	4513U2	4513N2
Applied Certificate in Business Cash-in		4513QC	4513CC

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2. External moderation

The consistency of assessment practices and decisions across centres will be assured through external moderation of a sample of work for each unit entered.

WJEC will identify the candidates who are to be submitted in a sample for external moderation. The sample size will be according to the table below.

Total number of candidates entered for the unit	Sample size
1-99	10
100-199	15
Over 200	25

WJEC may request a larger sample or further samples if this is considered necessary.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- the controlled assignment brief used to set the assessment activity
- a controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- completed mark record sheets outlining which performance bands are met by the evidence
- all evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor
- moderators will review all evidence presented to ensure standards are aligned. evidence will be judged against the following criteria:
 - task setting – were tasks set within the controls set by WJEC in the model assignment?
 - task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
 - performance bands – does the evidence support the assessor’s judgement of the learner's against national standards?
- annotation – is the evidence produced by learners appropriately annotated?
- Authentication – is it clear that the evidence submitted was authentically produced by the learner?
- standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 15 May for the Summer series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC's secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

4.3. Access and special consideration

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available, and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document '*Access Arrangements and Reasonable Adjustments*'. This document is available on the JCQ website (www.jcq.org.uk).

4.4. Post Results Services

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

4.5. Performance measures and classification codes

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs.

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or QiW (<https://www.qiw.wales/>).