Edexcel BTEC Level 2 Certificate in Knowledge of Court/Tribunal Administration (QCF)

Specification

BTEC Specialist qualification

First teaching December 2012

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All information in this specification is correct at time of publication.

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective

- any other qualification which a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding the learner needs to have before taking the qualification

- units that a learner must have completed before the qualification will be awarded and any optional routes

- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which learners' level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 2 Certificate in Knowledge of Court/Tribunal Administration (QCF)
QCF Qualification Number (QN)	600/7159/X
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/12/2012
Age range that the qualification is approved for	16-18 18+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	75
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the *Edexcel Access and Recruitment policy* (see *Section 10, Access and recruitment*)

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualification

The Edexcel BTEC Level 2 Certificate in Knowledge of Court/Tribunal Administration (QCF) is for learners who work in, or want to work in, the justice sector.

It gives learners the opportunity to:

- develop knowledge related to court/tribunal administration
- develop skills in court/tribunal Administration
- learn about court/tribunal administration
- achieve a nationally-recognised level 2 qualification
- develop their own personal growth and engagement in learning.

Progression opportunities through Edexcel qualifications

Learners who have achieved the Certificate can progress on to a relevant level 3 qualification.

Industry support and recognition

This qualification is supported by Skills for Justice, the Sector Skills Council for the justice sector.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Legal Advice. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to make sure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structure

Edexcel BTEC Level 2 Certificate in Knowledge of Court/Tribunal Administration (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

All four units are mandatory.

Minimum number of credits that must be achieved	13
Minimum number of guided learning hours	75

Unit	Unit Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
1	M/600/3246	Customer Service Skills	2	3	24
2	K/601/6836	Understanding the Judicial System is supported	2	3	12
3	J/600/0840	Understanding Employment Rights and Responsibilities	2	2	15
4	A/601/6839	Understanding Case File Creation and Management	2	5	24

5 Assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

7 Centre recognition and approval centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre and Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Edexcel BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow one of the processes listed below.

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

   • an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sample internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship:

   • an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

   • Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Customer Service Skills

Unit reference number: M/600/3246

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit provides the learner with an understanding of the principles of customer service. It looks at how good customer service benefits an organisation, and also the effect poor customer service can have on customers, staff and the organisation itself.

Unit introduction

The unit begins with the principles of customer service and examples. It then considers why good customer service is important for an organisation and how it promotes confidence in an organisation.

The unit then considers the impact of poor customer service and the effect this can have on an organisation's reputation. It also considers the importance of first impressions.

Finally, the unit looks at positive interaction with customers and the importance of respect for individual customers to enable an organisation to achieve good customer service.

Essential resources

There are no essential resources for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles of customer service	1.1	Describe the principles of customer service	*Principles of customer service:* every customer differs; everyone in an organisation provides customer service; front line representatives are 'the face' of the company to customers; employee satisfaction matters; understand customer needs; know your products and services; listen to the customer
2	Understand the benefits of good customer service	2.1	Describe examples of good practice in customer service	*Good practice:* prompt response to queries; politeness; bring a customer focus to business processes and documentation; ask the right questions; exceed customers needs and expectations; maintain happy employees; create service standards; deal effectively with difficult customers; use follow-up communications to keep in contact; learn from competitors; offer customers options
		2.2	Describe how good customer service promotes customers' confidence in the organisation	*Customer confidence in organisation:* provides safety and security; ensures their return; trust in the organisation representatives; belief in products and services
		2.3	Describe why good customer service is important for an organisation	*Importance of good customer service:* maintain existing customers; recruit new customers; good image; stronger brand; good place to work – more effective workforce; improves employee's morale; provides organisation with a reliable image; known for reliable products and services; provides security and safety; less costs needed to attract new customers; gives organisation a competitive advantage; increased sales

Learning outcomes	Assessment criteria		Unit amplification
3 Understand the possible consequences of poor customer service	3.1	Describe how poor customer service can impact on: (a) customers (b) the organisation itself (c) staff	*Impact on customers:* needs go unfulfilled; unlikely to return; unhappy; likely to complain to friends/ family through word of mouth; online reviews/ social media to vent displeasure *Impact on organisation:* decrease in profits; lose market share; decline of word of mouth sales; decline of repeat customers; reduces marketing opportunities; receive poor reviews *Impact on staff:* low morale; become deflated; internal relationships deteriorate; can be embarrassed; lose confidence; look for new jobs
	3.2	Describe the effects of poor customer service on an organisation's reputation	*Impact on organisation's reputation:* weakens brand; lose market share; social media can amplify the customer's voice for both positive and negative feedback; will lose out to competitors offering good customer service; likely to gain negative media attention

Learning outcomes	Assessment criteria		Unit amplification
4 Understand the value of first impressions	4.1	Describe why it is important to make a good, first impression	*Impact of first impressions:* a positive first impression leaves the customer wanting more; provides the customer with trust and empathy; gives them a personal point of contact; gives them more information about the business they are working with
	4.2	Comment on ways of creating a positive first impression when communicating, for example face to face, in writing, etc	*Methods of creating positive first impression:* *Face to Face:* well dressed; punctual; be yourself; be honest; listen to the customer; relax; smile; use a good handshake; make eye contact; be interested; be confident; give your attention to the customer; do your research; be positive; speak clearly *In writing:* ensure correct grammar and punctuation; introduce yourself/the subject of the piece; keep brief and to the point; proofread; spellcheck; do your research; be positive

Learning outcomes		Assessment criteria	Unit amplification
5	Understand positive verbal and non-verbal interaction with customers	5.1 Describe with examples what is meant by non-verbal communication	*Non-verbal communication:* Process of communication that involves sending and receiving wordless cues. e.g. pace and distance between people communicating; posture; facial expressions; gestures; paralinguistics; eye gaze; appearance; mirroring body language
		5.2 Describe appropriate and inappropriate ways of communicating verbally with customers	*Appropriate ways of communicating verbally:* speak politely; enunciate; good tone of voice, be honest, avoid putting calls on speakerphone; be patient; remain focused on customer; keep background noise to a minimum

Inappropriate ways of communicating verbally: being rude; swearing; raising voice; racial, sexual or physical discrimination; sarcasm; lieing; speaking to more than one person at once |
| | | 5.3 Describe ways in which non-verbal communication can be used positively to support face-to-face communication | *Positive use of Non-verbal communication to help face to face communication:* facial expressions; eye contact; smile; gestures; postures; position |

Learning outcomes		Assessment criteria	Unit amplification
6	Understand the importance of respect for the individual in relation to good customer service	6.1 Describe the importance of maintaining customer confidentiality	*Importance of customer confidentiality:* Maintains trust; legal requirement; keep trade secrets and intellectual property from competitors; improper publication of information may harm business; provides security from the customer
		6.2 Describe the factors that need to be taken into account to maintain customer confidentiality	*How to maintain customer confidentiality:* Encrypt any personal information that consumers give to your company over the internet; black out any important identifying information e.g. credit card numbers or social security numbers; create employee logins for company computers; separate groups of customers; ask employees to sign confidentiality agreements
		6.3 Describe ways of respecting individual customer needs from a diversity of cultures and backgrounds	*Ways of respecting individual customer needs:* Share knowledge of other cultures, backgrounds, religions and disabilities with employees; invite input into decision-making process from all backgrounds; respect religious holidays; avoid demeaning language

Information for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of what constitutes good customer service. Learners should understand customer expectations of good customer service, including the importance of product knowledge and procedures.

Learners should be encouraged to engage, wherever possible, with customers, employers and employees to gain knowledge and understanding of good customer service. This together with role play, and through the use of guest speakers and video/CD training programmes, will emphasise the practical importance and application of the understanding and knowledge.

Assessment

This unit can be assessed externally through an onscreen multiple-choice assessed test or internally.

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

Suggested resources

Bradley S – *S/NVQ Level 2 Customer Service* (Heinemann, 2007)
ISBN 139780435465292

Carlaw P & Deming VK – *The Big Book of Customer Service Training Games* (McGraw Hill, 2007) ISBN 139780077114763

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006) ISBN 139780471768692

Timm P – *Customer Service: Career Success Through Customer Loyalty* (Prentice Hall, 2010) ISBN 139780135063972

Journal

Customerfirst (Institute of Customer Service)

Websites

Council for Administration   www.cfa.co.uk

Institute of Customer Service   www.instituteofcustomerservice.com

Unit 2: Understanding How the Judicial System is Supported

Unit reference number: K/601/6836

QCF level: 2

Credit value: 3

Guided learning hours: 12

Unit aim

This unit gives learners an understanding and knowledge of the organisation of the courts and tribunals in England and Wales, and the prosecution services and agencies involved in supporting these.

Unit introduction

In this unit, learners will investigate the professional and lay people involved in

the English legal system and will consider how these people and roles support the judicial system.

Learners will learn about the distinction between criminal and civil law, and how both civil and criminal justice operates in England and Wales. This will involve understanding the organisation and processes of the courts and tribunals in England and Wales, as well as the prosecution services and agencies and their roles and organisation.

Essential resources

There are no essential resources for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Know and understand how courts/tribunals/ prosecution services/ agencies are organised	1.1	Describe how courts/tribunals/prosecution services/agencies are organised throughout England and Wales	*Justice system*: Her Majesty's Court and Tribunal Service (HMCTS); Crown Prosecution Service (CPS); key agencies within the Criminal Justice System (CJS)
			The criminal courts: courts and hierarchy; role of prosecution and defence
			Types of offence: summary; indictable; either way; mode of trial, e.g. juries, magistrates, court personnel and their roles; outline procedure
			Civil courts: types; hierarchy; jurisdiction; management, e.g. tracks
			Tribunals: composition; workload; comparison with courts; examples
			Alternative methods of resolving disputes: arbitration; conciliation; mediation; negotiation; uses
	1.2	Describe the service provided by the Court/ Tribunal/ Prosecution Service/Agency and how it fits into the wider organisation	*Services provided*: role in wider organisation, e.g. Ministry of Justice services

Learning outcomes	Assessment criteria		Unit amplification
2 Know and understand the branches of the legal profession	2.1	Identify the roles and responsibilities within own court/tribunal/ prosecution service/agency such as: Judges, Magistrates, Adjudicators, Panel Members, Barristers, Solicitors, Solicitor Advocates, Legal Executives, Prosecutors	*Legal profession:* judges; barristers; solicitors (rights to be advocates); legal executives; their roles and responsibilities, qualification(s) and training; paralegals; magistrates (lay and qualified); adjudicators; panel members (chair, specialist, lay)
	2.2	Provide examples of the roles and responsibilities identified within own court/tribunal/prosecution service/agency	☐ Specific examples and explanations of roles and responsibilities within own court/tribunal/ prosecution service/agency
3 Know and understand the infrastructure supporting courts/tribunals/ prosecution services/ agencies	3.1	Describe the roles of different levels of support staff	*Roles of support staff:* types of support; roles; levels; lines of authority
	3.2	Describe the processes and activities used to support courts/tribunals/prosecution services/agencies	*Supporting processes and activities:* general; specific

Learning outcomes	Assessment criteria		Unit amplification
4 Know and understand own role in relation to the purpose of the organisation	4.1	Describe the government ministries in the justice system	*Government ministries:* Minister for Prisons and Rehabilitation; victims and the courts, policing and criminal justice; Ministry of Justice

Ministry of Justice services: courts, tribunals, prisons; personnel; work spans criminal, civil and family justice, democracy and rights; responsibility for courts, prisons, probation services and attendance centres; works in partnership with other government departments and agencies to reform the criminal justice system, serve the public and support victims of crime; responsible for making new laws, strengthening democracy, safeguarding human rights |
| | 4.2 | Describe the purpose of the following terms in relation to own role:
  ☐ departmental strategic objectives
  ☐ visions & values
  ☐ business plan | *Own Role:* departmental strategic objectives; visions and values; business plan |

Information for tutors

Delivery

Delivery methods for this unit may include an explanation of key principles, role play and exercises to help learners understand the structures involved in the justice system. There is scope for using video material of the courts and it would be useful to have an input from visitors involved in the system.

If time allows, a visit to a court can be instructive and enable learners to consider the real-life implications. Learners could be introduced to the unit content through the use of scenarios and real-life examples. Tutors should try to be as creative as possible with the presentation of the content and engage learners as much as possible. Extracts from news items are helpful, especially where topical issues are being considered, engendering lively discussion and debate.

Assessment

Assessment might take the form of presentations, written assignments, role play or case studies.

Care should be taken to ensure that any case study /scenario used has been developed in sufficient detail to mirror the complexities of a real-life situation.

If learners work as part of a group it is essential that they each make enough of a contribution to be individually assessed. A series of worksheets might be constructed by the tutor to enable the learner to meet the criteria in smaller chunks.

Work presented for all learning outcomes should be solely the learner's work and should not be copied from textbooks. To ensure this happens, tutors should provide case studies/scenarios for learners to apply their knowledge and understanding.

Suggested resource

Elliott C – *English Legal System* (Longman, 2009) ISBN 1408204525

Martin J – *The English Legal System* (Hodder Education, 2010) ISBN 1444107586

Martin J – *GCSE Law* (Hodder Education, 2009) ISBN 0340983779

McDougall I (General editor) - *Cases That Changed Our Lives* (Butterworths LexisNexis, 2010) ISBN 9781405755887

Partington M – *Introduction to the English Legal System* (Oxford University Press, 2010) ISBN 0199571724

Unit 3: Understanding Employment Rights and Responsibilities

Unit reference number: J/600/0840

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- Employment law and industry specific legislation that applies to their jobs

- Key documents relating to their employment

- Employment procedures they should follow at work.

Unit introduction

The unit begins with an overview of the legal rights and responsibilities of employees and employers, ensuring that learners are clear about the terms and conditions of a job and the legislation which protects them. The unit also covers health and safety legislation and learners will consider how this affects their own role in the organisation.

Learners will then look at the documentation they will encounter as employees, for example record keeping and payslips, all of which need to be recognised and understood.

Finally, learners will investigate the various procedures they might need to instigate in certain circumstances, ensuring that they not only know the systems but also which people or bodies they might approach for help and advice.

Essential resources

There are no essential resources for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Know their employment rights and responsibilities under the law	1.1	Describe their rights and responsibilities in terms of: ☐ Contracts of employment ☐ Anti-discrimination legislation ☐ Working hours and holiday entitlement ☐ Sickness absence and sick pay ☐ Data protection ☐ Health and safety	*Employee rights and responsibilities*: contracts of employment; anti-discrimination legislation; working hours and holiday entitlements; sickness absence and sick pay; data protection; equality and diversity provision
	1.2	Outline the rights and responsibilities of the employer	*Rights and responsibilities of the employer*: pay and pensions; equality and diversity; sickness and time off; maternity leave, paternity leave, adoption leave; trade unions; disciplinary procedures; basics of employment law; codes of practice; training; progression
	1.3	Describe the health and safety legal requirements relevant to their organisation	*Legal health and safety requirements*: key health and safety rules; good practice; occupational health; risk assessment; basics of the Health and Safety at Work Act
	1.4	Outline the implications of health and safety legal requirements for their own job role	Implications of health and safety legal requirements for personal job role: risk assessment; personal responsibility

Learning outcomes		Assessment criteria		Unit amplification
2	Understand documents relevant to their employment	2.1	Explain the main terms and conditions of a contract of employment	*Contract of employment*: terms and conditions; hours; pay rate; holiday entitlement; format of the contract
		2.2	Outline the contents and purpose of a job description	*Job description*: content, e.g. job title, main responsibilities and duties, reporting structure; purpose of a job description
		2.3	Describe the types of information held on personnel records	*Types of information held on personnel records*: personal data, e.g. name, address, telephone number(s), qualifications, National Insurance number, tax code, disabilities, employment history, absence details, training; data protection
		2.4	Describe how to update information held on personnel records	*Updating information held on personnel records*: personal responsibility; management structure
		2.5	Interpret the information shown on a pay slip or other statement of earning	*Interpret information on payslip*: gross wages; deductions; net pay

Learning outcomes	Assessment criteria		Unit amplification
3 Know key employment procedures at work	3.1	Describe the procedures to follow if someone needs to take time off	*Procedures to follow if someone needs to take time off*: holiday entitlement; bank holidays; sickness procedures; self- certification; medical certificate
	3.2	Describe the procedures to follow if there is a grievance	*Grievance procedure*: informal approach; management structure; company handbook; ACAS (Advisory, Conciliation and Arbitration Service) procedures
	3.3	Describe the procedures to follow if there is evidence of discrimination or bullying	*Procedures for cases of discrimination or bullying*: types of discrimination; basic rights under the Disability Discrimination Act 1995 and 2005; line management structure; trade union support; employment tribunal
	3.4	Identify sources of information and advice on employment issues: □ Internal to their organisation □ External to their organisation	*Sources of information and advice on employment issues*: HR department; line manager; ACAS; trade unions; Citizens Advice Bureau; Community Legal Advice; Access to Work; Additional Learning Support

Information for tutors

Delivery

This unit includes topics which apply generally and others which apply specifically to the learner's workplace. Input should be as varied as possible making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks. Learners should be encouraged to read around the subject to gain more understanding of the content of the various relevant pieces of legislation.

Visiting speakers, who work in various parts of the organisation or who work for associated organisations, would greatly enliven the programme. All study should be related to the workplace.

Assessment

Naturally occurring evidence should be used wherever possible. It is likely that learners will undertake an induction process for any work role or work placement, and the knowledge contained in this unit is essential preparation for such a role or placement.

This unit is to be assessed through a portfolio of evidence.

A variety of assessment methods could be used. Learners could produce written reports or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits.

Learners could build a portfolio of evidence or workbook that, as well as showing evidence of achievement, could be used as a point of reference for their future work and careers.

Suggested resources

Mitchell Sack S – *The Employee Rights Handbook* (Warner Books, 2000)
ISBN 978-0446673266

Mitchell Sack S – The Employee Rights Handbook: Effective Legal Strategies to *Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)
ISBN 978-0963630674

Unit 4: Understanding Case File Creation and Management

Unit reference number: A/601/6839

QCF level: 2

Credit value: 5

Guided learning hours: 24

Unit aim

This unit gives the learner an understanding and knowledge about how to create and manage legal case files in the justice sector in England and Wales.

Unit introduction

The unit looks first at the information that needs to be included in a legal case file. Learners will consider the process for creating these files, and the route that such a file takes during its life cycle. Learners will also consider the tasks that are essential for good file management.

The unit then continues with coverage of the different filing systems and methods available and used in the various organisations and agencies.

Finally, the unit concludes with a consideration of the various sources of the information contained in legal case files.

Essential resources

There are no essential resources for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Know and understand how to create a case file	1.1	Identify the information that needs to be included in a case file	*Case files:* contents: parties names and contact details, supporting documents, details and particulars relating to legal issue/claim, e.g. legislation/jurisdiction on which claim based, appropriate forms and documentation relevant to case, legal representatives details, correspondence between parties, meeting notes, dates of forthcoming hearings, fees, time limits, location and appropriate court/tribunal, details of witnesses
	1.2	Describe the process for creating a case file	*Process for creating case files:* general process, e.g. date/chronological order, data protection rules for ensuring the security of confidential information; process specific to organisation

Learning outcomes	Assessment criteria		Unit amplification
2 Know and understand the procedures for dealing with a case file	**2.1**	Describe the route of a case file	*Route of a case file:* initial instructions; type of case, e.g. relevant forms, timelines, fees; details passed to administrator; file created and logged into system; active and updated as and when; work completed and file closed; archived appropriately
	2.2	Describe how a case file is registered where appropriate	*Registration of case file:* appropriate examples such as specific civil and criminal court cases; tribunal cases; time limits for registration; appropriate notification to parties
	2.3	Describe the tasks which are essential to good case file management	*Good management of case files:* data protection rules to ensure security and confidentiality; complying with specific organisational procedures; timely updating; precise and accurate recording of meetings, actions, decisions, costs, using relevant forms, correct fees and time limits complied with to ensure no invalid documentation; accurate filing
3 Know and understand how filing systems work in relation to case files	**3.1**	Describe the various filing methods for case files, including: ☐ Electronic ☐ Manual	*Filing methods:* electronic; manual; selection of method appropriate to own organisational system; advantages and disadvantages of both
	3.2	Explain how the stage of a case affects the filing location	*Filing location:* importance; determination factors, e.g. stage of case, time limits, type of claim, location/jurisdiction

Learning outcomes	Assessment criteria		Unit amplification
4 Know and understand how to link information to the relevant file	4.1	Identify the different sources that case information can originate from	*Sources of case information:* police; Crown Prosecution Service (CPS); barristers; solicitors; other agencies, e.g. probation service, child services; witnesses; claimant/defendant
	4.2	Describe the process when linking information to a case file	*Linking process:* general; specific to organisation

Information for tutors

Delivery

This unit includes general topics and others which could apply specifically in the learner's workplace. Input should be as varied as possible making good use of internet resources and websites, together with group work, individual study and team activities as well as more traditional written tasks.

Learners should be encouraged to read around the subject to gain more understanding of the different roles and responsibilities of administrators in relation to file creation and maintenance in the justice sector.

Visiting speakers, who work in various organisations in the justice sector, in different roles or those who work for associated organisations, would greatly enliven the programme. All study should be related to the workplace.

Assessment

Evidence should be related to workplace practices wherever possible. It is likely that learners will undertake an induction process for any work role or work placement, and the knowledge contained in this unit is essential preparation for such a role or placement.

This unit should be assessed through a portfolio of evidence.

The unit lends itself to a variety of assessment methods. Learners could produce written reports or give verbal presentations, supported by witness testimony. Other alternatives could be logbooks or workbooks completed in the workplace or during visits, or work based on case studies or scenarios.

Learners could build a portfolio of evidence or workbook that, as well as showing evidence of achievement, could be used as a point of reference for their future work and careers.

Suggested resources

Martin J – *The English Legal System* (Hodder Education, 2010) ISBN 1444107586

Martin J – *GCSE Law* (Hodder Education, 2009) ISBN 0340983779

McDougall I (General editor) – *Cases That Changed Our Lives*
(Butterworths LexisNexis, 2010) ISBN 9781405755887

Websites

info@skillsforjustice.com	Skills for Justice – updates, careers, NOS, case studies
info@skillscfa.org	Sector Skills Council for Administration – updates, careers, NOS, case studies

This email address is being protected from spambots. You need JavaScript enabled to view it.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**

- BTEC: **www.btec.co.uk/contactus**

- Work-based learning: **www.pearsonwbl.com/contactus**

- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*

- *Edexcel Information Manual* (updated annually)

- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*

- *Recognition of Prior Learning Policy*

- *Quality Assurance Handbook* (updated annually).

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need, with:

- Subject Advisers: find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with NVQ/competence-based qualifications

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate in Knowledge of Court/Tribunal Administration (QCF) against the underpinning knowledge of the Edexcel Level 2 NVQ Diploma in Court/Tribunal Administration (QCF). Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\# indicates partial coverage of knowledge in the NVQ/competence-based qualification unit

A blank space indicates no coverage of the knowledge

NVQ/competence-based units	BTEC Specialist units	Unit 1	Unit 2	Unit 3	Unit 4
Y/601/5312	Equality and diversity	#	#	#	#
A/601/4847	Collate and provide papers for individual court/tribunal cases				#
D/602/5646	Maintain court/tribunal records				#
D/601/4808	Receive and progress court/tribunal cases				#
F/600/9469	Manage personal development	#	#	#	#
T/601/4877	Administer the collection of financial orders levied by courts/tribunals				#
T/601/4846	Allocate, list and arrange resources for court/tribunal cases				#
T/602/5636	Ensure attendance at courts/tribunals				#

| BTEC Specialist units | | | | |
NVQ/competence-based units	Unit 1	Unit 2	Unit 3	Unit 4
M/601/4876	Process appeals against decisions made by courts/tribunals				#
H/502/5647	Process claims for expenses relating to attendance at courts/tribunal				#
J/503/7389	Process the outcomes of court/tribunal hearings				#
R/602/5630	Progress requests for the rescheduling/ adjournment of court/tribunal cases				#
H/601/4874	Respond to enquiries regarding courts/tribunals				#
Y/601/3673	Address applications for legal aid				#
H/602/5650	Coordinate the provision of jurors				#
T/601/2420	Develop and sustain effective working with staff in other agencies				#
H/602/5468	Maintain personal security and safety, and be alert to the security of others			#	#
M/601/1511	Resolve customer service problems	#			
L/502/4207	IT User Fundamentals				#

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