Pearson
BTEC Level 1 Certificate in Business Administration

Specification

Combined (Competence and Knowledge) qualification

First registration September 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com.

This qualification was previously known as:

Pearson BTEC Level 1 certificate in business administration (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

Summary of Pearson BTEC Level 1 Certificate in Business Administration specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification except in documents from other organisations eg Assessment Guidance in an Annexe	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

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

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

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

- the knowledge, skills and understanding that will be assessed as part of the qualification

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

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

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson BTEC Combined (Competence and Knowledge) qualifications

What are Combined (Competence and Knowledge) qualifications?

A Combined (Competence and Knowledge) qualification is a work-based qualification that combines competence and technical knowledge to give learners the practical competencies, technical skills and sector-related knowledge they need to be able to carry out a job effectively.

Combined (Competence and Knowledge) qualifications are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. Combined (Competence and Knowledge) qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

Combined (Competence and Knowledge) qualifications are outcome based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment and for those studying at college who have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and employers can offer these qualifications provided they have access to appropriate physical and human resources.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

BTEC combined qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
  (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369
  (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more
  (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Certificate in Business Administration
Qualification Number (QN)	601/3393/4
Regulation start date	28/05/2014
Operational start date	01/09/2014
Approved age ranges	14-16 16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the qualification Assessment Strategy in *Annexe A.*
Credit value	25
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	250
Guided learning hours	150
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website at: Qualifications.pearson.com

3   Qualification rationale

Qualification objectives

The Pearson BTEC Level 1 Certificate in Business Administration is for learners who work in, or who want to work in a supporting role in business administration. It is suitable for learners who have little or no previous experience of the sector, including those returning to work after unemployment, NEET learners and school leavers.

It gives learners the opportunity to:

● develop and demonstrate the wider knowledge and understanding of the fundamental standards, attitudes and principles of working in a business administrative environment. This includes the principles and practices underpinning the specific tasks and responsibilities encountered on a daily-basis, as well as wider work-related knowledge such as structure of organisations, equality and diversity, personal development and environmental sustainability.

● develop and demonstrate the skills for carrying out routine administrative tasks, for example communicating verbally and in writing, producing business documents, using telephone and mail systems, storing and retrieving information, and using office equipment

● achieve a nationally recognised Level 1 qualification.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 1 NVQ Certificate in Business and Administration which expired in September 2014, and the Pearson BTEC Level 1 Certificate in Business Administration (QCF) which expired in December 2014.

Progression opportunities

Learners who achieve the Pearson BTEC Level 1 Certificate in Business Administration (can progress onto level 2 qualifications in business administration. These qualifications are designed for learners to demonstrate a broad set of skills when carrying out business administrative tasks, and to develop learners' understanding of the principles that underpin working in a business administrative environment including specialist and sector related knowledge. Qualifications include:

● Pearson BTEC Level 2 Award in Principles of Business Administration

● Pearson BTEC Level 2 Certificate in Principles of Business Administration

● Pearson BTEC Level 2 Diploma in Business Administration which is the competence component of the Level 2 Intermediate Apprenticeship in Business Administration

Alternatively, learners can progress to a wide range of qualifications that involve elements of carrying out administrative functions within different sectors, or into employment in the business administration sector, in job roles such as Trainee Administrator, Office Junior or Office Assistant.

Industry support and recognition

This qualification is supported by Skills CFA, the Sector Skills Council for pan-sector business skills, which includes the business and administration sector.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Business Administration (January 2013), which were set and designed by Skills CFA, the Sector Skills Council for the sector.

4   Qualification structure

Pearson BTEC Level 1 Certificate in Business Administration

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

Minimum number of credits that must be achieved	25
Number of mandatory credits that must be achieved	17
Number of optional credits that must be achieved	8

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	A/506/1804	Principles of business communication	1	3	15
2	D/506/1794	Health and safety in a business environment	1	2	10
3	F/506/1805	Principles of business administration	1	3	13
4	L/506/1791	Principles of personal performance and development	1	3	30
5	R/506/1792	Principles of working in a business environment	1	4	25
6	Y/506/1793	Work with others in a business environment	1	2	18

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
7	A/506/1799	Meet and welcome visitors in a business environment	1	2	20
8	H/506/1795	Manage time and workload	1	1	10
9	K/506/1796	Use a telephone and voicemail system	1	2	20
10	K/506/1801	Handle mail	1	1	10
11	M/506/1797	Prepare text from notes	1	2	10
12	T/506/1803	Use office equipment	1	2	10
13	H/506/1893	Communication in a business environment	2	3	19
14	L/506/1905	Employee rights and responsibilities	2	2	16
15	R/506/1811	Store and retrieve information	2	4	19
16	Y/506/1809	Produce business documents	2	3	24
17	J/502/4299	Using email	1	2	15
18	L/502/4627	Word Processing Software	1	3	20
19	A/506/2113	Deal with customer queries, requests and problems	1	3	11

5   Programme delivery

Centres are free to offer these qualifications using any mode of delivery, for example full time, part time, evening only, distance learning, that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery, in particular the policy *Collaborative Arrangements for the Delivery of Vocational Qualifications* on our website at http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme

- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs

- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction can include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery, the assessment process. It is good practice to involve employers in the induction process, this helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme

- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication with the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios

- balancing on-the-job and off-the-job training to meet the knowledge and competence requirements of the programme:

  - off-the-job: the nature of Combined (Competence and Knowledge) qualifications means that the development of technical- and sector-related knowledge is integral to learners achieving them. As a result, learners need to have sufficient time away from the work environment to focus on developing their technical and industry knowledge, and transferable and practical skills related to their job role. Tutors need to use a range of teaching and learning methods to deliver this training effectively, for example demonstration, observation and imitation, practising ('trial and error'), feedback on performance from experts and peers, reflective practice, real-world problem solving, enquiry-based learning, simulation and role play, peer learning, virtual environments, questioning, discussions

  - on-the-job: planning opportunities with the employer for the development and practising of skills on the job. The on-the-job element of the programme offers opportunities for assessment and plays an important role in developing the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning

- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed. In producing the plan, the assessor should work closely with the learner to identify any activities that relate to more than one unit or learning outcome and to agree the best way to collect a single piece of evidence that meets the assessment requirements sufficiently. The assessment guidance given in the units identifies opportunities to assess units holistically, helping centres to develop assessment plans

- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs

- working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor

- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

Delivery guidance for Pearson BTEC Level 1 Certificate in Business Administration

The following delivery guidance is not intended to be prescriptive. Those delivering the programme of learning can adapt the guidance to meet the needs of learners, employers and the specific context.

Units:

The units that make up the Pearson BTEC Level 1 Certificate in Business Administration contain some very practical units, which allow the learner to develop skills that will be required in a modern office environment. However, there are also a number of mandatory units that cover the knowledge requirements, and these units underpin the practical elements of the qualification. Delivery of the mandatory units can be varied and cover a wide range of methods, including:

- Presentations – covering key legislation surrounding the role within business administration, ERR, the role of administrators in a business environment, personal development within a business administration environment

- Discussion – class and small group discussions focussing on particular aspects of the administrators role

- Demonstration – practical demonstrations of key pieces of office equipment giving best practice guidance on health and safety issues surrounding that equipment

- Role play – for example, answering telephone calls and dealing with customers/clients

Group work is also a valid method of delivery, but it must be remembered that learners must produce individual pieces of work that clearly show that assessment criteria have been met.

Many of the units complement each other thus allowing delivery to take place holistically, covering several parts of units or criteria at the same time.

Delivering the Aims:

Delivery of this qualification would benefit from taking place within a Real Working Environment (RWE) where learners have the opportunity to clearly demonstrate the skills required of a business administrator in a busy office environment. Learners would benefit from being in this environment as units could be linked and delivered holistically, e.g. *Unit 2: Health and Safety in a Business Environment* could be taught in conjunction with *Unit 12: Use of Office Equipment* or *Unit 7: Meet the Welcome Visitors*. It would give the learner the opportunity to reinforce learning which has previously taken place in the classroom, allowing them to link together concepts of the role and key aspects of how an administrator would communicate with other colleagues in an office environment and be able to recognise opportunities to contribute to the business in a positive way.

An alternative delivery method would be for learners to undertake a work placement or work experience in an office environment, carrying out day-to-day tasks that will allow learners to develop skills required.

Demonstration is a good method which could be used, particularly in the use of office equipment e.g. photocopiers, fax machines etc. Assessors could also use role-play particularly in the use of telephones where one learner could be a customer with the other acting as a receptionist/administrator taking the calls. This method of delivery could cover several units including *Unit 1: Principles of Business Communication, Unit 3: Principles of Business Administration, Unit 5: Principles of Working in a Business Environment, Unit 9: Use a Telephone and Voicemail System,* and *Unit 19: Deal with Customer Queries, Requests and Problems*. Assessors could write a short scenario or brief for the learners, learners could create their own script for answering the telephone in the correct manner and then reflect on their performance after the role-play has been completed.

Visiting speakers who work at different levels within administration could also be utilised within this qualification. Speakers could be given time to discuss with learners what is expected of an administrator and how the role can be developed so that learners can strive to develop their skills further within their career.

An opportunity may also be made available for the learners to interview an administrator currently employed in a local organisation allowing them to ask key questions about the overall role, looking at the role of an administrator on a day-to-day basis and looking at the contribution that an administrator makes to the overall organisation. Learners could work in small groups developing key questions to ask the speaker, recording their answers during the discussion. Tutors could also direct learners in this activity so that key areas of the qualification are met and link several units and criteria into one activity, for example, *Unit 4: Principles of Personal Performance and Development, Unit 5: Principles of Business Administration, Unit 6: Work with Others in a Business Environment,* and *Unit 13: Communication in a Business Environment.*

The use of case studies could also be used to deliver this qualification as well as scenario-based briefs such as in-tray exercises where learners need to identify prioritisation of tasks and use the most appropriate equipment to ensure the tasks are completed on time.

6 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 the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where RWE is permitted, it must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the Assessment Strategy for the qualification in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

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

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.

- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on 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 barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time in and are assessed in work settings, it is the centre's responsibility to ensure that the work environment is safe.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

This qualification contains both knowledge and competence units that are all internally assessed. The type of unit, whether knowledge or competence, is stated in the unit information section at the start of each unit. Information on the internal assessment requirements for both competence and knowledge units is given later in this section.

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy*.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Both of the documents above are on our website at http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

Competence units

All competence units in this qualification are assessed through an internally and externally quality assured portfolio made up of evidence gathered during the course of the learner's work.

Each competence unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for each unit is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Current   sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim

Reliable   indicates that the learner can consistently perform at this level

Sufficient   fully meets the requirements of the standards

Learners can provide evidence of occupational competence from:

● **current practice** – where evidence is generated from a current job role

● a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

● the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess, without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

● a combination of the above

Assessment strategy

The Assessment Strategy for the business administration specific competence units in this qualification is given in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing these units to ensure that the qualification remains valid and reliable. The Assessment Strategy has been developed by Skills CfA in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Imported units in this qualification are governed by the Assessment Strategy in *Annexe B*. The unit assessment requirements section in each unit states where this strategies applies.

Types of evidence

To achieve a competence unit, the learner must gather evidence showing that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (see *Section 10, Quality assurance of centres*) and the requirements of the Assessment Strategies in *Annexe A* and *Annexe B*.

In line with the Assessment Strategies, evidence for the competence units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation (S) – except for Units 13, 15 and 16 which must be assessed in the workplace

- professional discussion (PD)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria in competence units – achievement of these cannot be inferred from performance. Centres must ensure that the assessment methods used are appropriate for the specific learning outcomes and assessment criteria and are in line with the Assessment Strategies in *Annexe A* and *Annexe B*. Guidance may need to be given to learners before the assessment is conducted to clarify the requirements of different command verbs. This will ensure that evidence provided has sufficient breadth and depth to meet the assessment requirements. The *Unit assessment guidance* given in each unit is useful in supporting centres with the assessment process.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must reference clearly the unit that is being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: Qualifications.pearson.com

Knowledge units

All knowledge units are assessed through an internally and externally quality assured Portfolio of Evidence. All assessments created by centres for the development of portfolio evidence must be fit for purpose and based on the unit assessment criteria. To pass each internally assessed knowledge unit the learner must:

● achieve **all** the specified learning outcomes

● meet the standard determined by the assessment criteria by providing sufficient and valid evidence

● prove that the evidence is their own.

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria in the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Centres need to produce assessment briefs for learners to show what evidence is required. Assessment briefs should indicate clearly which assessment criteria are being targeted. Centres are encouraged to create strong links between the assessment of the knowledge units and the competence units to reinforce the relationship between knowledge and understanding and the job-related competencies.

Unless otherwise indicated in the *Unit assessment guidance* for each unit, the centre can decide the form of assessment evidence (for example 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.

For guidance on internal assessment methods, please refer to the *Guide to Assessing Work Based Learning Qualifications*, available on our website at: qualifications.pearson.com

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. There is more information on the appeals process in our policy document *Enquiries and Appeals about Pearson Vocational Qualifications,* available on our website at: http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Centre guidance for dealing with malpractice* and the JCQ document *Suspected Malpractice in Examinations and Assessments – JCQ Policies and Procedures*, available on our website at:
http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*, available on our website. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology, adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*, available on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in our document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

● assessment requires the demonstration of practical competence

● criteria have to be met fully

● units/qualifications confer licence to practice.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Both of the documents mentioned above are on our website at:
http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered BTEC vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

All centres are required to enter into an approval agreement, which 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. Pearson 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.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering Combined (Competence and Knowledge) qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

● number of assessment sites

● number and throughput of learners

● number and turnover of assessors

● number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework), a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook,* the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate

Unit reference number

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

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria describe the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard determined in the assessment criteria.

Amplification structure

● Amplification is given only for those assessment criteria associated with knowledge-based learning outcomes. Assessment criteria for competence learning outcomes are not amplified as the related activities are organisation specific.

● Where a knowledge-based assessment criterion is context specific, it is indicated by the following, or similar, statement: *'The knowledge to meet this AC depends on particular organisational requirements and context. Learners need to apply knowledge specific to their organisation to meet this AC'*. Where appropriate, general information is given to support the delivery of the content needed to satisfy the assessment criteria.

● Content in brackets is content that must be covered and delivered.

● Where content is specified as 'e.g.' (indicative content) it means that it could be covered in delivery or replaced with other, similar content.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally. External assessments will also cover the most recent legislation...

Information for tutors

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

● *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

● *Assessment* – gives information about the assessment requirements that learners need to satisfy in order to achieve the unit. This section also gives guidance on the assessment activities that can be used to gather the evidence required to achieve the unit. This section should be read in conjunction with the assessment criteria, learning outcomes and unit amplification.

Unit 1: Principles of Business Communication

Unit reference number: A/506/1804

Level: 1

Credit value: 3

Guided learning hours: 15

Unit type: Knowledge

Unit summary

Effective communication is vital in a business environment. An administration assistant has to know how to communicate with all the people involved in their business and the different ways of doing this effectively. Businesses rely on both written and verbal communication in their dealings with both internal and external customers. This unit focuses on the use of telephone and voicemail systems, the production of written documentation and the importance of efficient storage and retrieval of information.

In this unit you will learn how to understand the importance of using the correct method of communication, and why accuracy in all methods is important. You will understand how to use telephone and voicemail systems and the behaviour protocols used to do this. You will know about the different types of documents, the ways of producing these and the level of accuracy you will need to work to. You will learn about the different ways of storing and retrieving information and the consequences of poor storage.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know how to use a telephone and voicemail system in a business environment	1.1	State the features of a telephone and voicemail system
		1.2	State how a telephone and voicemail system should be used
		1.3	State expected standards of behaviour when using a telephone
		1.4	Identify the type of information that should be given when transferring calls and leaving messages
2	Know how to communicate with others in a business environment	2.1	Outline different methods of business communication
		2.2	State why it is necessary to use different methods of communication
		2.3	Outline the importance of accuracy and clarity when writing and speaking
3	Know how to produce business documents	3.1	State the purpose of different types of business documents
		3.2	State the different techniques for producing business documents
		3.3	Outline the importance of using correct spelling, punctuation, grammar and word order in documents

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Learning outcomes	Assessment criteria
4 Know how to store and retrieve information	4.1 Describe different types of information storage and backup systems
	4.2 State the different ways in which information can be indexed and stored
	4.3 Describe the different ways in which information can be retrieved and presented
	4.4 State the purpose of cross-referencing information
	4.5 Outline the possible consequences of poor information storage

Unit amplification

AC1.1:   State the features of a telephone and voicemail system

- *Features of a telephone and voicemail system:* e.g. call pick, call hold, call transfer, call divert, call log, answerphone, teleconferencing, text messaging

AC1.2:   State how a telephone and voicemail system should be used

- *Use of telephone and voicemail system:* following organisational procedures, e.g. answering in specified number of rings, using organisational greeting, identifying the caller, taking and recording messages, transferring calls and passing on information; using the functions of the telephone correctly and effectively

AC1.3:   State expected standards of behaviour when using a telephone

- *Expected standards of behaviour:* e.g. using organisational greeting; answering within a certain number of rings; advising of caller details before transferring calls; use of formal language, presenting a positive image of the organisation; dealing with difficult callers or complaints effectively

AC1.4:   Identify the type of information that should be given when transferring calls and leaving messages

- *Transferring calls:* name of caller and organisation, purpose of call
- *Taking or leaving messages:* date, time, caller's name (plus organisation) telephone number, email address, purpose of call, accurate and clear details of action required by the caller, level of urgency

AC2.1:   Outline different methods of business communication

- *Written (non-verbal):* e.g. emails, memos, letter, reports, fax
- *Verbal:* e.g. telephone, teleconference, meetings (face-to-face, virtual)

AC2.2:   State why it is necessary to use different methods of communication

- *Use of different methods of communication:* reasons, e.g. need for written records, formality, confidentiality, customer needs, urgency of communication, cost

AC2.3 Outline the importance of accuracy and clarity when writing and speaking

- *Importance of accuracy and clarity:* reasons, e.g. correct message is communicated, positive representation of the organisation, avoids confusion and delays

AC3.1: **State the purpose of different types of business documents**

- *Purpose of documents:* letter, e.g. formal communications; report, e.g. record of investigation; memo, e.g. internal communication; email, e.g. sending information quickly; agenda, e.g. plan and order of meeting; minutes, e.g. record of meeting decisions and actions

AC3.2: **State the different techniques for producing business documents**

- *Techniques for producing business documents:* e.g. using templates and organisation's house style; use of mail merge; integrating images and videos

AC3.3: **Outline the importance of using correct spelling, punctuation, grammar and word order in documents**

- *Importance:* e.g. reflects the organisational standards, correct message is communicated, improve clarity of information; shows professionalism

AC4.1: **Describe different types of information storage and backup systems**

- Types of information storage and backup system*:* centralised and departmental filing; manual filing systems, e.g. vertical, suspension, rotary; electronic filing systems, e.g. folder directory, file naming convention, version control; electronic backup systems, e.g. local, remote

AC4.2: **State the different ways in which information can be indexed and stored**

- *Ways of indexing information:* e.g. alphabetically, numerically, alpha-numerical

- *Ways of storing information:* paper-based, e.g. cabinets, lever arch files; electronically, e.g. databases; archiving information either on site or remotely

AC4.3: **Describe the different ways in which information can be retrieved and presented**

- *Information retrieval:* ways, e.g. using bibliographies, indexes, abstracts; search engines using keyword, author, title; Boolean search criteria; snowball search

- *Presenting information:* ways e.g. use of images and text, graphs, infographics, presentation slides, word document, spreadsheets

AC4.4: **State the purpose of cross-referencing information**

- *Cross-referencing information:* linking information in a filing system; how to cross reference, e.g. categorising information, chronological ordering, using note cards; purpose, e.g. ease of locating information, more efficient use of information

AC4.5: **Outline the possible consequences of poor information storage**

- *Consequences of poor information storage:* e.g. difficulty in finding information, risk of damage, risk of loss, security of information may be at risk

Information for tutors

Suggested

Books

Lapsley, A – *Business and Administration Student Handbook Level 1* (The Council for Administration, 2011) ISBN 9780956773814

Tetley, C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.Cfa.uk.com – Council for Administration

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* given below. This guidance should be read in conjunction with *Section 8 Assessment*.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

There are opportunities to assess this unit holistically with the following units: *Communication in a Business Environment, Produce Business Documents, Use a Telephone and Voicemail System* and *Store and Retrieve Information*.

The assessment of the unit should be set into the context of a specific administrative work environment. Ideally, the learner could use their workplaces or work placements but if this is not possible then the centre could arrange a visit to be carried out to investigate the principles and practices of communicating and managing information. Consideration should be given to producing all the required evidence through a single linked project or a series of tasks. The tasks would need to be designed to address the assessment criteria to enable the learner to provide sufficient and valid evidence to achieve the learning outcomes.

For learning outcomes 1 and 2, the learner could produce a presentation or a poster about verbal and non-verbal communications in the business organisation investigated. For learning outcomes 3 and 4, the learner could investigate the production of documents and the storage and retrieval of information in the same organisation. The task could involve the learner collecting examples of documents and where possible pictures of different ways of storing information.

The requirements given below exemplify the evidence the learner should provide to meet the standard of the assessment criteria and achieve the learning outcomes:

- AC1.1 – give at least three features of a telephone and voicemail system
- AC1.2 – state at least three ways in which a telephone and voicemail system should be used
- AC1.3 – state at least two standard behaviours expected when using the telephone
- AC1.4 – identify three pieces of information that should be given when transferring calls and leaving messages
- AC2.1 – outline at least two methods each of verbal and non-verbal business communications

AC2.2 – give three reasons why it is necessary to use different communication methods

- AC2.3 – give two reasons why accuracy and clarity are important when writing and speaking
- AC3.1 – give the purpose of at least three different types of business communications
- AC3.2 – state at least three different techniques for producing business documents
- AC3.3 – give two reasons why correct spelling, punctuation, grammar and word order are important in documents
- AC4.1 – describe two different types of information storage and backup system
- AC4.2 – state at least two different ways in which information can be indexed and stored
- AC4.3 – describe two different ways in which information could be retrieved and three ways on which it could be presented
- AC4.4 – give two reasons for cross-referencing information
- AC4.5 - give at least three possible consequences of poor information storage

It may be possible to assess the unit through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If Q&A is used, the learner still need to contextualise their responses to a particular organisation, as indicated above. Where centres use evidence produced orally the assessor should produce Observation Records, which have sufficient detail to show why the assessor decided that each learning outcome has been met. Photographs or video of learners carrying out their role using a telephone would also provide suitable evidence, however, photos and videos should be sufficiently annotated by both learner and assessor to clearly show which criteria is being met Sand notes clearly identifying what activity has taken place. Any supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Unit 2: Health and Safety in a Business Environment

Unit reference number: **D/506/1794**

Level: **1**

Credit value: **2**

Guided learning hours: **10**

Unit type: **Competence**

Unit summary

Health and safety in the workplace is a vital part of working in a business environment. There are legal requirements such as the Health and Safety at Work Act (HASAWA), which sets out the requirements for both employers and employees. Whatever tasks are carried out in the business environment, health and safety will be covered by these legal requirements. This unit is about knowing the requirements, the importance of the requirements and applying them to working in a business environment.

In this unit you will learn how to learn to work in and contribute to a safe working environment. You will learn about health and safety responsibilities in a business environment and how to work safely. You will learn the techniques to use to prevent injury or strain whilst carrying out work activities and how to work in a safe manner whilst at the same time ensuring that you follow organisation policies and procedures concerning health and safety.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand health and safety responsibilities in a business environment	1.1	State health and safety responsibilities of employers
		1.2	State their own responsibilities for health and safety in the business environment
		1.3	State the occupational health and safety guidelines to be followed when using a keyboard and visual display unit
		1.4	Explain the importance of complying with health and safety requirements
2	Know how to work in a safe way in a business environment	2.1	Identify possible health and safety hazards in the business environment
		2.2	Describe ways in which accidents can be avoided in the business environment
		2.3	Outline why it is important to report hazards and accidents that occur in the business environment
		2.4	Outline organisational emergency health and safety procedures
3	Be able to comply with health and safety requirements in a business environment	3.1	Use approved techniques to prevent strain or injury when carrying out work activities
		3.2	Take action to ensure that their own conduct does not endanger others
		3.3	Follow manufacturers or organisational instructions for the use of equipment, materials and products
		3.4	Follow organisational procedures and legal requirements to minimise risks to health and safety

Unit amplification

AC1.1: **State health and safety responsibilities of employers**

- *Employer responsibilities*: ensure the health, safety and welfare at work of all their employees; provide and maintain safe systems of work and a safe workplace; ensure staff observe all general and specific health and safety regulations and codes of practice; train staff how to deal with health and safety risks; ensure key policies and procedures are in place and accessible to all employees; provide Personal Protective Equipment to those employees who require it, e.g. those working on a building site or in a factory

AC1.2: **State their own responsibilities for health and safety in the business environment**

- *Employee responsibilities*: follow all health and safety training provided; take reasonable care to protect the health and safety of both themselves and others; report any health and safety concerns to the appropriate person; cooperate with their employer to comply with any legal duty in relation to health and safety

AC1.3: **State the occupational health and safety guidelines to be followed when using a keyboard and visual display unit**

- *Occupational health and safety guidelines*: chairs must be capable of swivelling up and down with an adjustable back rest; desks must be of a 68cm high and be large enough to hold all the equipment; keyboards should be separate from the visual display unit (VDU) and adjustable between flat and angled; screens should be adjustable and the screen should be non-reflective and flicker free; provide support for wrists when keyboard work is required; ensure frequent breaks are taken whilst using the VDU and keyboard.

AC1.4: **Explain the importance of complying with health and safety requirements**

- *Health and safety requirements include*: reporting injuries and accidents; use of work equipment; use of personal protective equipment; lifting and handling procedures; following health and safety procedures

- *Importance of complying with H&S requirements*: to ensure the safety of self and others; avoid damage to equipment; ensure compliance with health and safety regulations

AC2.1: **Identify possible health and safety hazards in the business environment**

- *Hazard*: something that may cause harm or damage; potential threat to health and safety

- *Possible health and safety hazards*: unsafe machinery; incorrect workstation set-up; trailing wires; lifting or moving heavy items; overloaded shelves and drawers; poor lighting; poor layout of furniture and equipment; electrical faults; poor housekeeping e.g. spillages on floor not cleaned up quickly

AC2.2: **Describe ways in which accidents can be avoided in the business environment**

- *Types of accidents*: tripping/falling over objects, wires, open drawers, loose carpeting; improper lifting and manual handling; bumping into furniture and equipment; electric shocks; long term workstation injuries; falling objects

  Avoiding accidents*: by following organisational procedures and instructions, e.g. electrical appliance testing, filing; by reporting any possible hazards; follow* lifting *and manual handling procedures; use an ergonomically correct workstation; be alert in the work environment; maintain a clutter free work environment*

AC2.3: **Outline why it is important to report hazards and accidents that occur in the business environment**

- *Importance of reporting hazards and accidents*: legal requirement; to reduce the risk of future harm; to protect employee welfare; remove hazards

AC2.4: **Outline organisational emergency health and safety procedures**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

- *Typical emergency health and safety procedures include*: fire evacuation procedures; first aid and medical assistance

Information for tutors

Suggested resources

Books

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

ERR Workbook from CfA

Websites

www.hse.gov.uk – Health and Safety Executive: information on health and safety responsibilities and law.

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

This unit can be assessed holistically with other units within the qualification such as: *Use Office Equipment, Using Email, Word Processing, Meet and Welcome Visitors* and *Handle Mail*.

The primary source of evidence for demonstrating the achievement of learning outcome 3 is direct observation of the learner carrying out their work activities, either in a real work environment or a Realistic Work Environment (RWE).

The evidence from direct observation could be supported by question and answer (Q&A) sessions. For example, the learner could be asked to describe the technique(s) they have used to prevent strain and injury and to give reasons why different techniques are suitable in different situations (AC3.1). Similarly, the learner could be asked to describe how they have followed the manufacturer's instructions or organisational guidelines when using different office equipment (AC3.3). Witness testimony could also be used to provide evidence of consistent performance and to confirm compliance with organisational procedures and legal requirements (AC3.4). Where appropriate, photographic evidence of learners using office equipment whilst following health and safety guidelines could also be used; these could be annotated by both the learner and the assessor and provide additional evidence to back up any written witness testimonies or observations.

Question and answer (Q&A) or learner diary could be used to meet the requirements of learning outcome 1 and learning outcome 2. If Q&A is used then it should be integrated with the assessment for learning outcome 3 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. For example, the learner could be asked to identify health and safety hazards in their own work environment and describe ways in which accidents in their own work environment may be avoided (AC2.1 and AC2.2). There are also opportunities to link the learner's responsibility for health and safety in their work environment (AC1.2) with the actions they have taken to avoid endangering others and the techniques used to prevent strain and injury (AC3.1 and AC3.2). If a learner diary is used, then the entries should be contextualised to the learner's performance to link and apply the knowledge requirements in a similar manner as with the Q&A session. The learner's answers must have sufficient range and breadth to meet the requirements. For example, the learner would need to state at least three health and safety responsibilities of the employer (AC1.1); at least three own personal health and safety responsibilities (AC1.2); at least two reasons why it is important to comply with health and safety requirements (AC1.4) and at least two reasons why it is important to report hazards and accidents (AC2.3).

As some of the assessment criteria refer to organisational requirements and procedures, witness testimony from line manager or other appropriate personnel may be required.

Unit 3: Principles of Business Administration

Unit reference number: F/506/1805

Level: 1

Credit value: 3

Guided learning hours: 13

Unit type: Knowledge

Unit summary

If you are working in a junior business administrative role you will be expected to carry out a variety of tasks ranging from welcoming visitors, ensuring mail is sent out and distributed, and carrying out routine administrative tasks in the office environment. The role is varied and requires a high level of professionalism and a good knowledge of the different equipment available for use in the office environment.

In this unit you will learn how to welcome visitors by following organisational procedures. You will look at ways of making visitors feel welcome and ensuring that all their needs are met while they are at the organisation. You will gain an understanding of the effect that your manner or behaviour could have on visitors and how the impression you make can benefit the organisation.

Another area of business administration is handling mail efficiently and effectively, and understanding why this is important to an organisation. You will learn that a good understanding of what is involved will ensure the flow of communication meets an organisation's administrative needs. You will learn about mail distribution and the different despatch methods that can be used. Decisions on which method to choose are important and you will learn about the options that need to be considered.

All administrative roles need office equipment to carry out work, such as producing documents, storing information and taking calls. It is essential for you to understand how to use the different equipment safely and efficiently. It is important that you learn how to use office machinery by following manufacturers' guidance and organisational procedures. You will consider the need to minimise waste when using resources, which is essential for reducing an organisation's costs.

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to meet and welcome visitors in a business environment	1.1 State the different ways in which to make visitors welcome
	1.2 State the importance of dealing with visitors promptly and courteously
	1.3 Outline the purpose of recording visitors' arrival and departure
	1.4 Describe possible health, safety and security requirements relevant to visitors' arrival
	1.5 Describe the different types of needs that visitors may have
	1.6 Describe ways of dealing with challenging behaviour from visitors
2 Know how to provide mail services	2.1 State what is meant by 'junk' mail
	2.2 State the factors to be taken into account when choosing postage methods
	2.3 Describe different methods of paying postage charges
	2.4 Outline the purpose of a franking machine
	2.5 State the different types of mail used in business
	2.6 State why it is important to distribute and despatch mail efficiently and to the correct persons
3 Know how to use office equipment	3.1 Describe the features and uses of different office equipment
	3.2 State why it is important to adhere to manufacturers' instructions and organisational procedures when using office equipment
	3.3 Describe how equipment and the work area should be left after use
	3.4 Describe ways to minimise waste in the use of resources

Unit amplification

AC1.1: **State the different ways in which to make visitors welcome**

- *Types of visitors:* members of the public, customers, suppliers, other members of the organisation, e.g. regional staff, staff from subsidiary companies

- *Greeting visitors:* welcoming behaviour, e.g. smile, be polite, have a warm manner; ask for name and use it during any formal security procedure; show positive body language, e.g. eye contact, relaxed posture; use friendly tone of voice

AC1.2: **State the importance of dealing with visitors promptly and courteously**

- *Importance of being prompt and courteous:* e.g. creates a good first impression of the organisation, helps the organisation to build a good reputation, good customer service

AC1.3: **Outline the purpose of recording visitors' arrival and departure**

- *Visitors' arrival and departure:* times recorded for security reasons; information for emergency evacuation procedures; public liability insurance cover while on premises, parking access

AC1.4: **Describe possible health, safety and security requirements relevant to visitors' arrival**

- *Health and safety:* e.g. ensure disability access, clear signage, automatic doors opening and closing properly, emergency exits clearly marked, trained first-aider and first-aid box available for minor injuries, emergency evacuation procedures

- *Security:* e.g. check IDs and be alert to unauthorised access; record arrival and departure times and who visitor is seeing, vehicle registration

AC1.5: **Describe the different types of needs that visitors may have**

- *Types of needs:* disability access; audio loops; dietary; special equipment; car-park space; language, e.g. interpretation services; religious and cultural requirements, e.g. prayer room

AC1.6: **Describe ways of dealing with challenging behaviour from visitors**

- *Challenging behaviour from visitors:* e.g. arguing with staff, questioning staff competence, demanding impossible solutions, not accepting limitations and procedures, making inappropriate personal comments; angry behaviours

- *Dealing with challenging behaviour:* staying calm and polite; listening carefully; empathising with how the visitor is feeling; apologising sincerely for problems; offer solutions but not overpromising; use questioning techniques; seek help from a colleague; use escalation procedures

AC2.1: **State what is meant by 'junk' mail**

- *'Junk' mail:* mail not expected or requested; marketing materials to attract buyers, e.g. flyers, leaflets, postcards, samples, appeals for charities

AC2.2: **State the factors to be taken into account when choosing postage methods**

- *Factors when choosing postage methods:* urgency (delivery time); costs; size of letter/package; type of documents being sent; security of service; destination (international, local); organisational importance of letter/package

AC2.3: **Describe different methods of paying postage charges**

- *Methods of payment:* licence agreement for pre-postage charge on a franking machine; contract agreements with different providers; online payment facilities; direct debit arrangements; buying stamps

AC2.4: **Outline the purpose of a franking machine**

- *Franking machine:* prints postage paid on envelopes or labels; cost of postage can be adjusted to cover the weight of item being posted; cost topped up when pre-payment expired; allows late despatches if collection service missed

AC2.5: **State the different types of mail used in business**

- *Types of mail:* Special Delivery (next day by 1 pm delivery guaranteed money back; end-to-end tracking, signature on delivery, compensation cover); signed for (confirmation of delivery, signature on delivery, compensation cover); 1st-class or 2nd-class mail; courier services

AC2.6: **State why it is important to distribute and despatch mail efficiently and to the correct persons**

- *Correct distribution and despatches:* e.g. maintains efficient and ongoing business, maintains flow of communications with customers and other organisations, causes delays if the right person does not receive the mail

AC3.1: **Describe the features and uses of different office equipment**

- *Computer:* different software applications (presentation, spreadsheets, word processing, email); uses, e.g. filing, document retention, printouts via linked printer; professional results

- *Photocopier:* features, e.g. different print formats, collating, scan to email

- *Scanner:* uses, e.g. produces copies direct to computer, allows despatch to another computer via email

- *Printer:* features, e.g. prints scanned copies, collating, different print formats, e.g. booklet style

- *Shredder:* uses, e.g. destroys documents, useful to dispose of the organisation's confidential documents

- *Telephone equipment:* range of features, e.g. call holding, call waiting, redirect, transfer, speed dial; teleconferencing; messaging

- *Fax machine:* uses, e.g. hard copy despatches to another fax machine, quick despatch of urgent documents

- *Data projector:* uses, e.g. project presentation slides; variety for audience; supports presenter

- *Franking machine:* adds postage rates to envelopes or labels on external post

- *Binder:* used to secure several pages together to prepare a manual, booklet or brochure

- *Guillotine:* cuts paper; size can be set using guide plates; clean-cut edges and consistent size achieved

- *Laminator:* uses, e.g. to make signs, make badges for visitors

AC3.2: **State why it is important to adhere to manufacturers' instructions and organisational procedures when using office equipment**

- *Adhering to manufacturers' instructions:* e.g. safe use of equipment, correct use of any special features, alerts how to deal with temporary faults, protects validity of guarantees and warranties

- *Following organisational procedures:* organisation's responsibility to the health and safety of staff; staff responsibility for their own safety; authorisation to use and fix equipment

AC3.3: **Describe how equipment and the work area should be left after use**

- *Equipment:* e.g. clear of printed/copied documents and paper clips, paper jams removed, sufficient paper, ink cartridge replaced, if necessary

- *Work area:* clean and tidy; documents prepared after using equipment and distributed/despatched or kept secure until ready to use

AC3.4: Describe ways to minimise waste in the use of resources

- *Minimising waste:*
  - o *paper* – e.g. use back-to-back copying or printing, use copy settings accurately, over-copying or over-printing, re-use non-confidential paper, recycle paper from shredding
  - o *ancillary waste* – printer cartridges and toners, e.g. recycle via organisations offering service; binding, e.g. re-use from out-of-date documents/booklets

Information for tutors

Suggested resources

Books

Barker, A – *Improve Your Communication Skills* (Kogan Page, 2013)
ISBN 9780749467166

Lapsley, A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley, C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.chalkface.com – worksheets on practical communication skills for the workplace

www.hse.gov.uk – Health and Safety Executive, information on health and safety in the workplace

www.royalmail.com/general-correspondence – information on different Royal Mail services

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* given overleaf. This guidance should be read in conjunction with *Section 8 Assessment*.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

For learning outcomes 1 and 2, the learner could investigate the function of the reception and mail services in a specific organisation. They could draw on their own work as employees or from work experience. Alternatively, the learner's evidence could be based on scenarios: for example, for learning outcome 1, the scenario could be about the role and responsibilities of the receptionist and how to meet these. The scenario for learning outcome 2 could focus on how best to handle different types of mail based on given information such as urgency, size, confidentiality etc. to meet the organisation's needs.

The requirements given below exemplify the evidence the learner should provide to meet the standard of the assessment criteria and achieve the learning outcomes:

- AC1.1 – give at least three ways of making visitors feel welcome
- AC1.2 – give at least two reasons why it is important to deal with visitors accurately and promptly
- AC1.3 – give two reasons why the arrival and departure times of visitors are recorded
- AC1.4 – describe at least two health and safety requirements and two security requirements relevant to visitors' arrival
- AC1.5 – describe at least two specific needs of two different types of visitors
- AC1.6 – describe two different types of challenging behaviours from visitors and two ways in which these behaviours could be dealt with
- AC2.1 – identify three examples of 'junk' mail
- AC2.2 – state at least three factors that should be considered in choosing the method of postage in a specific situation
- AC2.3 – describe the payment methods for the specific situation in AC2.2
- AC2.4 – give at least two reasons why organisations use a franking machine
- AC2.5 – state at least three types of mail services an organisation could use in specific contexts
- AC2.6 – give at least one reason why it is important that internal mail is distributed efficiently and at least one reason why it is important that external despatches are made to the correct person.

To assess learning outcome 3, the learner could investigate how the different types of office equipment are used in a specific organisation. This could be the administrative office of the centre itself, or a model office. The learner would need tasks designed to address the criteria, such as identifying the range of equipment, describing their key features, what they are used for and the procedures and guidance for using them.

The requirements given below exemplify the evidence the learner should provide to meet the standard of the assessment criteria and achieve the learning outcomes:

- AC3.1 – describe the features and uses of at least three different pieces of office equipment

- AC3.2 – give at least two reasons for following office procedures when using office equipment

- AC3.3 – describe the use of one piece of office equipment, what action would be taken when the task was finished to the equipment and to the work area.

It may be possible to assess the unit through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If centres use evidence produced orally the assessor should produce Observation Records, which have sufficient detail to show why the assessor decided that each learning outcome has been met. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 4: Principles of Personal Performance and Development

Unit reference number:	**L/506/1791**
Level:	**1**
Credit value:	**3**
Guided learning hours:	**30**
Unit type:	**Knowledge**

Unit summary

In all job roles it is important the job holder knows their employment rights and what their employer expects of them. To be an effective team member, a job holder needs to know how to manage their workload and who to report to about progress and highlight any problems. Being able to manage and improve performance is a vital part of personal development and a skill which is required in all job roles.

In this unit you will learn to understand what your rights are as an employee and what your employer's expectations will be. You will know how to manage the tasks allocated to you, what your limitations within your role are, the importance of accepting responsibility for your work and who you need to report to about your progress and any problems you may encounter. You will have the knowledge on how to manage and improve your own development and your manager's part in this.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know employees' rights and employers' expectations	1.1 State an organisation's expectations for the conduct of its employees
	1.2 State an employee's rights in relation to their employment
	1.3 State why it is important to work within employees' rights and employers' expectations
	1.4 State where to find information and advice on employees' rights and employers' expectations
2 Know how to manage their own work	2.1 Describe ways of managing allocated tasks to ensure they are completed on time
	2.2 State the purpose of keeping other people informed of progress and problems with work activities
	2.3 Explain the importance of accepting responsibility for one's own work
	2.4 State the limits of their own responsibilities at work
	2.5 State what to do when a problem arises with work activities
3 Know ways of managing and improving personal performance and development	3.1 State the purpose and benefits of personal development at work
	3.2 Describe the purpose of individual and team goals and targets
	3.3 Explain the use of personal development plans
	3.4 Explain the importance of fulfilling a personal development plan
	3.5 Outline a manager's role in an individual's personal development
	3.6 Outline relevant personal development opportunities and career paths within the organisation
	3.7 Describe how acting on feedback can benefit a team and organisation

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Unit amplification

AC1.1: **State an organisation's expectations for the conduct of its employees**

- *Generally expected conduct and behaviour includes:* professional behaviour, e.g. positive attitude, punctual, good personal presentation and hygiene, politeness; work standard, e.g. carrying out work tasks as directed, compliance with the organisations policies and procedures, e.g. Disciplinary Policy

AC1.2: **State an employee's rights in relation to their employment**

- *Contract of employment or apprenticeship agreement: i*ncluding hours of work, salary/wages, holiday entitlement, periods of notice, benefits, discipline and grievance procedures

- *Employee rights:* fair treatment in relation to anti-discrimination and equal opportunities; rights at work, e.g. safe working environment (Health and Safety at Work Act HASAWA); good working conditions, e.g. fair pay/wages, paid holiday time, right to join and form trade union

AC1.3: **State why it is important to work within employees' rights and employers' expectations**

- *Importance:* e.g. to maintain safety of self and others, to ensure fair treatment in relation to anti-discrimination and equal opportunities, supports good team work, help to achieve business objectives

AC1.4: **State where to find information and advice on employees' rights and employers' expectations**

- *Information sources:* internal advisers e.g. line manager, human resources department, occupational health, health and safety adviser; external advice, e.g. Department of Work and Pensions; Advisory, Conciliation and Arbitration Services (ACAS); Citizens Advice Bureau (CAB); documents, e.g. policies and procedures, staff handbook, intranet, trade unions

AC2.1: **Describe ways of managing allocated tasks to ensure they are completed on time**

- *Workload management:* techniques, e.g. write action/ 'to do' lists in order of priority, use an organiser or diary, allow time for contingencies, schedule tasks based on personal concentration and energy levels; agree realistic deadlines; ask for help or support when needed; monitor work progress against deadlines

AC2.2: **State the purpose of keeping other people informed of progress and problems with work activities**

- *Purpose of keeping other informed:* e.g. to ensure deadlines are met, to ensure the work is meeting the requirements, to highlight and address any problems

AC2.3: **Explain the importance of accepting responsibility for one's own work**

- *Taking responsibility for own work:* e.g. being responsible for quality, meeting deadlines, fulfilling contracted duties, establishes organisational hierarchy

AC2.4: **State the limits of their own responsibilities at work**

- *The knowledge to meet this AC depends the specific organisational context and the learner's own role within their team. Learners need to apply the knowledge specific to their organisation to meet this AC*

- *Limits of own responsibilities:* understanding the chain of command or organisation hierarchy; understanding own job role and role of team

AC2.5: **State what to do when a problem arises with work activities**

- *Potential problems:* e.g. missing deadlines, finding work difficult, equipment malfunction, customer dissatisfaction, issues with colleagues

- *Actions to take:* e.g. refer to line manager, Human Resources manager, follow specific organisational procedures

AC3.1: **State the purpose and benefits of personal development at work**

- *Purpose*: e.g. to improve work performance, to develop skills

- *Benefits:* e.g. become more effective in job role, to enable goals to be set and progress monitored, to increase job satisfaction, provide sense of direction

AC3.2: **Describe the purpose of individual and team goals and targets**

- *Individual goals and targets:* e.g. to meet deadlines, to improve performance, contribute to achieving team goals, motivation

- *Team goals and targets:* e.g. encourage effective team work, contribute to achieving organisational goals and objectives, improve quality standards

AC3.3: **Explain the use of personal development plans**

- *Uses:* achieve personal and professional development; motivate employee, improve quality of work; identify future development opportunities

AC3.4: **Explain the importance of fulfilling a personal development plan**

- *Importance:* e.g. personal satisfaction, improves performance in job role, part of job progression, support team in achieving goals

AC3.5: **Outline a manager's role in an individual's personal development**

- *Manager's role in employee personal development:* to identify training needs, to provide or support training, to review training to ensure goals are met

AC3.6: **Outline relevant personal development opportunities and career paths within the organisation**

- *The knowledge to meet this AC depends the specific organisational context and the learner's own career aspirations. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *General personal development opportunities:* e.g. shadowing colleague, having a mentor, internally delivered training courses, external training courses, virtual training environments

AC3.7: **Describe how acting on feedback can benefit a team and organisation**

- *Benefits to team:* e.g. improved effectiveness, improved quality standards, better teamwork

- *Benefits to organisation:* e.g. more likely to achieve goals and objectives, increased output, innovative products or services, good reputation and standards

Information for tutors

Suggested resources

Books

ERR workbook produced by Cfa

Tetley, C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.acas.org.uk – Arbitration service, advice on health and wellbeing at work

www.adviceguide.org.uk – Citizens Advice Bureau

www.cfa.uk.com – Council for Administration

www.gov.uk – General rights and responsibilities in the workplace

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* given below. This guidance should be read in conjunction with *Section 8 Assessment*.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Employee Rights and Responsibilities*.

To achieve the unit, learners need to provide evidence of an investigation into a specific job role; they could draw on their own work as employees or from work experience. It is advised that learners do not reproduce large chunks of information verbatim from company handbooks or legislation but contextualise it to a job they are familiar with or have investigated.

For learning outcome 1, the learner should not just simply list different legislation or generic expectations of an employee but instead should relate this to a specific organisation to put this in context. For learning outcomes 2 and 3, the learner could draw on their own experiences of planning their work and the personal development process either as employees or from work placements. Alternatively, they could interview people working in suitable administrative roles.

A visit from an external, suitably qualified person working within administration would be a suitable candidate to be interviewed.

The requirements given below exemplify the evidence the learner should provide to meet the standard of the assessment criteria and achieve the learning outcomes:

- AC1.1 – give at least three types of behaviour expected of the employees of a specific organisation

- AC1.2 – give at two rights based on a contract of employment from a specific administrative job role or an apprenticeship contract, and two rights related to legislation and regulations in the context of a specific administrative job role. Learners are not expected to know the details of specific legislation and regulations.

- AC1.3 – give three reasons why it is important to work within employee rights and employers expectations

- AC1.4 – give at least two internal and two external sources of information and advice on employee rights and employers expectations

- AC2.1 – describe at least two ways of managing allocated work tasks

- AC2.2 – give two reasons why it is necessary to keep other people informed of progress and problems with work activities

- AC2.3 – give two fully explained reasons, using examples, why it is important to accept responsibility for own work

- AC2.4 – give at least two points relating to a specific job description and team structure to show the limits of own responsibilities

- AC2.5 – state at least three different types of problems that can occur with work activities in the administrative environment and the actions that can be taken to resolve these

- AC3.1 – give two reasons why personal development at work is necessary and two ways in which it benefits the individual and organisations

- AC3.2 – give at least two reasons why individual and team goals and targets are necessary; this should be related to an administrative role

- AC3.3 – give at least two fully explained reasons, supported by examples, for the use of personal development plans

- AC3.4 – give at least two fully explained reasons, supported by examples, why it is important to fulfil a personal development plan

- AC3.5 – give two ways in which a manager can support the development of an individual

- AC3.6 – identify at least two career pathways in the business administrative environment that interest them and two different opportunities for personal development that could help them to achieve their career goals

- AC3.7 – describe two ways in which acting on feedback can benefit the organisation and the team; two ways for each

It may be possible to assess the unit through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If centres use evidence produced orally the assessor should produce Observation Records, which have sufficient detail to show why the assessor decided that each learning outcome has been met. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Unit 5: Principles of Working in a Business Environment

Unit reference number: R/506/1792

Level: 1

Credit value: 4

Guided learning hours: 25

Unit type: Knowledge

Unit summary

It is important in a business environment to understand the purpose and structure of different business organisations. There are overarching business principles which are common to all businesses. These include the requirements for confidentiality and security in a business especially in relation to data protection requirements. Businesses need to know how to support equality and diversity within their workplace. Environmental sustainability is an increasingly important issue in business organisations and businesses need to consider how best to contribute to this. These business principles impact on everyone working in a business environment.

In this unit you will learn what the purpose and structure of different types of business organisations are, how businesses are organised and the main functions of the different areas in an organisation. You will consider how business organisations can contribute to environmental sustainability and how you can personally contribute to this through your role. You will know about equality and diversity and how these apply to business organisations. You will also understand the need for security and confidentiality within a business organisation.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know the purpose and structure of business organisations	1.1 State the purposes of different types of business organisations
	1.2 Explain why it is important for a business to be secure
	1.3 State the purpose of an organisational chart
	1.4 Describe the role of the main functional areas of business organisations
2 Know how to contribute to environmental sustainability within an organisation	2.1 State what is meant by "environmental sustainability"
	2.2 Explain why it is important to keep waste to a minimum
	2.3 Describe practices that may be used to minimise waste in a business environment
	2.4 State the standard procedures to be followed when recycling and disposing of waste
3 Know how to support equality and diversity within an organisation	3.1 State the meaning of the terms "equality" and "diversity"
	3.2 State why it is important to support equality and diversity in the work environment
	3.3 Describe ways of behaving that show sensitivity and respect for other people
	3.4 State the legal requirements relating to equality and diversity
4 Know the requirements of confidentiality and security in an organisation	4.1 State the importance of maintaining organisational standards of confidentiality
	4.2 Outline how confidentiality requirements affect the workplace
	4.3 State the importance of maintaining organisational standards of security
	4.4 Outline how security requirements affect the workplace

Unit amplification

AC1.1: State the purposes of different types of business organisations

- *Types of business organisations:* private sector organisations, e.g. sole trader, partnership, companies; public sector organisations, e.g. Local Councils, National Health Service (NHS), government departments

- *Purpose:* private sector, e.g. make a profit, owned by private individuals; public sector, e.g. provide public services, controlled by the government

AC1.2: Explain why it is important for a business to be secure

- *Financial security:* definition (consistent income, controlling debts and spending, savings)

- *Importance of business financial security:* reasons, e.g. continue in business, pay staff and suppliers, pay debts, expand the business

AC1.3: State the purpose of an organisational chart

- *Organisational chart:* hierarchy, departments, job roles

- *Purpose:* e.g. shows lines of responsibilities, shows the different departments and roles within departments, shows relationships between departments and individuals

AC1.4: Describe the role of the main functional areas of business organisations

- *Marketing:* role, e.g. advertising, sales promotion, market research

- *Human Resource:* role, e.g. recruiting and selecting new staff, training and development

- *Finance:* role, e.g. pays wages, invoices customers, prepare financial reports

- *Production/Operations:* role, e.g. manufacturing goods or providing a service to customers, quality assurance

- *Sales:* role, e.g. finding new markets, after-sales service, customer care

- *Administration:* role, e.g. document production, document retention, mail services

- *Distribution and Warehousing:* role, e.g. storing raw materials, arranging delivery of goods

AC2.1: State what is meant by "environmental sustainability"

- *Environmental sustainability:* definition, making responsible decisions and implementing appropriate procedures

AC2.2: **Explain why it is important to keep waste to a minimum**

- *Keeping waste to a minimum:* e.g. cost effective, reduces the impact of the individual and the business on the environment, improves business image

AC2.3: **Describe practices that may be used to minimise waste in a business environment**

- *Consumables and resources:* practices, e.g. recycling, only printing documents when necessary, printing double-sided documents, use refillable ink cartridges, reduce printing of graphic and images where possible

- *Facilities and equipment:* practices, e.g. turning off lights and machines when not in use, turning off heat or air conditioning, follow instructions for using machinery and equipment, using energy saving stand-by features on office equipment

AC2.4: **State the standard procedures to be followed when recycling and disposing of waste**

- *Recycling and disposing of waste:* separate recyclable materials e.g. glass, paper, from other waste; disposing of waste in correct place; *safety* aspects of disposing of hazardous waste

AC3.1: **State the meaning of the terms "equality" and "diversity"**

- *Equality:* definition (not discriminating, equality of opportunity)

- *Diversity: definition* (respecting and valuing individual differences, including: life styles, cultures, ethnicity, religion, gender)

AC3.2: **State why it is important to support equality and diversity in the work environment**

- *Supporting equality and diversity in the workplace:* importance to include, shows respect for all people regardless of their personal characteristics; to comply with legislation (Equality Act 2010); improve team working and output; reduces conflict in the work environment

AC3.3: **Describe ways of behaving that show sensitivity and respect for other people**

- *Showing sensitivity and respect:* ways, e.g. showing respect for the background, values, beliefs and custom of colleagues; being tolerant and open-minded; being aware of other people's needs; using non-discriminatory language

AC3.4: **State the legal requirements relating to equality and diversity**

- *Legislation:* the Equality Act 2010; 9 protected characteristics, i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation; discrimination (harassment, victimisation, indirect)

AC4.1 **State the importance of maintaining organisational standards of confidentiality**

- *Confidentiality:* types of confidential information, e.g. employee personal contact details, customers personal contact detail and payment information, business sensitive information

- *Maintaining organisational standards of confidentiality:* importance, e.g. to meet data protection legislation requirements; to protect business sensitive information from competitors, customer trust

AC4.2 **Outline how confidentiality requirements affect the workplace**

- *How confidentiality requirements affect the workplace:* e.g. procedures to secure personal information of staff and customers, password protected access to files and computer systems, secure file transfer systems

AC4.3 **State the importance of maintaining organisational standards of security**

- *Security:* including information, people, premises and equipment

- *Maintaining organisational standards of security:* importance, e.g. protect wellbeing of staff and customers, protect premises and equipment from theft and damage

AC4.4 **Outline how security requirements affect the workplace**

- *How security requirements affect the workplace:* e.g. entry and exit procedures, CCTV monitoring systems, restricted access to particular areas of premises

Information for tutors

Suggested resources

Books

Carysforth C, Nield M, Richards C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

ERR workbook produced by Cfa

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.cfa.uk.com – Council for Administration

www.data-protection-act.co.uk – Data Protection Act toolkit

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

To achieve the unit, the learner needs to carry out research into the standards and requirements for working effectively in a specific business organisation. This could be the learners employer organisation or work experience organisation. Alternatively, the learner could research an organisation with which they are otherwise familiar.

Consideration should be given to producing all the required evidence through a single linked project or a series of tasks. For example, the learner could prepare an Induction Pack for a new member of staff that provides information about the organisational policies and standards for working in relation to environmental sustainability, equality and diversity and confidentiality and security. This Induction Pack could include an introduction to the business organisation covering the type of business ownership, whether it is private or public sector and how it is structured in terms of functional areas, using the organisational chart, etc. The evidence presented by the learner for individual learning outcomes could be in the form of presentations, information leaflets, posters, etc.

For learning outcome 1, the learner could apply the assessment criteria to the context of their chosen organisation, as indicated above. The learner could identify the type of business organisation it is and could state its purposes in the context of its business operations, for example, the type of goods and/or services it offers.

For learning outcomes 2, 3 and 4, the learner needs to apply the assessment criteria to their chosen organisation as the learning outcomes indicate application to a particular organisational context.

The requirements given below exemplify the evidence the learner should provide to meet the standard of the assessment criteria and achieve the learning outcomes:

- AC1.1 – give at least two purposes of a particular type of business organisation
- AC1.2 – give two fully explained reasons, supported by examples, why it is important for a business to be financially secure
- AC1.3 – give two reasons why an organisation chart is needed
- AC1.4 – describe at least two roles of each of the functional areas in a business organisation (at least three functional areas)
- AC2.2 - give two fully explained reasons, supported by examples, why it is important for a business organisation to keep waste to a minimum
- AC2.3 – describe at least two practices used in a particular business organisation to minimise waste
- AC2.4 – state an organisation's standard procedures for recycling and disposing of waste
- AC3.2 – give three reasons why it is important to support equality and diversity in a particular business organisational context
- AC3.3 – describe at least three ways of behaving to show sensitivity and respect to other people in a particular organisation's work environment
- AC3.4 – state the nine protected characteristics relating to the concept of harassment and victimisation
- AC4.1 - give three reasons why it is important to maintain standards of confidentiality in a particular business organisation
- AC4.2 – outline at least two ways in which confidentiality requirements have affected how a particular business organisation operates
- AC4.3 – give three reasons why it is important to maintain standards of security in a particular business organisation
- AC4.4 – outline at least two ways in which security requirements have affected how a particular business organisation operates

It may be possible to assess the unit through a series of question and answer (Q&A) sessions, which could be conducted orally or through written responses. If Q&A is used, the learner still needs to contextualise their responses to a particular organisation, as indicated above. Where centres use evidence produced orally the assessor should produce Observation Records, which have sufficient detail to show why the assessor decided that each learning outcome has been met. Any supporting evidence in the form of written materials, documents and learners notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 6: Work with Others in a Business Environment

Unit reference number: Y/506/1793

Level: 1

Credit value: 2

Guided learning hours: 18

Unit type: Competence

Unit summary

It is important in any work environment to be able to work with other people and to work effectively in a team. This unit is about how to work with others in a business environment, understanding how to behave and the importance of understanding authority in the work environment.

In this unit you will learn how to work with others in a business environment. You will learn the principles of working with others, knowing how your role fits into the team, how your behaviours affect working relationships and what to do if there are problems working with others. You will learn how meeting agreed deadlines, targets, quality standards and the way you treat others will impact on your relationships with your team members and other colleagues in the organisation.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to work with others in a business environment	1.1 Describe how their own role fits in with the role of others in their team
	1.2 Describe how their own behaviour can affect teamwork
	1.3 Describe behaviours that show trust, respect and consideration for others
	1.4 Outline the importance of following instructions when completing tasks
	1.5 State the importance of understanding authority at work
	1.6 State why it is important to behave in a way that does not cause conflict
	1.7 State what to do if problems occur when working with others
	1.8 Describe different ways to help colleagues with work activities
2 Be able to work with others in a business environment	2.1 Meet agreed deadlines, targets and quality standards
	2.2 Maintain expected standards of performance
	2.3 Act positively on feedback on own performance
	2.4 Treat others with courtesy and respect
	2.5 Follow organisational policies and procedures and legal requirements while working with others

Unit amplification

AC1.1: **Describe how their own role fits in with the role of others in their team**

- *The knowledge to meet this AC depends the specific organisational context and the learner's own role within their team. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Ways of identifying own role and responsibility:* reviewing job description and person specification; looking at team structure on organisational charts; discussing with team manager or team leader; discussing with human resources department

AC1.2: **Describe how their own behaviour can affect teamwork**

- *Characteristics of personal behaviour:* verbal communications, e.g. listening skills, speaking skills; body language; attitude; punctuality; reliability; self-confidence; motivation and enthusiasm; respect for others

- *Impact of positive behaviour: e.g.* improves team productivity, helps to achieve team targets, builds positive working relationships

- *Impact of negative behaviour:* e.g. causes team conflict, poor working relationships in team, possible reduction in team productivity and output, potential for inconsistent work standards

AC1.3: **Describe behaviours that show trust, respect and consideration for others**

- *Behaviours that show trust, respect and consideration for others:* e.g. being polite, offering to help, working to agreed standards, being sensitive and respectful to personal and cultural differences, accepting responsibility for mistakes and errors

AC1.4: **Outline the importance of following instructions when completing tasks**

- *Receiving instructions:* listen; ask questions to clarify; repeat the instructions back to the person giving them; check if there is anything else; make notes

- *Importance of following instructions when completing tasks:* e.g. safety of self and others, tasks are completed to the organisation's standards, comply with legislation and regulation, complete the task on time

AC1.5: **State the importance of understanding authority at work**

- *Authority at work:* the right to use power over the behaviour of others; power or right to make decisions or give instructions; responsibility for business activities, e.g. team leader, line manager

- *The importance of understanding authority:* e.g. knowing who to refer and report to, knowing the limits of own authority, complying with organisational procedures and policies, knowing where to get help

AC1.6: **State why it is important to behave in a way that does not cause conflict**

- *Behaviours that cause conflict:* e.g. not admitting to mistakes/errors made, blaming others, poor and inconsistent work, poor attendance and punctuality, negative communications
- *Importance:* e.g. avoid upsetting other team members, create positive working relationships, show respect for colleagues

AC1.7: **State what to do if problems occur when working with others**

- *Potential problems:* disagreements; personality clash; misunderstandings; poor performance; missed deadlines; stress
- *Actions to take:* discuss ways to resolve the problems directly with the relevant colleagues; speak to line manager; contact the human resources department/manager; use formal conflict resolution procedures

AC1.8: **Describe different ways to help colleagues with work activities**

- *Ways to help colleagues with work activities:* e.g. offering to carry out some of the colleague's tasks, sharing new techniques, helping them with planning and prioritising activities

Information for tutors

Suggested resources

Book

Carysforth C, Neild M, Richards C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

Websites

www.cfa.uk.com – Council for Administration

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out their work activities, whether in a real work environment or in a Realistic Work Environment (RWE). Work products arising from the learner's completed tasks could be examined to provide further evidence, particularly for AC2.1. The evidence from observation and work products should be supported by question and answer (Q&A) sessions or a learner diary; for example learners could be asked about the deadlines and expected standards for the completed work and how they ensured that they met them. They could also be asked to describe how they acted positively on feedback received. Witness testimony from colleagues or a line manager could be used to confirm evidence for the achievement of all the assessment criteria as well as to confirm the learner's competence over a period of time.

Question and answer (Q&A) sessions or a learner diary could also be used to meet the requirements of the knowledge assessment criteria in learning outcome 1. The Q&A could be asked during a direct observation of learning outcome 2 to give the learner the opportunity to link and apply their knowledge to their workplace activities. For example, learners could be asked to describe how they treat others with courtesy and respect and, if appropriate, what other positive behaviours they can adopt to do so – this links AC1.3 to AC2.4. Similarly, AC1.4 could be linked to AC2.1 by asking learners to state why it was important for them to follow instructions in completing the tasks. Learners' work products could be used as a basis for the Q&A session. If a learner diary is used, then the entries should be contextualised to the learners' work activities to link and apply the knowledge requirements in a similar manner as with the Q&A. Learners' answers must have sufficient range and breadth to meet the requirements. For example, learners would need to state at least three reasons why it is important to behave in a way that does not cause conflict to meet AC1.6 sufficiently.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 7: Meet and Welcome Visitors in a Business Environment

Unit reference number: A/506/1799

Level: 1

Credit value: 2

Guided learning hours: 20

Unit type: Competence

Unit summary

In many business environments, administration staff may need to meet and welcome visitors. An administration assistant carrying out this role is representing the organisation they are working for, so it is important that they behave in a professional manner and follow the organisation's procedures and requirements.

In this unit you will learn how to welcome visitors by following your organisation's procedure. You will learn how to confirm a visitor's identity and the reason for their visit, and then how to inform the relevant person of the visitor's arrival. You will learn how to record the visitor's arrival and departure and to check that any health and safety and security actions are carried out. You will also learn how to present a positive personal image in keeping with your organisation's requirements.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know how to meet visitors in a business environment	1.1	State an organisation's procedures for dealing with visitors
		1.2	Describe the standards of personal behaviour and presentation that an organisation should expect from staff that meet and welcome visitors
		1.3	Identify any organisational health, safety and security requirements relevant to visitors
		1.4	Describe what to do and who to contact when problems with visitors arise
2	Be able to meet visitors in a business environment	2.1	Welcome visitors politely in accordance with organisational standards
		2.2	Confirm the identity of visitors and the reasons for their visit
		2.3	Check that any health, safety and security actions are carried out
		2.4	Record visitors' arrival and departure in accordance with organisational procedures
		2.5	Inform those who are being visited of the arrival of their visitor(s) in accordance with organisational standards
		2.6	Present a positive personal image in accordance with organisational standards

Unit amplification

AC1.1:   State an organisation's procedures for dealing with visitors

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *General procedures for dealing with visitors include:* acting in a professional and capable manner; greeting visitor(s) in a clear, audible voice; confirming the visitor's appointment; confirming the visitor's name and its pronunciation; issuing visitor and security badges; updating visitor records; communicating health and safety procedures to visitors; informing colleagues of a visitor's arrival; giving information and directions to facilities

AC1.2:   Describe the standards of personal behaviour and presentation that an organisation should expect from staff that meet and welcome visitors

- *Personal behaviour: e.g.* polite, helpful, confident, attentive, positive body language, positive attitude, respect for confidentiality, dependability, tolerance, professional

- *Personal presentation: e.g.* well groomed, dressed according to organisation's standards, good personal hygiene

AC1.3:   Identify any organisational health, safety and security requirements relevant to visitors

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *General health, safety and security requirements include:*

    o *health and safety* – e.g. displaying safety notices, following fire and emergency evacuation procedures, reporting any hazards immediately, keeping reception area clean and tidy

    o *security* – e.g. issuing visitors cards and permits, signing visitors in and out, keeping confidential documents secure, monitoring CCTV cameras, maintaining control of entrance, e.g. entry phone, maintaining swipe card access procedures

AC1.4:   Describe what to do and who to contact when problems with visitors arise

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Possible contacts include:* office manager, supervisor/line manager

- *Possible actions include:* staying calm; asking a colleague for help; contacting security; using escalation procedures

Information for tutors

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.skillscfa.org/– Skills CfA, the sector skills council for administration

www.hse.gov.uk – Health and Safety Executive, information on health and safety in the workplace

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principles of Business Administration.*

The main source of evidence for demonstrating the achievement of learning outcome 2 is direct observation of the learner meeting and welcoming visitors, either as a part of their job role in a real work environment or a Realistic Work Environment (RWE).

The evidence from direct observation could be supported by examining work products such as the records of visitors made by the learner in the organisation's systems – this provides further evidence to meet AC2.4. Witness testimony could also be used to provide evidence of consistent performance. Observation evidence could be supported by question and answer (Q&A) sessions if felt necessary.

Question and answer (Q&A) sessions or a learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to describe how their standards of personal behaviour and presentation in particular observed situations presented a positive personal image to visitors and reflected the organisational standards – this links AC1.2 to AC2.6. Similarly, the learner could be asked to describe how they used the organisational procedures in dealing with visitors; this creates a general link between learning outcome 1 and learning outcome 2. If a learner diary is used, then the entries should be contextualised to the learner's performance to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the requirements. As some of the assessment criteria refer to organisational requirements and procedures, witness testimony from line manager or other appropriate personnel may be required.

Unit 8:   Manage Time and Workload

Unit reference number: **H/506/1795**

Level: **1**

Credit value: **1**

Guided learning hours: **10**

Unit type: **Competence**

Unit summary

Managing time and workload is an important skill in any workplace. It is important to know about the techniques for managing time and workload, the impact on the organisation if time is not managed effectively, how to accept responsibility in respect of managing time and the effect on colleagues if deadlines are missed. This unit also covers how working with colleagues can support the management of workload in the team.

In this unit you will learn how to manage your time and your workload. You will learn about the importance of managing your time and workload, reporting on progress, developments and any problems beyond your authority, including why it is important to accept responsibility for any mistakes you might make. You will learn about working with colleagues to support both their and your own time management and workload.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria	
1 Know how to manage their own time and workload	1.1	Describe ways of managing time and workload
	1.2	State why it is important to the organisation and the individual that time and workload are managed effectively
	1.3	State why it is important to seek work and offer help to others
	1.4	Describe how seeking help from colleagues can help in managing workload
	1.5	Describe why it is important to accept responsibility for their own mistakes
2 Be able to manage time and workload	2.1	Use time management techniques to manage the completion of tasks
	2.2	Finish tasks within the allotted timescale
	2.3	Inform team members of progress and developments of work activities
	2.4	Ask for work when existing tasks have been completed
	2.5	Report problems beyond their own level of authority to the appropriate person
	2.6	Follow organisational procedures and legal requirements when managing time and workload

Unit amplification

AC1.1: **Describe ways of managing time and workload**

- *Time and workload management:* e.g. organise work area and resources, write action lists or 'to do' list in order of priority, agree realistic deadlines, ask for help or support when needed, allow time for contingencies

AC1.2: **State why it is important to the organisation and the individual that time and workload are managed effectively**

- *Importance to individual:* e.g. builds trust and confidence in personal abilities, supports teamwork and team standards, improves self-esteem and confidence, achieve personal objectives and targets

- *Importance to organisation:* e.g. reduces the need for close supervision and checking, improves organisational efficiency, helps the organisation to meet its targets and objectives

AC1.3: **State why it is important to seek work and offer help to others**

- *Importance of seeking work and offering help to others:* e.g. effective team working, organisational efficiency, sharing of workload, help to resolve work problems

AC1.4: **Describe how seeking help from colleagues can help in managing workload**

- *Ways of seeking help:* e.g. asking questions, sharing work progress update in team meetings, using the appraisal system

- *Impact of seeking help from colleagues:* e.g. reduces workload and stress, advice on better ways of completing tasks, sharing of good practice

AC1.5: **Describe why it is important to accept responsibility for their own mistakes**

- *Accepting responsibility:* e.g. personal development, learning from mistakes, builds trust and respect with colleagues, improves future decision making, shows honesty in the workplace

Information for tutors

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Website

www.jobs.ac.uk –advice on career management, including guidance on managing time and workload

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given overleaf.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main source of evidence for demonstrating the achievement of learning outcome 2 is likely to be a combination of direct observation, work products and witness testimony. The observation of the learner carrying out and completing assigned work tasks can take place either in a real work environment or a Realistic Work Environment (RWE). This observation would provide some evidence for many of the assessment criteria in learning outcome 1. This evidence should be supported by a review of the learner's work products such as 'to do lists', work diaries, signed-off task/work sheets and emails to colleagues or line manager. These work products should be annotated by the learner. Some assessment criteria, for example AC2.3 and AC2.6, may require witness testimony from the line manager or colleagues (or other appropriate personnel if assessed in an RWE).

Question and answer (Q&A) sessions or a learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 to give the learner the opportunity to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to describe the techniques they actually used to manage their work tasks and other techniques they could consider using in the future – this links AC1.1 to AC2.1. Similarly, AC1.2 could be linked to AC2.2 by asking the learner to state why it was important for them and their organisation for tasks to be completed on time. Learners' work products could be used as a basis for the Q&A. If a learner diary is used, then the entries should be contextualised to the learner's work activities to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the requirements. For example, the learner would need to state at least three reasons why it is important to seek work and offer help to others in order to sufficiently meet AC3.1.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

Unit 9: Use a Telephone and Voicemail System

Unit reference number: K/506/1796

Level: 1

Credit value: 2

Guided learning hours: 20

Unit type: Competence

Unit summary

First impressions count! It is so important that good communication skills are used when making or receiving calls to make sure the right impression is given to the person you are calling or to the caller you are speaking to. When you make or take calls you are representing the organisation you are working for and the calls must be handled correctly.

In this unit you will develop the skills to deal with calls using the telephone or other electronic equipment. You will be able to identify and use the correct protocols when making and receiving calls, and learn the procedures that must be followed. You will learn about reporting faults, why it is important to follow security and data-protection procedures, and what you should do when transferring a call. Accuracy is important when taking or leaving messages and you will go through the information you need to take to be able to pass it on to the right person. Voicemail is another way of receiving messages, good housekeeping is necessary and you will learn when you can or cannot delete voicemail messages.

Overall, you will develop your knowledge of how to create a positive impression while making and receiving calls so that you follow your organisation's procedures.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to use a telephone and voicemail system	1.1 Outline how a caller's experiences affect their view of an organisation
	1.2 Outline organisational standards and procedures for communicating on the telephone
	1.3 State the importance of following organisational standards and procedures when making and receiving telephone calls
	1.4 State organisational fault reporting procedures
	1.5 Describe why it is important to follow security and data protection procedures when using a telephone system
	1.6 State the information to be given out when transferring calls, taking or leaving messages
	1.7 State organisational guidelines for deleting voicemail messages
2 Be able to make telephone calls	2.1 Identify the reason for making a call
	2.2 Obtain the name and number(s) of the person to be contacted
	2.3 Communicate information to achieve the call objective(s)
	2.4 Communicate in a way that meets organisational standards and guidelines

Learning outcomes	Assessment criteria
3 Be able to receive telephone calls	3.1 Identify the caller in accordance with organisational procedures
	3.2 Deal with calls in accordance with organisational procedures
	3.3 Pass calls to the right person/department
	3.4 Take messages when the person to be contacted is unavailable
	3.5 Represent an organisation in a way that meets the required standards and guidelines
4 Be able to use voicemail systems	4.1 Use voicemail systems in accordance with manufacturers' instructions
	4.2 Keep the voicemail message system up to date
	4.3 Pass on accurate messages in accordance with organisational policies

Unit amplification

AC1.1:   Outline how a caller's experiences affect their view of an organisation

- *Different callers:* internal customers, e.g. colleagues, department staff, other departments; external customers, e.g. from different organisations, members of the public; people with individual needs, e.g. those for whom English is not the first language, those with hearing loss, dealing with difficult callers

- *Giving the right impression:* good telephone manner, e.g. answer promptly, be polite, standard organisational greeting; active listening; use of questioning techniques; advise or arrange what is needed; give the caller confidence that the call will be dealt with; speed of action taken; know who to ask if unsure of information needed

AC1.2:   Outline organisational standards and procedures for communicating on the telephone

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Standards could include:* using organisational greeting; answering within a certain number of rings; advising of caller details before transferring calls; use of formal language

- *Procedures could include:* how to take messages and transfer calls; when and how to escalate difficult calls; how to confirm details of a telephone call

AC1.3:   State the importance of following organisational standards and procedures when making and receiving telephone calls

- *Importance of standards and procedures:* e.g. all staff maintain consistent standards, providing give good customer service, positive organisational reputation, prompt service may result in repeat business

AC1.4:   State organisational fault reporting procedures

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Fault reporting procedures could include:* who to report to, e.g. office/facilities manager, service provider, team leader; how to report the fault, including recording it; dealing with internal and external faults

AC1.5: **Describe why it is important to follow security and data protection procedures when using a telephone system**

- *Importance:* e.g. security of business-sensitive information, comply with data-protection regulations, avoiding information security breaches that may damage the reputation of the organisation

AC1.6: **State the information to be given out when transferring calls, taking or leaving messages**

- *Transferring calls:* name of caller and organisation; purpose of call

- *Taking or leaving messages:* date, time, caller's name and organisation; telephone number; email address; purpose of call; accurate and clear details of action required by the caller; level of urgency

AC1.7: **State organisational guidelines for deleting voicemail messages**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Guidelines could include:* how long messages should be kept for; a record of action taken on the message; who can delete messages

Information for tutors

Suggested resources

Books

Barker A – *Improve Your Communication Skills (Creating Success)* (Kogan Page Ltd, 2013) ISBN 9780749467166

Tetley C – BTEC Entry 3/Level 1 Business Administration Student Book (Pearson, 2010) ISBN 9781846909214

Websites

www.cfa.uk.com – the Council for Administration

www.chalkface.com – worksheets on practical communication skills for the workplace

www.youtube.com – YouTube offers a range of videos providing guidance and advice on making and receiving business telephone calls; use the search function to find appropriate videos

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given overleaf.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principle of Business Communication*

The primary source of evidence for demonstrating the achievement of learning outcomes 2, 3 and 4 is direct observation of the learner using a telephone and voicemail system either as a part of their job role in a real work environment or in a Realistic Work Environment (RWE). The observation should cover the learner making and receiving telephone calls in a range of situations. Evidence could be based on the use of land-telephone lines, mobiles, internet telephone connections or any other technology that involves a conversation at a distance. The use of voicemail may apply to either centralised systems or to individual voicemail message boxes.

The evidence from direct observation could be supported by examining work products such as messages taken or notes made to support making and taking calls – this provides additional evidence to meet the requirements, for example AC2.1 to AC2.2, AC3.4 and AC4.3. Video or audio recordings of the learner making and receiving telephone calls could also provide evidence to support their competence. Witness testimony from the line manager (or the appropriate person, if assessed in RWE) could be used to support the evidence, for example for AC3.5 and AC4.2, to confirm that the learner has consistently met the criteria.

Question and answer (Q&A) sessions or a learner diary could be used to meet the requirements of learning outcome 1, as well as to corroborate the competence of the learner. The Q&A or diary entries should be contextualised to the learner's performance to link and apply the knowledge requirements. For example, linking the learner's knowledge of the organisational procedures for communicating on the telephone (AC1.2) with the communication style and techniques they used in communicating with the callers (AC2.4 and AC3.5). The learner's answers must have sufficient range and breadth to meet the requirements, for example the learner would need to give more than one reason why following organisational procedures is important to show that they have the required knowledge.

Unit 10:   Handle Mail

Unit reference number: **K/506/1801**

Level: **1**

Credit value: **1**

Guided learning hours: **10**

Unit type: **Competence**

Unit summary

In any business organisation, external mail will be delivered each working day and it is the responsibility of a designated administrator to ensure that this mail is dealt with effectively and efficiently. Similarly, there will be a requirement to deal with outgoing mail generated from different departments of the organisation; this mail could also include parcels. Although the amount of internal and external mail has decreased dramatically with the use of electronic mail, there are still some documents which have to be sent by external or internal post and which need to be dealt with on a day-to-day basis.

In this unit you will learn how to deal with both incoming and outgoing mail, the problems that can arise with mail systems and why it is important to understand thoroughly the need for security and confidentiality when dealing with company or personal mail. This unit will enable you to work confidently in a business environment where the delivery and distribution of mail is a key task. It is important that the outgoing and incoming mail is delivered to the correct person for security, confidentiality and efficiency in the workplace.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to deal with mail	1.1 State to whom in an organisation mail should be delivered
	1.2 State what to do in the event of problems arising when dealing with mail
	1.3 State organisational policies on mail handling and security
	1.4 Describe the organisational procedures for reporting suspicious or damaged items
2 Be able to deal with incoming mail	2.1 Sort incoming mail according to addressees' details
	2.2 Distribute incoming mail to the right people within the agreed schedule
	2.3 Deal with incorrectly addressed and 'junk' mail in accordance with organisational procedures
3 Be able to deal with outgoing mail	3.1 Collect outgoing mail on time
	3.2 Prepare packages for distribution
	3.3 Despatch outgoing mail on time

Unit amplification

AC1.1: **State to whom in an organisation mail should be delivered**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*.

- *Persons could include:* addressee, line manager or supervisor, specified person in each team

AC1.2: **State what to do in the event of problems arising when dealing with mail**

- *Types of problems when dealing with mail: e.g.* no addressee, no postage, suspicious or damaged mail, junk mail

- *Actions to take:* e.g*.* knowing who to report to, informing the manager/supervisor, logging problem and solution

- Learners also need to refer to and apply any organisational procedures relating to problems with mail

AC1.3: **State organisational policies on mail handling and security**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Policies could include:* date stamping mail before distribution; opening and sorting according to addressee/team/department; recording mail, e.g. inward register or despatch register; not opening suspicious packages; reporting suspicions packages to the designated person

AC1.4: **Describe the organisational procedures for reporting suspicious or damaged items**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Ways of identifying suspicious mail:* e.g. missing or obscure return address, dirty or leaking packages, unusual smell or noise from packages, name, title or address is incorrect or spelt incorrectly, package unusually heavy or of an irregular shape

- *Procedures could include:* separating the mail, informing a supervisor or manager, recording all suspicious and damaged items

Information for tutors

Suggested resources

Book

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.dhl.co.uk – DHL, information on national and international package delivery

www.postoffice.co.uk – the Post Office, current information on all Post Office products and services

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principles of Business Administration.*

The main source of evidence for demonstrating the achievement of learning outcome 2 and learning outcome 3 is direct observation of the learner handling incoming or outgoing mail either as a part of their job role in a real work environment or a Realistic Work Environment (RWE). The evidence should be based on the handling of traditional postal mail, including packages. The unit does not cover electronic mail. The mail may be internal or external. Observation should be carried out over a sufficient period of time to provide evidence of sustained performance.

The evidence from direct observation could be supported by examining work products such as mail records and despatch logs – this would provide supporting evidence for AC2.1 and AC3.3. To achieve AC3.2 and AC3.3, the learner needs to provide evidence of how they have identified the best option for despatching the mail and their calculations of the correct postage charges. Witness testimony from the line manager (or the appropriate person, if assessed in RWE) and colleagues could also be used to confirm that the learner has consistently met the criteria.

Question and answer (Q&A) sessions or a learner diary could be used to meet the requirements of learning outcome 1, as well as to corroborate the competence of the learner. The Q&A or diary entries should be contextualised to the learner's performance to link and apply the knowledge requirements. For example, the learner could relate their knowledge of the organisational procedures and policies in learning outcome 1 to the different actions they took in dealing with the incoming and outgoing mail. The learner's responses to questions must have sufficient range and breadth to meet the requirements.

Unit 11: Prepare Text from Notes

Unit reference number: M/506/1797

Level: 1

Credit value: 2

Guided learning hours: 10

Unit type: Competence

Unit summary

An important skill in a business environment is the ability to produce a range of text documents from notes. These documents need to be completed to a professional standard and stored in accordance with an organisation's procedures.

In this unit you will learn how to use keyboarding skills to produce text documents from your own or others' notes in the appropriate format and within the agreed timescales. You will learn how to check the accuracy of the text to the original notes and check the text is correct in relation to spelling, punctuation, grammar and sentence construction. You will also learn how to store the text and the original notes according to your organisation's procedures.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know how to prepare text from notes	1.1	Describe the different types of business documents that can be produced from notes
		1.2	Describe responsibilities and procedures for agreeing, producing and checking text
		1.3	State the potential consequences of producing inaccurate text
		1.4	State organisational procedures for the storage, security and confidentiality of text
2	Be able to produce text from own or others' notes	2.1	Produce accurate text from notes in the required format and to agreed timescales deadline
		2.2	Check that the text is an accurate depiction of the notes
		2.3	Check that the text has correct spelling, punctuation, grammar and sentence structure
		2.4	Store texts and original notes in accordance with organisational procedures

Unit amplification

AC1.1:   **Describe the different types of business documents that can be produced from notes**

- *Business documents:* e.g. letters, minutes of meetings, reports, lists, instructions, emails, numerical information (tables, graphs, charts), presentations, newsletters

AC1.2:   **Describe responsibilities and procedures for agreeing, producing and checking text**

- *The responsibilities and procedures for agreeing, producing and checking text depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

- *General practices include*:
  - o   Checking text – e.g. electronic spelling and grammar checks, proofreading, cross-referencing, ask a colleague to proofread the text

  - o   Producing text – use of standard formats; avoiding technical jargons and abbreviations; be concise and clear; use techniques to make the text easy to read, e.g. headings, bullet points; use formal language, good sentence construction and correct grammar

  - o   The purpose of the text, the format and deadlines should be agreed with the person requesting the work or supervisor/manager

AC1.3:   **State the potential consequences of producing inaccurate text**

- *Consequences of inaccurate text:* e.g. incorrect information sent to customers or colleagues, possible legal consequences, lowered organisational standards, negative impact on team performance

AC1.4:   **State organisational procedures for the storage, security and confidentiality of text**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

- *Procedures could include*:
  - o   Storage of text – electronic and manual filing systems; centralised and departmental filing; file-naming convention and version control; filing classification systems, e.g. alphabetical, numerical, chronological, geographical

  - o   Security and confidentiality – logins and passwords for computers, password-protected documents and folders, authorised access, secure disposal of draft

Information for tutors

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.bbc.co.uk/skillswise/words/writing – advice and worksheets for improving writing skills

www.data-protection-act.co.uk – information on the Data Protection Act 2003

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so it may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following units: *Produce Business Documents, Storage and Retrieval of Information* and *Word Processing Software.*

The main source of evidence for demonstrating the achievement of learning outcome 2 is a combination of direct observation and examination of work products. The observation of the learner preparing text from notes can take place either in a real work environment or in a Realistic Work Environment (RWE). Learners are expected to use keyboarding skills in preparing the text and so must have access to word-processing software and computer equipment.

Samples of text produced by the learner should be examined to check accuracy of text against notes, as well as being checked for accurate spelling, grammar and sentence construction. Witness testimony could be used to confirm consistent performance and to provide evidence for AC2.4, which requires that text is stored in accordance with organisational procedures – this may need confirmation by a witness if the assessor is peripatetic. The learner could submit a learner diary to evidence examples of tasks they have completed or provide screen prints to show where documents are stored.

Question and answer (Q&A) sessions or a learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used, then it should be integrated with the assessment for learning outcome 2 to give the learner the opportunity to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could be asked to describe how they checked the accuracy of the text they produced and how they have used the organisational procedures to ensure that the different documents produced are securely stored – this links AC1.2 and AC1.4 to AC2.3 and AC2.4. If a learner diary is used, then the entries should be contextualised to the examples of completed tasks to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the requirements. For example, the learner would need to describe a good range of documents, at least three, to meet AC1.1. As some of the assessment criteria refer to organisational requirements and procedures, witness testimony may also be required.

Unit 12:   Use Office Equipment

Unit reference number: **T/506/1803**

Level: **1**

Credit value: **2**

Guided learning hours: **10**

Unit type: **Competence**

Unit summary

Working in a business environment requires an administration assistant to be able to know about, and use, a range of office equipment. It is important that this equipment is used correctly according to instructions and procedures, and that any faults or problems are reported promptly. The equipment needs to be kept clean, hygienic and replenished with consumables.

In this unit you will learn how to select and use office equipment while following manufacturers' instructions and organisational procedures. You will learn about reporting faults and problems to the appropriate person. You will learn how to keep the equipment clean, hygienic and replenished with consumables, leaving the equipment and work area ready for the next user. You will also learn about keeping the wastage of the resources you use to a minimum.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to use office equipment	1.1 State how to choose equipment and resources for a task
	1.2 Describe organisational procedures for keeping equipment clean, hygienic and replenished with consumables
2 Be able to use office equipment	2.1 Follow manufacturers' instructions and organisational procedures when using office equipment
	2.2 Keep equipment clean, hygienic and replenished with consumables
	2.3 Minimise wastage in the use of resources
	2.4 Take action to ensure the work area is left to agreed standards ready for the next user
	2.5 Report faults and problems to the right person promptly

Unit amplification

AC1.1: State how to choose equipment and resources for a task

- *Choosing equipment and resources:* speed of equipment; volume of work, e.g. how many copies are needed; time constraints, e.g. how quickly the task needs to be completed; economy; availability of sufficient resources; standard of finish required; type of task

AC1.2: Describe organisational procedures for keeping equipment clean, hygienic and replenished with consumables

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC.*

- *Examples of general procedures for equipment include:* keep food and drink away from equipment; clean up spills on equipment as soon as possible; inform relevant person if the equipment malfunctions; follow manufacturers' instructions and safety guidelines

Information for tutors

Suggested resources

Books

Lapsley A – *Business and Administration Student Handbook Level 1* (Council for Administration, 2011) ISBN 9780956773814

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Website

www.hse.gov.uk – Health and Safety Executive, information on health and safety in the workplace

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principles of Business Administration.*

The main source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out their routine work activities using a range of office equipment, either as a part of their job role in a real work environment or in a Realistic Work Environment (RWE). The equipment can be electronic or non-electronic and includes, for example, photocopiers, faxes, binders, laminators, printers, scanners and PCs.

The evidence from the direct observation should be supported by examining work products such as printed or scanned documents, copies of sent faxes (including the receipts obtained from sent faxes), laminated documents and bound documents – as long as there are no issues of confidentiality. Witness testimony could be used to confirm that the organisational procedures were followed as well as to confirm that the learner has consistently met the assessment criteria. Question and answer (Q&A) sessions or a learner diary could be used to corroborate the competence of the learner in respect of AC2.3 and AC2.4. For example, the learner could be asked to describe what they did to minimise wastage when using particular equipment and resources.

A Q&A session or a learner diary could also be used to meet the requirements of the knowledge assessment criteria in learning outcome 1 and should be integrated with the assessment of learning outcome 2. The Q&A could be asked during a direct observation of learning outcome 2 to give the learner the opportunity learner to link and apply their knowledge to their workplace activities. For example, for AC1.1 learners could be asked to state how they chose the particular equipment to complete the different tasks they carried out. If a learner diary is used, then the entries should be contextualised to the learner's performance to link and apply the knowledge requirements in a similar manner as with the Q&A. Learners' responses must be of the appropriate breadth and depth to meet the level of demand of the knowledge assessment criteria.

Unit 13: Communication in a Business Environment

Unit reference number:	**H/506/1893**
Level:	**2**
Credit value:	**3**
Guided learning hours:	**19**
Unit type:	**Knowledge**

Unit summary

Communication skills are an important part of any business and administration role. They underpin all interactions with internal and external audiences and, run through all the units in the overall qualification as a thread.

In this unit you will develop the knowledge and skills of communication needed in a business environment. You will explore different methods of how to communicate with others, including verbal and non-verbal communication and effective written business communication.

You will look at how to use spoken language appropriately, tone of voice, and the body language used in verbal discussions and when responding to others. You will consider the language, content, structure and accuracy of information in written communications relevant to your role and workplace.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the requirements of written and verbal business communication	1.1 Explain why different communication methods are used in the business environment
	1.2 Describe the communication requirements of different audiences
	1.3 Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
	1.4 Explain the importance of using appropriate body language and tone of voice when communicating verbally
2 Be able to produce written business communication	2.1 Identify the nature, purpose, audience and use of the information to be communicated
	2.2 Use communication channels that are appropriate to the information to be communicated to the audience
	2.3 Present information in the format that meets the brief
	2.4 Adhere to agreed business communication conventions and degree of formality of expression when producing documents
	2.5 Produce business communications that are clear, accurate and correct
	2.6 Meet agreed deadlines in communicating with others

Learning outcomes	Assessment criteria
3 Be able to communicate verbally in business environments	3.1 Identify the nature, purpose, recipient/s and intended use of the information to be communicated
	3.2 Use language that is appropriate for the recipient's needs
	3.3 Use body language and tone of voice to reinforce messages
	3.4 Identify the meaning and implications of information that is communicated verbally
	3.5 Confirm that a recipient has understood correctly what has been communicated
	3.6 Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

Unit amplification

AC1.1: **Explain why different communication methods are used in the business environment**

- *Communication methods:* verbal; non-verbal; written, e.g. email, letter

- *Use of communication methods:* speed, efficiency, cost, convenience, recipient

AC1.2: **Describe the communication requirements of different audiences**

- *Audiences:*

    o   Internal: work for same organisation

    o   External: customers, suppliers, regulatory authorities

- *Communication requirements:* purpose; appropriate communication methods, e.g. formal, informal, verbal, written; language; level of detail; organisation standards and protocols; customer expectations

AC1.3: **Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications**

- *Conventions:* salutations; formal language; professional style; house style; appropriate use of punctuation

- *Importance:* accuracy; own standards of work; professional image; customer perception

AC1.4: **Explain the importance of using appropriate body language and tone of voice when communicating verbally**

- *Verbal communication:* making and receiving telephone calls; contributing to discussions; participating in meetings; conversations with colleagues about work issues

- *Importance:* presenting positive image of self and organisation; impact on others; minimising barriers; discussing sensitive subject

Information for tutors

Suggested resources

Books

Butterfield J – *Verbal Communication: Illustrated Course Guides* (2nd edition) (Cengage Learning, 2012) ISBN 9781133526520

Butterfield J – *Written Communication: Illustrated Course Guides* (2nd edition) (Cengage Learning, 2012) ISBN 9781133187615

Trimarchi K, Watkins B, Parton N and Majithia P – *NVQ/SVQ Level 2 Business and Administration Handbook (NVQ Administration)* (Heinemann, 2011)
ISBN 9780435 046903

Websites

www.bbc.co.uk/skillswise – BBC Skillswise: learning resources which include verbal and written methods of communication

qualifications.pearson.com – Pearson Edexcel Qualifications: provide guidance for Functional Skills English, Essential Skills Wales communication and Core Skills (Scotland) Communication

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given overleaf.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principles of Business Communication*.

The primary source of evidence for demonstrating achievement of learning outcome 3 is direct observation of the learner communicating verbally with others in the business environment. Verbal communications may include telephone and face-to-face. Evidence for AC3.4 should include learners using questioning techniques and active listening to identify the meaning of information communicated and its implications.

The primary source of evidence for demonstrating achievement of learning outcome 2 is the learner's work products, such as emails, letters, reports and planning notes, produced in the natural course of their work role. The assessor should examine these work products to check accuracy in terms of spelling, grammar and sentence construction as well as judge their clarity and correctness in relation to the purpose and audience of the communications (AC2.5).

The evidence from the direct observation and work products for learning outcome 2 and learning outcome 3 should be supported by Q&A to fill any gaps in the evidence of their competence. For example, for specific written communications, the learner could be asked to explain how they decided that the communication method used was appropriate and why they have organised, structured and presented the information in the way they have. This would provide supporting evidence of competence for AC2.2, AC2.3 and AC2.5. Similarly, to support evidence for learning outcome 3, the learner could be asked to explain how they have used body language and tone of voice to meet audience needs and reinforce messages in specific observed situations (AC3.3 and AC3.3). A learner diary could be used as an alternative to Q&A if appropriate for the learner and the assessment context.

To achieve AC2.6, learners need to provide evidence of meeting the agreed timescale either from the date the communication was distributed or the date the query was resolved. Witness testimony could be used to provide supporting evidence across the unit as appropriate.

Questions and answers (Q&A) could be used to corroborate the competence of the learner (e.g. for AC2.1, AC3.1, AC3.4 and AC3.6) as well as meeting the requirements of the knowledge assessment criteria in learning outcome 1. The Q&A should be integrated with the assessment for learning outcome 2 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. For example, the learner could be asked to explain why it is important for them and their organisation that their written or verbal communications are accurate, correct and appropriate for the audience and business environment. This question should be related to specific observed verbal communications or specific pieces of written communications. This relates the knowledge to meet AC1.3 and AC1.4 to the learner's work activities in learning outcome 2 and learning outcome 3. If a learner diary is used in the assessment of learning outcome 2 and learning outcome 3, then it can be used as an alternative to the Q&A to demonstrate the achievement of learning outcome 1. The learner diary entries should be contextualised to their work activities to link and apply the knowledge requirements in a similar manner as with the Q&A.

The learner's responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge assessment criteria; for example, the responses must have sufficient detail about the importance of using correct writing conventions (AC1.3) and the importance of using appropriate body language and tone of voice when communicating verbally (AC1.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence.

Unit 14: Employee Rights and Responsibilities

Unit reference number: L/506/1905

Level: 2

Credit value: 2

Guided learning hours: 16

Unit type: Knowledge

Unit summary

All employees should have a good understanding of their rights and responsibilities specific to the organisation, industry and sector in which they work. Being aware of and conversant with the rules, principles and regulations governing employment rights and responsibilities will help protect both employee and employer, ensuring that work practice is undertaken in a mutually respectful and safe environment.

In this unit you will learn about the roles and occupations in your organisation and industry and in other organisations, industries and sectors. You will explore career pathways and progression opportunities and learn where you can source relevant information and advice to help you when making decisions about your career. You will develop an awareness of employer rights and responsibilities including standards and expectations required of you as an employee. You will gain an understanding of employment legislation and how it affects your role and responsibilities within your employment as well as develop awareness of sources of support for issues affecting your employment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria	
1 Understand the role of organisations and industries	1.1	Explain the role of their occupation within an organisation and industry
	1.2	Describe career pathways within their organisation and industry
	1.3	Identify sources of information and advice on an industry, occupation, training and career pathway
	1.4	Describe an organisation's principles of conduct and codes of practice
	1.5	Explain issues of public concern that affect an organisation and industry
	1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2 Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role
	2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
	2.3	Describe the procedures and documentation that protect relationships with employees
	2.4	Identify sources of information and advice on employment rights and responsibilities

Unit amplification

AC1.1: **Explain the role of their occupation within an organisation and industry**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC1.2: **Describe career pathways within their organisation and industry**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC1.3: **Identify sources of information and advice on an industry, occupation, training and career pathway**

- *Sources of information and advice:*
  - Within an organisation: e.g. line manager, HR department, organisation information systems
  - Outside an organisation: e.g. sector skills councils, careers services, relevant websites, professional bodies

AC1.4: **Describe an organisation's principles of conduct and codes of practice**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC1.5: **Explain issues of public concern that affect an organisation and industry**

- *Issues of public concern:* consider the effects of recent high profile events on the industry, e.g. loss of personal data, mis-sold products or services; phone hacking
- *Effects of public concern on an organisation and industry:* introduction of legislation and good practice; increase in public awareness; changes to organisational procedures; own responsibilities

A1.6: **Describe the types, roles and responsibilities of representative bodies and their relevance to their own role**

- *The knowledge to meet this AC depends on the learner's own occupation and role within their organisation. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC2.1: **Describe the employer and employee statutory rights and responsibilities that affect their own role**

- *Employee statutory rights and responsibilities:* current employment legislation, e.g. Equal Pay Act 1970, Working Time Regulations 2007; current anti-discrimination legislation, e.g. Equality Act 2010, gender, sexual preference, nationality, race, religion, colour, disability, age; contract of employment, e.g. written terms and conditions, minimum wage, sick pay, time off, grievance procedures; health and safety (own, others, use of equipment, lifting and handling); security, e.g. data protection, information security, premises, equipment

- *Employer statutory rights and responsibilities:* duty of care to employees, e.g. risk assessments, provide protective equipment if needed, emergency procedures, safe systems of work; employer liability insurance; safeguarding; appropriate training and development, e.g. induction, organisation systems, use of equipment, health and safety

- *How statutory rights affect own role:* equal opportunities; career progression; personal safety and security; safeguarding; own responsibilities

AC2.2: **Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour**

- *Personal presentation:* well groomed; dressed according to organisation's standards; good personal hygiene

- *Punctuality:* on time (at the start of the working day, coming back from lunch); leave on time; on time for meetings

- *Behaviour:* polite; helpful; confident; attentive; positive body language; positive attitude; respect confidentiality; discretion; dependability; tolerance; welcoming; pleasant; professional

AC2.3: **Describe the procedures and documentation that protect relationships with employees**

- *Procedures that protect relationships with employees:* health and safety; security; grievance procedures; whistle blowing

- *Documentation that protects relationships with employees:* contract of employment; written terms and conditions; payslip; published organisation policies; documented processes and procedures; records of training and development

AC2.4: **Identify sources of information and advice on employment rights and responsibilities**

- *Sources of information and advice on employment rights and responsibilities:*

  o Inside the organisation: contract of employment; written terms and conditions; line manager; HR department; trade union representative

  o Outside the organisation: Trade Union; Citizen's Advice Bureau; ACAS; Government websites; employment lawyer

Information for tutors

Suggested resources

Books

Trimarchi K, Watkins B, Parton N and Majithia P – *NVQ/SVQ Level 2 Business and Administration Handbook (NVQ Administration)* (Heinemann 2011)
ISBN 9780435 046903

Websites

www.acas.org.uk – The Advisory, Conciliation and Arbitration Service: a government funded agency which provides advice on industrial relations and employment issues

www.cipd.co.uk – Chartered Institute of Personnel and Development: the professional body for HR and people development

www.hse.gov.uk – Health and Safety Executive: providing information on health and safety rights and responsibilities

www.legislation.gov.uk – Managed by the National Archives: publishing all UK legislation

www.skillscfa.org – Skills CFA: Sector Skills council for Business Administration

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* given overleaf. This guidance should be read in conjunction with *Section 8 Assessment*.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

There are no sector-related assessment requirements for this unit.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principles of Personal Performance and Development*.

The evidence demonstrating achievement of learning outcome 1 and learning outcome 2 can be collected through a presentation. Evidence can be gathered from the presentation and can be supported by any research the learner undertakes in order to produce and present their presentation. Learners should use their current occupation in the Business Administration sector or should be allocated a theoretical occupation and organisation they can work from.

To achieve AC1.1, AC1.2 and AC1.3, learners need to explain where their occupation fits in the Business Administration sector and describe the career pathway they can pursue. They will also need to reference places they can go for information and advice on the industry, occupation, training and career pathway.

To achieve AC1.4, AC1.5 and AC1.6, learners need to describe their organisation's principles of conduct and codes of practice, explain issues of public concern that affect their organisation and industry and then go on to describe representative bodies and how the roles and responsibilities of these bodies are relevant to their role.

Learners should then focus on their organisation. They should describe theirs and their employer's statutory rights and responsibilities and how these affect their role (AC2.1), their employer's expectations on personal presentation, punctuality and behaviour (AC2.2), procedures and documentation that the employers relationship with their employees (AC2.3) and reference sources where people can go for advice on employment rights and responsibilities (AC2.4).

It is recommended that learners' do not reproduce large chunks of information verbatim from company handbooks or legislation, but contextualise it to their job.

Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the assessment criteria. Questions and answers (Q&A) could be used to corroborate the learners' knowledge by allowing them to give examples of good and/or bad practice to help support their presentation (e.g. AC2.2).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence.

Unit 15: Store and Retrieve Information

Unit reference number: R/506/1811

Level: 2

Credit value: 4

Guided learning hours: 19

Unit type: Competence

Unit summary

Storing and retrieving of information occurs in all organisations at all levels and it is important that it is stored safely and accurately so that retrieval can be efficient and quick when it is required. It is important that policies and procedures are followed so that information is stored in a way that is easily retrievable and all members of staff carry out this function in the same way. Storage in the majority of organisations is now carried out in a combination of manual and electronic methods and it is important that the difference between the two is recognised.

In this unit you will learn about different types of filing systems as well as relating organisational, legal and ethical issues to these systems. You will identify key legislation concerning storage of information and also consider how long some information needs to be kept due to legal or other reasons. You will also consider how to deal with problems when they arise if information is missing and have the opportunity to use the system(s) in place.

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Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand information storage and retrieval	1.1 Describe systems and procedures for storing and retrieving information
	1.2 Outline legal and organisational requirements for information security
	1.3 Explain how to create filing systems to facilitate information identification and retrieval
	1.4 Explain how to use different search techniques to locate and retrieve information
	1.5 Describe what to do when problems arise when storing or retrieving information
2 Be able to gather and store information	2.1 Gather the information required within the agreed timescales
	2.2 Store files and folders in accordance with organisational procedures
	2.3 Store information in approved locations
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements
3 Be able to retrieve information	3.1 Confirm information to be retrieved and its intended use
	3.2 Retrieve the required information within the agreed timescales

Unit amplification

AC1.1: **Describe systems and procedures for storing and retrieving information**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

AC1.2: **Outline legal and organisational requirements for information security**

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

- *Security of stored business documents:* physical conditions and locations for paper documents; network or remote archive storage for electronic documents; backup arrangements for electronic documents; archiving policy for identifying stored documents; restricted status

- *Data protection requirements:* kept only for the time permitted; access to authorised personnel only; regularly updated to keep accurate

- *Financial requirements:* accessible by authorised personnel only; kept for the recommended time (seven years for accounts, 50 years for personnel records)

AC1.3: **Explain how to create filing systems to facilitate information identification and retrieval**

- *Create filing systems:* different types of filing equipment depending upon the type of industry or organisation; alphabetical, numerical or chronological filing systems
  - o Paper based: lateral or vertical filing systems
  - o Use of document wallets, suspension files, box files, lever arch files depending on type of system used

AC1.4: **Describe what to do when problems arise when storing or retrieving information**

- *Different search techniques:* using an index system for paper based systems, e.g. index cards, strip index cards, visible edge cards; search alphabetically or numerically; use keywords for electronic filing system

AC1.5: **Describe what to do when problems arise when storing or retrieving information**

- *Manual filing systems:* check the index list to see if file is still included in the system; check that the information hasn't been filed in the wrong file; when the file is full follow company procedures to create a new file

- *Electronic filing systems:* check in similar named folders to see if document has been mis-filed; carry out a search on the system using keywords; the file may be visible but confidential so not accessible to some staff

Information for tutors

Suggested resources

Books

Carysforth C –*Administration NVQ Level 2* (Heinemann, 2006)
ISBN: 978 0 435 46333 5

Sutherland J and Sutherland D – *Business and Administration NVQ Level 2* (Hodder Education, 2011) ISBN 9781444144208

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given overleaf.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principles of Business Communication*.

The primary source of evidence for demonstrating achievement of learning outcome 2 is direct observation of the learner carrying out their work activities relating to storing and retrieving information.

The evidence from the direct observation for learning outcome 2 and learning outcome 3 could be supported by examining work products such as screen shots of filing systems used, copies of information that has been stored and/or retrieved and emails – this provides further evidence to meet the requirements, for example AC2.2, AC2.3, AC3.1 and AC3.2. To achieve AC2.4, learners need to provide evidence of adhering to organisational policies and procedures, legal and ethical requirements checklists or completed forms. Witness testimony could be used to support the evidence from direct observation for this assessment criterion as well as for AC2.1, AC2.2, AC2.3, AC3.1 and AC3.2.

Questions and answers (Q&A) could be used to corroborate the competence of the learner (e.g. for AC2.1, AC2.2 and AC2.4) as well as meeting the requirements of the knowledge assessment criteria in learning outcome 1. Learners' responses must be at the appropriate breadth and depth to meet the level of demand of the knowledge assessment criteria; for example, the responses must have sufficient detail about how to create filing systems to facilitate information identification and retrieval (AC1.3) and how to use different search techniques to locate and retrieve information (AC1.4).

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence.

Unit 16: Produce Business Documents

Unit reference number: Y/506/1809

Level: 2

Credit value: 3

Guided learning hours: 24

Unit type: Competence

Unit summary

A key part of the role of business administrator is to produce documents that are fit for purpose, that are accurate, and that comply with organisational guidelines. The documents may need to be produced in different software packages so you will need to have a good understanding of the IT software that the organisation uses.

In this unit you will learn how to produce documents that are fit for purpose, that are free from errors in spelling and grammar, and that meet the requirements of the intended audience. You will have the opportunity to explore the organisation's procedures on version control and security of documentation, and to follow organisational requirements in relation to styles, fonts and formatting.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how to prepare business documents	1.1 Explain the requirements for language, tone, image and presentation for different documents
	1.2 Explain how to integrate images into documents
	1.3 Describe how corporate identity impacts upon document production
	1.4 Explain the requirements of data protection, copyright and intellectual property legislation relating to document production
	1.5 Describe organisational procedures for version control
	1.6 Describe security requirements relating to document production
2 Be able to prepare business documents	2.1 Identify the purpose, audience, content, style, format and deadlines of a document
	2.2 Use document production resources in line with organisational guidelines
	2.3 Use correct grammar, spelling, punctuation and sentence structure
	2.4 Produce documents that meet the requirements within the agreed timescales
3 Be able to distribute business documents	3.1 Provide final documents in the appropriate medium for authorised readers
	3.2 Specify restrictions and distribution lists in accordance with the requirements
	3.3 Maintain the requirements of security in the production, distribution and storage of documents

Unit amplification

AC1.1: **Explain the requirements for language, tone, image and presentation for different documents**

- *Language:* document aimed at the correct audience; avoid technical terms that the audience may not understand

- *Tone:* formal, e.g. avoid using slang, use full sentences

- *Image and presentation:* spelling, grammar and punctuation are accurate; corporate guidelines have been followed

- *Documents:* business letters, reports, emails, minutes of minutes, instructions, newsletters

AC1.2: **Explain how to integrate images into documents**

- *Integrate images into documents:* choosing the correct image to suit the topic within the document; image fit for purpose, e.g. picture, video; ensuring image can be viewed easily by audience

AC1.3: **Describe how corporate identity impacts upon document production**

- *Corporate identity:* following corporate guidelines on fonts, styles etc ensures standardisation of documentation across the organisation; portraying a consistent image of the organisation; using specific house styles and structures appropriate to the organisation

- *Impact:* document production may take longer; other people/departments may need to be involved; agreement needed from multiple parties

AC1.4: **Explain the requirements of data protection, copyright and intellectual property legislation relating to document production**

- *Data protection (Data Protection Act 1998):* information is fairly and accurately processed (information is processed for limited purposes, information is processed in line with an individual's rights, information is stored appropriately); document may need to be authorised by a manager; produced and communicated on a secure system

- *Copyright (Copyright, Designs and Patents Act 1988):* permission to use copyrighted material (copyright licence in place, special copyright conditions); authorisation by manager/other departments may need to be sought

- *Intellectual property:* agreements covering ownership of materials; authorisation by manager/other departments may need to be sought

AC1.5: Describe organisational procedures for version control

- *The knowledge to meet this AC depends on the particular organisational requirements and context. Learners need to apply the knowledge specific to their organisation to meet this AC*

- *Version control procedures may include:* numbering each version of a document; using version control tables; use of 'Draft' watermark; preventing editing of approved documents

AC1.6: Describe security requirements relating to document production

- *Security:* information does not breach security protocols; if security is breached production may need to be minimised or stopped; storing of business documents, e.g. rooms either locked or with restricted access; protecting documents, e.g. password protection, read-only access; use a screen filter on the computer screen

Information for tutors

Suggested resources

Books

Carysforth C –*Administration NVQ Level 2* (Heinemann, 2006)
ISBN 9780435463335

Sutherland J and Sutherland D – *Business and Administration NVQ Level 2* (Hodder Education, 2011) ISBN 9781444144208

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given overleaf.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Principles of Business Communication*.

The main source of evidence for demonstrating the achievement of learning outcome 2 and learning outcome 3 is a combination of direct observation of the learner using available technology to produce business documents, examination of the learner's work products and questions and answers (Q&A). The learner's work products could include a range of business documents such as letters, emails, newsletters and presentations as well as the learner's planning notes. The work products should be reviewed by the assessor to check for accurate spelling, grammar and sentence construction as well as formatting and styling appropriate to the purpose of the document (AC2.1, AC2.3 and AC.4). Witness testimony could be used to confirm consistent performance as well as provide supporting evidence AC2.4, AC3.1 and AC3.3.

Questions and answers (Q&A) should be used to provide further evidence for AC2.2, AC3.2 and AC3.3. For example, the learner could be asked to explain how they identified the restrictions and distribution list for particular documents produced and how they met the requirements for security in the production, distribution and storage of the documents produced. Alternatively, a learner diary could be used to provide this evidence.

Questions and answers (Q&A) or learner diary could be used to meet the requirements of learning outcome 1. If Q&A is used then it should be integrated with the assessment for learning outcome 2 and learning outcome 3 to provide the opportunity for the learner to link and apply their knowledge to their workplace activities. There are good opportunities to relate the assessment of the knowledge requirements to the competence activities. For example, the learner could explain how to integrate images in a document while they are producing a document and, if appropriate, they could use the document to describe how corporate identity impacts on its production (AC1.2 and AC1.3). If a learner diary is used, then the entries should be contextualised to the completed documents to link and apply the knowledge requirements in a similar manner as with the Q&A. The learner's answers must have sufficient range and breadth to meet the requirements. For example, the response for AC1.4 must have sufficient detail about the different legal requirements that affect the production of business documents. As some of the assessment criteria refer to organisational requirements and procedures, witness testimony may also be required to verify the learner's evidence.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence.

Unit 17: Using Email

Unit reference number: J/502/4299

Level: 1

Credit value: 2

Guided learning hours: 15

Unit type: Competence

Unit summary

This unit is about the skills and knowledge required to make efficient use of email software tools to send, receive and store messages for routine activities. In this unit you will develop the skills to use and manage email safely and effectively.

You will use standard email tools, functions and techniques that will make your task easier, for example to improve efficiency or to create an effect. You will learn how to use email in a professional manner and improve your ability to communicate.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Use email software tools and techniques to compose and send messages	1.1 Use software tools to compose and format email messages
	1.2 Attach files to email messages
	1.3 Send email messages
	1.4 Identify how to stay safe and respect others when using email
	1.5 Use an address book to store and retrieve contact information
2 Manage incoming email effectively	2.1 Follow guidelines and procedures for using email
	2.2 Identify when and how to respond to email messages
	2.3 Read and respond to email messages appropriately
	2.4 Identify what messages to delete and when to do so
	2.5 Organise and store email messages
	2.6 Respond appropriately to common email problems

Information for tutors

Suggested resources

Books

Cox J, Lambert J – *Microsoft Outlook 2013 Step by Step* (Microsoft Press, 2013)
ISBN 9780735669093

Dyszel B – *Outlook 2013 for Dummies* (John Wiley & Sons, 2013)
ISBN 9781118490464

Websites

www.bbc.co.uk/webwise/0/ – BBC resource for information on the web, including email

www.digitalskills.com/article-resource/how-get-started-email – introductory course on the basics of email

www.gcflearnfree.org/email101 – introductory course on the basics of email

www.mozilla.org/en-US/thunderbird/ – email application

www.office.microsoft.com/en-gb/outlook-help/ – online training courses for Outlook 2013

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the Assessment Strategy given overleaf.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Evidence of achievement can be derived from a variety of sources. Learners who use IT skills directly in their day-to-day work can prove their competence while doing so. Alternatively, learners can use scenarios and knowledge tests, or a mixture of both, to demonstrate competence.

For further guidance on assessing this unit, please refer to the e-skills UK ITQ Assessment Strategy in *Annexe B*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Communicate in a Business Environment.*

The unit involves sending, receiving and organising email. For security and privacy reasons it would be sensible to perform most of these email operations using a private mail server. This could also help in collecting evidence and generating controlled problems. Assessors may need to provide an appropriate address book for learners to use.

Learners who use IT skills directly in their day-to-day work can prove their competence while doing so. Therefore, assessment evidence will often come in the form of direct observation and work products generated in the course of completing tasks. Alternatively, the assessment may be simulated with the use of scenarios to demonstrate competence. The use of question and answer (Q&A) sessions, witness testimony or a learner diary may also be effective. It is advisable that learners keep a log of evidence recorded against each assessment criteria.

For learning outcome 1, learners will need to compose and send a number of emails, including attachments. If simulation is used, assessors should make sure that the scenario used is realistic and that the requirements are sufficient to enable learners to demonstrate an appropriate range of tools and techniques.

For AC1.1 to AC1.3 and AC1.5, direct observation by the assessor could be used. Other evidence may be in the form of screenshots, screen recordings, email printouts and extracts from server/client logs.

For AC1.4, evidence could be a presentation or a Q&A session with the assessor.

Learning outcome 2 is concerned with the management of incoming email. If simulation is used, assessors will need to ensure that the scenario used is realistic and that the requirements are sufficiently complex for learners to be able to demonstrate an appropriate range of tools and techniques. Assessors may need to generate email messages for learners to respond to, including ones that will cause common problems.

For AC2.1, learners will need to understand, and show they are able to follow, any organisational email guidelines or policies. If no organisational policy is available, assessors should obtain a generic policy, some of which are available at the following website: www.human-resource-solutions.co.uk/Policies/Internet-email/Internet-email-Usage-Policy.doc

For AC2.2 and AC2.4, evidence could be a presentation or Q&A session with the assessor.

For AC2.5, evidence will depend on the email system being used. Assessors should ensure that appropriate options are available. Evidence could be in the form of a direct observation or screenshots or printouts of the storage facility. For AC2.6, some problems may arise naturally as a result of working on other assessment criteria but assessors should be able to introduce a range of problems if necessary. Evidence could be in the form of screenshots or printouts.

Unit 18: Word Processing Software

Unit reference number: L/502/4627

Level: 1

Credit value: 3

Guided learning hours: 20

Unit type: Competence

Unit summary

This unit is about the skills and knowledge required by an IT user to select and use a range of basic word-processing software tools and techniques to produce straightforward, routine documents.

In this unit you will learn how to develop the skills to create, modify, present and print documents. You will use word-processing tools, functions and techniques that will make your task easier, for example to improve efficiency or to create an effect. You will learn how to produce documents by entering information in tables, forms and templates, and to select appropriate formatting techniques in order to enhance the presentation of the document.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Enter, edit and combine text and other information accurately within word processing documents	1.1 Identify what types of information are needed in documents
	1.2 Identify what templates are available and when to use them
	1.3 Use keyboard or other input method to enter or insert text and other information
	1.4 Combine information of different types or from different sources into a document
	1.5 Enter information into existing tables, forms and templates
	1.6 Use editing tools to amend document content
	1.7 Store and retrieve document files effectively, in line with local guidelines and conventions where available
2 Structure information within word processing documents	2.1 Create and modify tables to organise tabular or numeric information
	2.2 Select and apply heading styles to text
3 Use word processing software tools to format and present documents	3.1 Identify what formatting to use to enhance presentation of the document
	3.2 Select and use appropriate techniques to format characters and paragraphs
	3.3 Select and use appropriate page layout to present and print documents
	3.4 Check documents meet needs, using IT tools and making corrections as necessary

Information for tutors

Suggested resources

Books

Cox J, Lambert J – *Microsoft Word 2013 Step by Step* (Microsoft Press, 2013)
ISBN 9780735669123

Gookin D – *Word 2013 for Dummies* (John Wiley and Sons, 2013)
ISBN 9781118491232

Websites

www.bbc.co.uk/bitesize/standard/computing/gp_packages/wordprocessing/revision
/1/ – BBC study resources for word processing

www.gcflearnfree.org/word2010 – online word-processing tutorials

www.libreoffice.org/discover/writer/ – Office suite, including word-processing
software

www.office.microsoft.com/en-us/word-help/ – training courses for Word 2013

www.tutorialsforopenoffice.org/category_index/wordprocessing.html – word-
processing tutorials

Assessment

To pass this unit the evidence that the learner presents for assessment must
demonstrate that they have met the required standard specified in the learning
outcomes and assessment criteria and the requirements of the Assessment
Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid,
sufficient, authentic and appropriate evidence that meets the assessment criteria,
centres should apply the *Unit assessment guidance* and the requirements of the
Assessment Strategy given overleaf.

Wherever possible, centres should adopt a holistic approach to assessing the units
in the qualification. This gives the assessment process greater rigour and minimises
repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Evidence of achievement can be derived from a variety of sources. Learners who
use IT skills directly in their day-to-day work can prove their competence while
doing so. Alternatively, learners can use scenarios and knowledge tests, or a
mixture of both, to demonstrate competence.

For further guidance on assessing this unit, please refer to the e-skills UK ITQ
Assessment Strategy in *Annexe B*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

There are opportunities to assess this unit holistically with the following unit: *Produce Business Documents.*

Learners who use IT skills directly in their day-to-day work can prove their competence while carrying out their work. Therefore, assessment evidence will often come in the form of direct observations and work products generated in the course of completing tasks. Alternatively, the assessment may be simulated with the use of scenarios to demonstrate competence. The use of question and answer (Q&A) sessions, witness testimony and a learner diary may also be effective. It is advisable for learners to keep a log of evidence recorded against each assessment criterion.

For learning outcome 1, learners will need to insert text and other information in order to create word processed documents. If simulation is used, assessors will need to produce appropriate, work-related scenarios that are sufficient to allow learners to demonstrate the required skills.

AC1.1 to AC1.7 could be assessed through planning and production of an appropriate set of documents. For example, evidence could include notes in relation to the task brief, data sources, templates and style specifications. The practical elements of word processing could be evidenced by direct observation, screenshots, screen recordings and printouts of the completed documents.

The use of Q&A sessions could provide supporting evidence for AC1.1 and AC1.2. For AC1.7, where local guidelines are in force, assessors must ensure that learners understand and are able to follow those guidelines.

For learning outcome 2, learners will need to create tables and modify word-processed documents. These could include the documents produced for learning outcome 1. If simulated, assessors will need to produce an appropriate set of documents for learners to work with. Assessors will need to produce appropriate, work-related scenarios that are sufficient to allow learners to demonstrate the required skills.

AC2.1 and AC2.2 could be evidenced by direct observation, screenshots, screen recordings and printouts of the completed documents.

The selection of styles for AC2.2 could be evidenced by annotations on work products, a short report or a professional discussion with the assessor.

For learning outcome 3, learners will need to format, check and amend word-processed documents. These could include the documents produced for learning outcome 2. Where simulation is used, assessors will need to produce an appropriate set of documents for learners to work with. Assessors will need to produce appropriate, work-related scenarios that are sufficient to allow learners to demonstrate the required skills.

AC3.1 could be evidenced by a Q&A session, a learner diary or annotations on work products.

AC3.2 and AC3.3 could be evidenced by direct observation, screenshots, screen recordings and printouts of the completed documents. The selection of techniques and layouts for these could be evidenced by annotations on work products, Q&A or a learner diary. AC3.4 could be evidenced by direct observation, screenshots, screen recordings and printouts. The learner diary could be used to explain how each of the document brief requirements has been met.

Unit 19: Deal with Customer Queries, Requests and Problems

Unit reference number: A/506/2113

Level: 1

Credit value: 3

Guided learning hours: 11

Unit type: Competence

Unit summary

Dealing with customer queries, requests and problems is key for this unit and is an area that you will need to be competent in when working in a customer service environment.

You will learn about the types of queries and problems faced by a customer service advisor, why they occur and who can help you to resolve them to meet the needs and expectations of customers.

You will have the opportunity to demonstrate skills in receiving, responding to and dealing with customer queries and to understand how your behaviour can affect customer response to the service provided. Although you may not have the authority to resolve all customer queries or problems yourself, it is important that you understand who you can approach for help and information to prevent customer complaints.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Know how to deal with customer queries, requests and problems	1.1 List queries and requests that customers are likely to have
	1.2 Describe how to identify customers' queries, requests and problems
	1.3 Describe how to behave and communicate with customers who are dissatisfied
	1.4 Describe the kinds of behaviour and communication that could make a situation worse
	1.5 Describe when, why and from whom to obtain information or help
	1.6 State to whom and when problems should be referred
2 Be able to deal with customers' queries and requests	2.1 Deal with queries and requests in a professional way
	2.2 Provide customers with responses to their queries within the limits of their own authority
	2.3 Obtain information or help when queries or requests cannot be answered
	2.4 Keep customers informed of progress
3 Be able to deal with customers' problems	3.1 Identify the nature of customers' problems
	3.2 Communicate with customers calmly and confidently
	3.3 Resolve problems within the limits of their own authority
	3.4 Brief colleagues when referring problems
	3.5 Check that customers are satisfied with the actions taken
	3.6 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems

Unit amplification

AC1.1: **List queries and requests that customers are likely to have**

- *Queries*: e.g. relating to product or service price/features/benefits, trading times (opening/closing times, outside operating times/support), after sales support, refunds, complaints

- *Requests*: e.g. further information relating to product or service obtained, changes to service provided, additional products or services

- *Customers*: internal customers working within organisation (colleagues, supervisors, staff working in other departments), external customers outside organisation

AC1.2: **Describe how to identify customers' queries, requests and problems**

- *Queries*: e.g. relating to product or service price/ features/ benefits, trading times (opening/closing times, outside operating times/support), after sales support, refunds, complaints

- *Requests*: e.g. further information relating to product or service obtained, changes to service provided, additional products or services

- *Problems*: where product or service fails to meet customers' needs or expectations

- *How to identify*: by questioning customers, communication received (face to face, remote), observing body language, interpreting body language

AC1.3: **Describe how to behave and communicate with customers who are dissatisfied**

- *Behaviour*: e.g. keep calm, be sympathetic, show understanding, be professional, show respect, avoid getting angry

- *Communication*: language (speed, tone, volume), active listening, body language (open, relaxed, respect personal space), follow organisation's procedures

- *Dissatisfied*: when the service or product supplied by an organisation fails to meet customers' needs and expectations

AC1.4: **Describe the kinds of behaviour and communication that could make a situation worse**

- *Make worse*: e.g. customers' feelings (dissatisfaction, anger, frustration, loss of confidence, distrust), organisation (reputation, image, business)

- *Poor behaviour*: e.g. attitude (lazy, impatient, unhelpful), manner (negative, bored, uninterested), rude or casual service style/etiquette, not following agreed practices

- *Poor communication*: style (disagreeing, interrupting, insensitive, demanding, negative), method used (verbal, written, appropriateness), accuracy, within agreed timescales/deadlines

AC1.5:   **Describe when, why and from whom to obtain information or help**

- *When*: problem occurs and is identified, within agreed timescales for customer and organisation, in accordance with service level agreements

- *Why*: to resolve problem, satisfy customers' needs, avoid further complaints/problems, protect organisation's reputation, follow organisational procedures

- *Whom*: responsible person (manager, supervisor, colleague, specialist), customer (internal, external)

- *Information*: e.g. product or service obtained, details of problem, what is required to resolve problem and meet customers' needs and expectations

- *Help*: e.g. sharing work, taking over responsibility, teaching correct procedures, informing, resolving problem

AC1.6:   **State to whom and when problems should be referred**

- *Whom*: responsible person (manager, supervisor, colleague, specialist), external customers (suppliers, distributers, manufacturers)

- *When*: problem occurs and is identified, within agreed customer and or organisational timescales, in accordance with service level agreements, when level of authority required to resolve the problem is exceeded

- *Problems*: where product or service fails to meet customers' needs or expectations

Information for tutors

Suggested resources

Tutor resource

Watkinson M – *The Ten Principles Behind Great Customer Experiences* (FT Publishing International, 2013) ISBN 9780273775089

Tutor and learner resources

Kamin M – *10 Steps to Successful Customer Service* (ASTD Press, 2010) ISBN 9781562865900

McManus S – *The Customer Service Pocket Book* (Management Pocket Books Ltd, 2013) ISBN 978190661055

Timm P – *Customer Service: Career Success through Customer Loyalty* (5th edition) (Prentice Hall, 2010) ISBN 978013506397)

Magazine

Customer Focus – magazine produced by the Institute of Customer Service, has information on customer service practice, including topical issues relating to the customer service industry

Websites

www.businessballs.com – Businessballs, information on different business-related topics suited to this unit, for example complaint letters, body language, customer service, games to improve skills and understanding of relevant topics

www.instituteofcustomerservice.com – Institute of Customer Service (ICS), information on customer satisfaction surveys, research information on improving customer service levels in business, and a source of other customer service resources

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given overleaf.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Simulation is allowed for this unit and so the unit may be assessed either under real workplace conditions or in a Realistic Work Environment (RWE). Please refer to the Skills CFA Assessment Strategy in *Annexe A* for further guidance on the use of simulation and RWE.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

This unit may be assessed in a real working environment or in a Realistic Working Environment (RWE). If an RWE is used for assessment, it must provide an environment that replicates the key characteristics of the workplace in which the skills and knowledge to be assessed are normally employed.

The primary source of evidence for demonstrating achievement of learning outcome 2 and learning outcome 3 is direct observation of the learner carrying out work activities relating to dealing with customers' queries, requests and problems. Learners could demonstrate these skills either in a work environment or in an RWE and should be competent in dealing with a range of customers with different needs and in different situations.

The evidence collected by direct observation could be supported by authenticated reflective accounts and work products provided by the learner, detailing examples of customers they have dealt with. To support the claims further, tutors could obtain a statement from an expert witness, for example the learner's manager or supervisor to support the overall claim and, in particular, the requirements for AC3.3 and AC3.6, as these may be more difficult to substantiate.

Question and answer (Q&A) sessions could be used to corroborate the competence of the learner for AC2.3, AC3.1, AC3.3, AC3.5 and AC3.6, as well as to meet the requirements of all the knowledge ACs in learning outcome 1. Learners' responses to the knowledge assessment criteria must be at the appropriate breadth and depth to meet the level of demand, for example the response to AC3.6 should have sufficient detail about legal and ethical requirements to meet the standards for competence.

To achieve AC1.1, learners must list at least three queries and/or requests that customers are likely to have within the customer service context in which their evidence for learning outcomes 2 and 3 is generated. For AC1.2, learners must describe at least three ways to identify customers' queries, requests and problems. To meet AC1.3, learners must describe at least two ways to behave and at least two ways to communicate with customers who are dissatisfied. For AC1.4, learners must describe at least two types of behaviour and at least two types of communication that could make a situation worse.

If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each learning outcome has been met. Supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted. Tutors and assessors should ensure that the correct operative verbs, as used in the assessment criteria, are included in all assessments. Where appropriate and agreed, tutors could accept reflective accounts to support the claims for knowledge in learning outcome 1.

Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

12 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1.

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

- 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 in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

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 also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: http://qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: qualifications.pearson.com

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Skills CFA Assessment Strategy

Skills CFA Assessment Strategy for Competence units (S/NVQ) in Business Administration, Customer Service and Management and Leadership

1. Introduction

This Assessment Strategy provides principles and guidance to Awarding Organisations for the assessment of competence-based units and qualifications (including Scottish Vocational Qualifications and National Vocational Qualifications) within Business Administration[1], Customer Service and Management and Leadership in England, Scotland, Wales and Northern Ireland.

This document outlines Skills CFA principles in regards to:

- external quality control of assessment

- requirements of assessor and verifiers

- evidence

- employer direct model.

These principles are in addition to the generic criteria that Awarding Organisations must meet for delivery of qualifications as required by the qualification regulators, for example Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework and any regulatory requirements specified by the SQA Accreditation.

This strategy should only be used for the assessment of competence-knowledge based units and qualifications. Awarding Organisations may assess knowledge-only units as they see fit.

2. External quality control of assessment

The quality of the assessment process is the responsibility of Awarding Organisations. However, Skills CFA encourages flexibility and innovation of approach, alongside robust systems to support quality control. Awarding Organisations are also encouraged to detail their approach to external verification, risk assessment and data requests.

2.1 External verification

- Awarding Organisations are responsible for the competence of external verifiers. It is the responsibility of Awarding Organisations to monitor centres' performance in accordance with regulatory requirements.

- Awarding Organisations must consistently apply external verification processes at all assessment centres delivering competence-based qualifications. These should be underpinned by standard risk assessment and risk management processes.

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[1] Or Business & Administration in Scotland

2.2 Risk assessment

- Awarding Organisations must carry out standard risk assessments for all qualification assessment centres that are delivering competence-based qualifications. Identified risks must be managed appropriately.

- Awarding Organisations must retain evidence to prove that a risk assessment has been carried out for each approved centre, and that a strategy to minimise any identified risk has been implemented.

2.3 Data requests

- Each quarter, Awarding Organisations must provide registration and achievement data at all qualification levels (1 to 7) and unit levels (where possible) to Skills CFA.

3. Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by several appointed individuals.

3.1 Assessors

The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

Assessors must:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

- be "occupationally competent" or have the necessary and sufficient experience of the role for which they intend to undertake assessments, including the level and scope of individual candidate performance at work or in RWEs; and judgements about the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

3.2 External quality assurer (EQA)[2]

The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

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[2] Also known as External Verifier (EV)

EQAs should:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA2 and should be supported by a qualified EQA throughout their training period.

- be "occupationally competent. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process.

It is the responsibility of the awarding body to select and appoint EQAs.

3.3. Internal quality assurer (IQA)[3]

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

Potential IQAs should:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA4 and should be supported by a qualified IQA throughout their training period.

- be "occupationally competent. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

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[3] Also known as Internal Verifier (IV)

Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual CPD records that are maintained in assessment centres.

4. Evidence

4.1 Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

4.2 Simulation

- Simulation can be applied to all units listed in Section 7 (Appendix B).

- Where simulation is used for units at Level 2 and above, it should only form a small part of the evidence for the qualification.

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Section 6 (Appendix A)

5. Employer direct model

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use the employer direct model:

- An organisation must:
  - o have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification; **OR**
  - o seek guidance and approval from an awarding organisation to demonstrate that they have:
    - – appropriate processes in place to facilitate assessment, moderation or verification functions
    - – carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
  - o agree the mapping process with the awarding organisation/body involved
  - o demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification
- An Awarding Organisation must:
  - o offer this model to employers only
  - o supply information on the requirements for internal and external moderation/verification activities to assessment centres.

Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual continual professional development (CPD) records that are maintained in assessment centres.

6. Appendix A – Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units in Appendix B:

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. the RWE is managed as a real work situation

2. assessment must be carried out under realistic business pressures

3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations

4. candidates must be expected to achieve a volume of work comparable to normal business practices

5. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available

6. account must be taken of any legislation or regulations in relation to the type of work that is being carried out

7. candidates must be given workplace responsibilities to enable them to meet the requirements of the units

8. customer perceptions of the RWE is similar to that found in the work situation being represented

9. candidates must show that their productivity reflects those found in the work situation being represented.

7. Appendix B – Simulation: a list of units

Simulation can only be applied to the following competence units:

Business Administration

Skills CFA Ref.	Unit title	Level
B&A 3	Work with others in a business environment	1
B&A 4	Health and safety in a business environment	1
B&A 5	Manage time and workload	1
B&A 6	Use a telephone and voicemail system	1
B&A 7	Prepare text from notes	1
B&A 8	Meet and welcome visitors in a business environment	1
B&A 9	Handle mail	1
B&A 10	Use office equipment	1

Customer Service

Skills CFA Ref.	Unit title	Level
CS 2	Communication in customer service	1
CS 3	Record details of customer service problems	1
CS 4	Deal with customer queries, requests and problems	1

Management and Leadership

Skills CFA Ref.	Unit title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

Skills CFA Contact Centres Operations Assessment Strategy

1. Introduction

1.1 The Contact Centre Operations Assessment Strategy is designed to provide awarding organisations/bodies with a robust and flexible approach to deliver assessment for Contact Centre NVQs and competence-based qualifications.

2. External quality control

2.1 Awarding organisations/bodies will provide qualifications and quality assurance that support their delivery to all Contact Centre Operations NVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations/bodies will carry out standard risk assessments in each Contact Centre Operations NVQ and competence based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Contact Centre Operations NVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations/bodies will supply Skills CFA (CFA) with quarterly reports on:

- Registration and achievement data at qualification level, and unit level where available

3. Assessing performance

3.1 Assessment of the units in the Contact Centre NVQs must be undertaken in a real working environment i.e. assessment of candidate performance at work, with the exception of the units assigned to the level 1 Award, which may be assessed in a realistic working environment (RWE) - see section 4 (below).

3.2 Units which have been imported by the CFA in their Contact Centre Operations NVQs will be assessed in compliance with the imported assessment strategies.

4. Realistic working Environment for NVQ units

4.1 Only the Level 1 NVQ Award in Contact Centres can be assessed in a realistic working environment.

4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, "provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed".

5. Occupational expertise to assess performance, and moderate and verify assessments

5.1. Candidates work achievements must be assessed, moderated or verified at work by:

a. Assessors, moderators or verifiers who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification. Those who are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification should have their decisions countersigned by an individual that is already qualified in that particular role;

OR

b. A trainer, supervisor or manager, elected by an employer, who must either:

1. Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

2. Seek guidance and approval from their awarding organisation to demonstrate that the:

   ● Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;

   ● Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model.

5.2 Assessors must be occupationally competent to make Contact Centre Operations assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 External Moderators / Verifiers or Internal Moderators / Verifiers must be occupationally competent to make Contact Centre Operations moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations/bodies will supply information on the requirements for internal and external moderation / verification activities to Contact Centre assessment centres.

5.5 The CFA and awarding organisations/bodies require all assessors, moderators and verifiers to have a sound knowledge and understanding of Contact Centre competence to deliver these functions. The CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Contact Centre Operations assessment centres.

Annexe B: e-skills ITQ UK Assessment Strategy

ITQ Assessment Strategy – England, Wales and Northern Ireland

This document sets out the ITQ Assessment Strategy appropriate for England, Wales and Northern Ireland. Arrangements for Scotland are published separately. Changes from the existing arrangements are summarised at the end of the document.

1. Introduction

1.1 Background to the new ITQ Framework

The 2008 development of the National Occupational Standards (NOS) for Using IT and this associated Assessment Strategy are a key tool in the planned delivery of the Sector Skills Agreement for IT (SSA).

The SSA is uniting employers, educators, government and others to create a coherent strategy for IT skills based on a common, employer-led plan of action, that will transform the IT skills landscape such that:

- All organisations in every sector will be fully realising the potential of IT to help drive their business goals, so that the UK is a world leader in its exploitation of IT for innovation, service and business competitiveness.

- All individuals in the UK will have - and will continue to develop - the IT user skills necessary to fully participate in the e-economy.

- IT user skills will enhance individuals' employability, social lives and ability to benefit from online services.

World class research cited in the Qualifying for the Information Age – the e-skills UK Sector Qualification and Learning Strategy[1] (SQLS) identifies, that workers in virtually all occupations need to be able to use more sophisticated IT systems more effectively to create new sources of customer value. Users will not only need increased levels of skills in basic desk top technology; they will also increasingly need to be skilled in security management and IT support processes and tools, and also the use of communications and mobile technologies.

The SSA for IT sets out a clear target state for stakeholders delivering and beneficiaries receiving better IT user skills:

- A simplified, flexible framework for recognising achievement in IT skills operates across the UK, throughout both the education system and industry.

The SQLS, together with the associated Action Plan, designed to deliver on the SSA, identifies the following principle[2] for delivering on this target.

- Principle 4: The ITQ Framework will be used to organise and position learning and qualifications within the coherent environment. All IT user qualifications and learning will be recorded through a recognised Record of Achievement

This means that:

- All IT User qualification and learning will be based on common unit descriptions directly aligned to the National Occupational Standards for IT Users and encompassed in the ITQ Framework.

- Qualifications and learning are described in a consistent way, which is understood by employers and learners.

- Learners at all stages will engage with a common environment that will enable seamless progression.
- There is recognition and central aggregation of all individuals' elements of learning and achievement within a formal record that is meaningful to employers.
- Funding agencies are able to monitor achievement and return on investment.

The National Occupational Standards (NOS) for Using IT and enhancement of the flexibility of the ITQ both in terms of content and how it is delivered will form a major part of the implementation of the SQLS for IT users. This will enable further alignment of all IT user qualifications and learning with the NOS, within the ITQ Framework.

1.2 Qualifications and Credit Framework

The ITQ Framework is designed to support the development of IT user qualifications, based on units of credit, for accreditation onto the Qualifications and Credit Framework (QCF)[3], which is a new way of recognising skills and qualifications. The QCF does this by awarding credit for qualifications and units (small steps of learning). It enables people to gain qualifications at their own pace along flexible routes.

This new approach is anticipated to deliver the following benefits. For learners the QCF will:

- offer more freedom, choice and flexibility
- give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- enable them to transfer credits between qualifications to avoid having to repeat learning
- record all their achievements on an electronic learner record, encouraging them and others to value their past achievements.

For learning providers (schools, colleges, training providers, workplaces) the will:

- enable them to design more flexible programmes, suitable to the individual needs of learners
- help them improve retention and progression rates by recognising smaller steps of achievement
- track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements
- help them describe achievements to employers and learners in a language that is easy to understand.

For employers the QCF will:

- help them to measure quickly the level and size of achievements of prospective employees
- enable them to get in-house training recognised within a national framework

- describe levels of achievement in terms everyone can understand

- make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

The regulatory arrangements for the QCF[4] set out the following aims and design principles for accredited qualifications.

The aim of the QCFis to support the establishment, maintenance and continuing development of a qualifications system that is:

- inclusive – able to recognise the achievements of all learners at any level and in any area of learning

- responsive – enabling individuals and employers to establish routes to achievement that are appropriate to their needs, and recognized organisations to develop units and qualifications in response to demand

- accessible – building a system based on clear design features that are easy for all users to understand

- non-bureaucratic – based on mutual trust and confidence, supported by a robust and proportionate approach to regulation and quality assurance.

The QCFis designed to provide a structure within which:

- unit-based qualifications can be located

- achievements are recognised through the award of credits and qualifications

- the level and size of achievements can be easily identified

- the mechanisms necessary to allow the accumulation and transfer of credits between qualifications and awarding organisations operate

- learners are given the maximum flexibility and range of opportunities to progress and receive recognition for their achievements.

1.4 England, Northern Ireland and Wales

The qualifications regulators in England (Ofqual), Wales (DCELLS) and Northern Ireland (CCEA) have been working to design the regulatory arrangements for the QCF[5], which were published by Ofqual in August 2008.

Work towards the QCF has been underpinned in particular by the three country test and trial period for the QCF, and also informed by the following developments undertaken in Northern Ireland and Wales.

1.4.1   The Northern Ireland Credit and Transfer Scheme (NICATS)

The Northern Ireland Credit Accumulation and Transfer System (NICATS)[6] is a framework, which was developed for to allow learning to be recognised in all its shapes and forms, no matter how it is acquired. It is a set of principles and guidelines, which should allow us to value, describe, measure and recognise all learning. This includes learning in traditional settings such as schools, colleges and universities and also learning within the community and the workplace.

It is based on a set of principles and guidelines which allows:

- all candidate achievement to be recognised and recorded on a personal Credit Transcript

- small blocks of learning to be assessed and given credit

Credit provides the basic language for recognising achievement, as a measure of the level of demand of the learning and the amount of learning achieved.

1.4.2. The Credit and Qualifications Framework for Wales (CQFW)

The Credit and Qualifications Framework for Wales (CQFW)[7] started in 2003 and is being progressively implemented. The framework merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications.

The vision for the single CQFW will underpin the following five key goals:

● enable everyone to develop and maintain essential skills

● encourage people to become lifelong learners

● exploit the knowledge in businesses and educational institutions

● encourage business and workers to gain new skills

● help people within their communities to develop new skills.

1.5 Policy changes

The ITQ Assessment Strategy is designed to support the development of the SQLS principle for an ITQ Framework, by setting out the requirements for an up-to-date IT user qualification based on the NOS, tailored to the needs of businesses and their staff. The ITQ Assessment Strategy also needs to take account of changes to policy and the qualifications environment as outlined above and the associated assessment requirements. Key changes include the following.

● Credit frameworks

e-skills UK will derive QCF framework units from the NOS in collaboration with Awarding Bodies to meet employers and learners needs and contribute to the ITQ.

● Embedded Functional Skills[8] [FS] within 14-19 curricula and qualifications

The revised IT User NOS embed the Functional Skills ICT [FS ICT] within the following three areas of competence that relate directly to FS ICT:

o 'IT User fundamentals' [IUF:FS]

o 'IT Communication fundamentals' [ICF:FS]

o 'IT Software fundamentals' [ISF:FS]

● Basic skills

The revised IT User NOS embed ICT Skills for Life and signpost opportunities for naturally occurring numeracy and literacy, within the three areas of competence with embedded FS.

● Personal learning and thinking skills

The revised IT User NOS signpost opportunities for naturally occurring personal, learning and thinking skills [PLTS] within the three areas of competence with embedded Functional Skills [FS] and within the mandatory area of competence 'Improving productivity in using IT'.

- 'Full' level 2 qualification design principles[9]

  The revised ITQ has been designed to take account of the proposed credit value of more than 13 credits for a full level 2 qualification.

- Foundation Learning Tier[10]

  The revised ITQ framework has also been designed to take account of the proposed progression pathways for the Foundation Learning Tier, through allowing for the inclusion of FS Mathematics and English, and also for personal, learning and thinking skills [PLTS].

1.6 Principles of ITQ suite of qualifications

Three principles underpin the proposed ITQ suite of qualifications.

1. Flexibility of approach in response to sector, employer and learner needs:

- for sectors – to tailor and contextualise IT training both to reflect the increasing diversity of job roles and the use of specific systems and software

- for employers – to ensure skills application and development enables practical exploitation of the potential of IT for business improvement

- for learners – to ensure they are equipped with the appropriate skills to support their personal or career development.

2. Flexibility of content – to stimulate and inspire new learning and support progression, the ITQ offers a range of solutions varying in:

- size – from taster courses and bite-sized units to full-time programmes of study

- level of complexity – from Entry Level to Level 3

- content – incorporating a range of options for different IT systems and applications.

3. Flexibility of assessment method as appropriate to the individual and the unit, which minimises the assessment burden for learners. The ITQ can therefore accommodate both:

- electronic testing using simulation, tests and tasks

- portfolio-based evidence demonstrating the application of skills, knowledge and understanding.

2. ITQ Assessment strategy

This Assessment Strategy is being developed in consultation with employers, training providers, awarding bodies and the regulatory authorities.

2.1 Scope of the Assessment Strategy

This Assessment Strategy applies to all units and qualifications that are aligned to the IT User NOS and accredited onto credit frameworks to be included in the final ITQ Framework (both directly and partly aligned).

During the transition period, the assessment arrangements for existing 'contributing' units and NQF qualifications will apply.

2.2 Choice of assessment method

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

Examples of recommended assessment methods are included in *Appendix A*:

2.3 Mandatory unit assessment

In order to reflect the standards of competence expected by employers, assessment of the mandatory unit (Improving Productivity using IT) within Certificates and Diplomas must demonstrate that candidates can apply their relevant skills and knowledge to develop a specified outcome, product or solution. The candidate must independently determine, select and apply the necessary IT tools and techniques to achieve their goal.

The assessment design must cover the following aspects:

- Objectives for using IT – understanding the context in which IT is to be used or the conditions that may affect the way IT is to be used; understanding what outcome needs to be developed, and the expectations and requirements that the outcome must meet;
- Application of IT skills and knowledge – understanding what is involved in a piece of work and the best way to get it done;
- Evaluation of the use of IT – being able to evaluate the strengths and weaknesses of the use of IT, including identifying improvements to inform future work

2.4 Accreditation of prior achievement (APA)

For candidates starting their studies towards the ITQ under the QCFthe process for accreditation of prior achievement is straightforward. Under the QCF, awarding bodies agree to mutual recognition of achievement, so that candidates will be able to count any relevant units towards the ITQ regardless of which awarding body issues the certificates.

Many people may have developed their skills in using IT through undertaking existing or 'legacy' accredited units, qualifications or from non-accredited units and employer training schemes, such as:

- the QCF ITQ in trials between September 07 and August 09
- the current ITQ, which is technically a Scottish or National Vocational Qualification [S/NVQ]
- Functional Skills ICT, ICT Skills for Life [Basic Skills] and in Essential Skills ICT (Northern Ireland);
- legacy units from VQs or VRQs accredited on the National Qualifications Framework (NQF) or accredited by the Scottish Qualifications Authority (SQA);
- vendor units and qualifications; and
- employer training schemes.

The ITQ Framework lists which units or schemes can contribute to the ITQ, and whether there are any limits on counting credit from such achievement. The up-to-date ITQ Framework, will be published on the e-skills UK website.

Acceptance of contributing qualifications is mandatory for all ITQ Awarding Bodies irrespective of the originating Awarding Body (AB). An Awarding Body offering ITQs must accept recognised units and qualifications from any other AB if the following conditions are met:

- the candidate presents the original qualification, unit certificate or other agreed record of achievement for inspection by the ITQ centre; and

- the unit was achieved no more than three years prior to the date of presentation to the centre. It is the responsibility of the AB and their centres to ensure that a representative sample of certificated skills and knowledge are still current.

Some approved contributing units entitle candidates to claim exemptions for more than one ITQ unit. In such cases, the candidate does not have to claim exemptions for all of the possible ITQ units unless he/she chooses to do so.

2.5 Progression

Candidates may carry forward credits for a period of 3 years to support progression from ITQ Award to ITQ Certificate, and from ITQ Certificate to ITQ Diploma or from Level 1 to 2, or Level 2 to 3.

Candidates may not include the same unit at more than 1 level in any qualification. Thus a candidate who has completed, for example, both Word Processing at Level 1 (3 credits) and Word Processing at Level 2 (4 credits) may only count credits from the higher level towards the qualification.

2.6 Assessment roles and quality assurance

2.6.1. Assessors, internal and external moderators/verifiers

The new ITQs are not NVQs, therefore there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications.

To ensure the quality of assessment decisions, it is expected that awarding bodies will have in place methods to ensure that assessors, internal and external moderators/verifiers have:

- the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3. Centres must maintain a current register of curriculum vitae (CVs), including reference to continuing professional development.

e-skills UK do not require assessors, internal or external moderators/verifiers to hold assessor qualifications beyond those required by the awarding or regulatory body.

2.6.2. Standardisation, moderation and verification

Awarding Bodies must use quality assurance systems that are fit for purpose for the assessment method(s) being used and are in line with the relevant regulatory requirements.

For example:

- internal/external moderation of externally set examinations or online tests;
- external moderation of externally set and internally marked tasks;
- records to authenticate candidate's evidence for assessment;
- internal standardisation/ external moderation of scenario based assignments set by centres;
- internal moderation/verification of internally assessed evidence by a suitably qualified internal moderator/verifier using procedures approved by the awarding body; and
- external moderation/verification of internally assessed evidence by a suitably qualified external moderator/verifier using procedures specified by the awarding body.

2.7 Joint Awarding Body Forum

Awarding Bodies, through the quality control mechanisms specified by the regulatory authorities, must ensure a rigorous and effective control of centres and the assessment and verification process so that judgement of what is valid, authentic, current, reliable and sufficient evidence is maintained across all assessment contexts.

To ensure consistency of assessment it is required that all Awarding Bodies routinely participate in the e-skills UK Joint Awarding Body Forum which will be the focus for ensuring that assessment and verification of competence is carried out consistently and fairly across all assessment contexts.

The Awarding Body Forum will, within the individual Awarding Bodies agreed methodologies, develop and maintain a common understanding of the standards and promote good assessment and verification practice.

Appendix A – Guidance for Awarding Bodies on recommended assessment methods

The following methods are recommended for the assessment of IT User skills, knowledge and understanding for all ITQ units.

- e-assessment;
- knowledge tests;
- scenario-based assessment;
- portfolio of evidence taken from activities involving the use of contemporary ICT systems;
- witness testimony;
- professional discussion;
- other methods which have been approved by e-skills UK and the Awarding Body.

Whatever method is used, Awarding bodies must have appropriate systems and procedures to:

- ensure that assessment arrangements meet relevant assessment design principles and quality assurance regulations; and
- make sample assessment materials available for discussion by the Joint Awarding Body Forum, as required.

A.1 e-Assessment

Online or e-assessment may be used to assess some learning outcomes and assessment criteria relating to performance, knowledge and understanding, for example, of the performance skills in formatting text or understanding of the reasons for choosing different software tools.

Awarding Bodies, employers or providers may develop e-assessments. Where e-assessment is used, Awarding Bodies must ensure that on each assessment occasion:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop e-assessments, these should be agreed in advance with the Awarding Body.

A.2 Knowledge tests

Knowledge tests, often delivered electronically, can be used to assess some learning outcomes and assessment criteria relating to knowledge and understanding, for example, knowledge of security risks or organisational guidelines.

Awarding Bodies, employers or providers may develop knowledge tests. Where knowledge tests are used, Awarding Bodies must ensure that on each testing occasion:

- the knowledge being tested matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop knowledge tests, these should be agreed in advance with the awarding body.

A.3 Scenario based assessment

'Scenarios' may be developed to provide a purpose for using IT, which requires the candidate to undertake practical tasks or activities that produce assessable outcomes. Scenarios may be combined with other methods of assessment, for example to provide a purpose for a series of online assessment tasks.

Awarding Bodies, employers or providers may develop scenarios. The scenario and associated tasks must be carefully designed to ensure that:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the demands and constraints result in the purposeful use of IT, and where relevant reflect those that would typically be met in a real work context.

A.4 Portfolio assessment

Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
  - o enterprise activities (e.g. business plans, budgets and marketing materials);
  - o voluntary activities (e.g. cash flows, programmes and newsletters); or
  - o learning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations).

By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.

Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and

- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or 'witness statement' (see below).

e-skills UK actively encourages the use of electronic portfolio management tools.

A.5 Witness statements

A 'witness' is someone who provides a written statement about the quality and authenticity of a candidate's work for assessment purposes. To make a statement the witness must have first-hand experience of the candidate's performance and understanding of knowledge, skills and understanding required to do the work. Witnesses can be drawn from a wide range of people who can attest to performance, including line managers and experienced colleagues from inside the candidate's organisation.

A witness statement may be needed when the candidate is performing day-to-day activities, which leave little or no evidence behind, for example, agreeing the outcomes to be produced using IT and any deadlines that need to be met or understanding and meeting organisational guidelines for data security and file storage. The witness can, in particular, provide evidence relating to the candidate's competence:

- when reviewing, testing and recommending ways of improving productivity using IT towards [IPU] the mandatory unit for ITQ Certificates and Diplomas;

- when using specialist or bespoke IT software applications;

- in meeting customer requirements;

- of working within organisational guidelines.

Appendix B – Summary of key changes to the ITQ

	Current position	**Proposed approach**
Type	NQF accredited NVQ	QCF accredited qualification
Titles	Level 1 NVQ for IT Users (ITQ) Level 2 NVQ for IT Users (ITQ) Level 3 NVQ for IT Users (ITQ)	Level 1 ITQ Award in IT User Skills Level 1 ITQ Certificate in IT User Skills Level 1 ITQ Diploma in IT User Skills Level 2 ITQ Award in IT User Skills Level 2 ITQ Certificate in IT User Skills Level 2 ITQ Diploma in IT User Skills Level 3 ITQ Award in IT User Skills Level 3 ITQ Certificate in IT User Skills Level 3 ITQ Diploma in IT User Skills
Unit template	Consists of: ● Statements of competence ● Knowledge criteria ● Knowledge components ● Skills criteria ● Skills component Key skills in IT related but not integrated	Consists of: ● Learning outcomes ● Assessment criteria Skills and knowledge components are indicative and will not form the basis of assessment (unless defined through a syllabus or test specification) Functional skills ICT integrated into 3 new units
Rules of combination	Defined in terms of points totals	Defined for each level in terms of QCF unit credit values Spiky profile extended to include Entry level units
Accreditation of prior achievement	Exemption for recognised contributing units and qualifications	No change
Assessment strategy	Assessment must follow NVQ Code of Practice11 Assessment must be based on purposeful activities Assessors must hold a "D" or "A" award	Assessment must adhere to the Regulatory Arrangements for the QCF12 Assessment for mandatory unit must demonstrate purposeful application of skills and knowledge Assessors must be appropriately trained

Abbreviations used in this document

AB	Awarding Body
AoC	Area of Competence
APA	Accreditation of Prior Achievement
APL	Accreditation of Prior Learning
CCEA	Council for the Curriculum, Examinations and Assessment (Northern Ireland)
CQFW	Credit and Qualification Framework for Wales
DCELLS	Department for Children, Education, Lifelong Learning and Skills Wales)
FLT	Foundation Learning Tier
FS	Functional Skills
FS ICT	Functional Skills ICT
IPU	Improving Productivity using IT (mandatory unit in ITQ Certificate and Diploma programmes)
NICATS	Northern Ireland Credit Accumulation and Transfer System
NOS	National Occupational Standards
NQF	National Qualifications Framework
NVQ	National Vocational Qualification
PLTS	Personal Learning and Thinking Skills
QCA	Qualifications and Curriculum Authority
QCF	Qualifications and Credit Framework
SCQF	Scottish Credit and Qualification Framework
SQA	Scottish Qualifications Authority
SQLS	Sector Qualifications and Learning Strategy
SSA	Sector Skills Agreement
SVQ	Scottish Vocational Qualification
ULN	Unique Learner Number
VQ	Vocational Qualification
VRQ	Vocationally Related Qualification

Endnotes for eskills ITQ Assessment Strategy

1. Available for download at: www.e-skills.com/SQLS

2. See SQLS (e-skills UK, 4th April 2008) page 5.

3. For more information about the QCF visit the following link on the QCA website: www.qca.org.uk/QCF. The ITQ Framework is also designed to fit the Scottish Credit and Qualifications Framework (SCQF).

4. Further information about the regulatory requirements of QCF is available for download at: www.ofqual.gov.uk/qcf.

5. The Regulatory Arrangements for the Qualifications and Credit Framework, August 2008 are available to download here: www.ofqual.gov.uk/QCF

6. Further information about NICATS is available for download here: www.nicats.ac.uk

7. Further information about CQFW is available here: Welsh Assembly Government, Educational and Skills, CQFW

8. Trials with centres and learners commenced in 2007 for ICT Functional Skills in England. ICT Functional Skills standards have been defined from Entry 1 to Level 2. The ICT Functional Skills standards are comparable to the ICT Essential Skills standards in Northern Ireland and to the ICT Skills for Life standards in England.

9. QCA, April 2008

10. Currently 4 progression pathways have been defined for FLT in England.

11. The NVQ Code of Practice covers: administrative resources; equality of opportunity; expertise of external verifiers; centre registration and approval; and data requirements; issue of certificates; enquiries and appeals; customer service, monitoring and evaluation; use of languages / assessment; application of assessment methodology (including the role and qualifications for assessors, internal and external verifiers; sampling and external reporting); and dealing with malpractice

12. The Regulatory Arrangements for the QCF covers: Delivery of assessment – roles and responsibilities, procedures and systems, access, special consideration, personal interest, standardisation and quality assurance; Centre recognition; Award of credits; Award of qualifications; Ongoing review; Fees; Data requirements; Awards outside England, Wales and Northern Ireland; Use of languages; Appeals; Dealing with malpractice; Customer service; and Submitting qualifications for accreditation